NAAB National Architectural Accrediting Board

2025 Visiting Team Report

Fairmont State University (M.Arch.)

Type of Visit: Continuing Accreditation

Date of Visit: 6 April – 9 April 2025

Contents

A. Summary of Visit

a. Acknowledgments and Observations

The NAAB visiting team greatly appreciates the time and effort the program, college, and university put into hosting the team during the 2025 first continuing accreditation visit for the Master of Architecture program. We want to specifically thank Philip Freeman for answering our questions and shepherding us around campus, the program chair, Joel Dugan, and interim dean, Deb Hemler, for their insight into how the program fits within the larger College of Science and Technology, the interim provost, Susan Ross, and the relatively new, university president, Dr. Mike Davis, who shared his vision for how the M. Arch program fits into the strategic vision of the university. In addition, we want to thank the faculty, staff, and students for their openness in providing information and feedback.

The M. Arch. program, though still small, has grown steadily since initial accreditation in 2022. As the only accredited program in West Virginia, there is great excitement within the program, college, and the university about the future of the program and the potential it has to raise awareness of the importance and benefits of architecture within West Virginia and the surrounding areas. In-state tuition costs at Fairmont State University are low; approximately $2,300 below the national average. This has provided an opportunity for underserved communities, who have historically not had access to architecture programs within West Virginia and the Appalachian Region. In addition, retention within the program is high, indicating the program is doing a good job of mentoring and advising students.

It is clear the program is beloved by faculty and students alike. The team heard repeatedly that students have a strong sense of pride for the program and that they appreciate the skills they have been taught when they begin internships. Students feel they are prepared to enter the working environment and that they are competitive. The surrounding professional community also acknowledged that the program is providing a much needed pipeline for local talent while encouraging homegrown talent to stay in the area.

The M.Arch. program is currently small (consisting of 12 students in Fall 2024 and a potential 24 students in Fall 2025). As a newly accredited program it has not yet matriculated students who are not from the FSU undergraduate program into the M. Arch program (though this may occur for Fall 2025). This has allowed faculty and the program to rely on criteria being taught at the undergraduate level for meeting requirements at the M. Arch level. A more formal process to confirm equivalent knowledge of NAAB criteria from other undergraduate programs, or additions to the program's curriculum to provide opportunities for external prospective students was acknowledged as desirable at the university, college, and program level.

The program has fostered a strong culture of respect between faculty and students and among graduate and undergraduate students. Students speak very highly about how supported they felt by their faculty and how accessible the faculty are; while students mentor and encourage one another across the programs. The students are well spoken and enthusiastic about the program and their professional potential. They recognize the legacy of the long standing faculty and appreciate the additional perspectives provided by the adjunct faculty.

The faculty are dedicated to continually improving the curriculum and striving to create more opportunities to prepare the students for practice and beyond. They wear many hats, and their dedication is both obvious and commendable.

The university, having completed university-wide strategic visioning, is beginning the process of reimagining long-term planning and is excited about how the program, through accreditation, can bring additional visibility and opportunity to the campus. The university is also in the process of adopting and implementing a new assessment program that has the capability of better aligning how programs can meet their individual accreditation requirements while also still meeting university standards.

The team consistently heard about the program's influence on reshaping West Virginia's architectural and community landscape. Alumni are emerging as leaders sparking real, visible change. There is much excitement around the program's future growth and the next generation of architects driving meaningful progress in the state's redevelopment efforts, ultimately enhancing economic vitality and quality of life throughout West Virginia and the Appalachian Region.

b. Conditions with a Team Preliminary Finding as Not Achieved

SC.5 - Design Synthesis

SC.6 - Building Integration

4.2 - Professional Degrees and Curriculum
    4.2.2 - General Studies

5.2 - Planning and Assessment
    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.
    5.2.3 - How well the program is progressing toward its mission and stated multiyear objectives.

5.4 - Human Resources and Human Resource Development
    5.4.1 - Demonstrate that it balances the workloads of all faculty [and staff] in a way that promotes student and faculty achievement.

B. Progress Since the Previous Site Visit

2020 Condition/Criterion (Not Met): 2 – Shared Values of the Discipline and Profession: 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.

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.

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.

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.

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.

2022 Team Analysis: Long-range planning efforts and goals are not addressed in the Shared Values of the Discipline and Profession, as described on pages 10-12 of the APR. This narrative does not indicate where students learn about the majority of the shared values, such as identifying specific courses required in the Master of Architecture program. On pages 1-4 of the Fairmont State University RFI response (per the Fairmont State University_RFI.pdf shared by the program in response to the visiting team chair's initial review and request for more information), additional information maps out the needs for faculty and physical resources as the program grows; however, these were not framed within the context of aspirational goals to outline a path for the program's future and no further information regarding long-range planning beyond initial accreditation was shared at the time of the visit. While each of the shared values are understood presently, these are not advanced beyond initial accreditation nor located within the professional curriculum in required curricular activities. The program did not present a strategic plan linking goals and values to define specific objectives and actions.

Design: The narrative does not describe ideas for developing a particular approach to or view of design at Fairmont State University. Meetings with faculty and students provide an understanding that the studio environment creates rich and intriguing design inquiries. Non-curricular activities such as the Mayfield Lecture also highlight design, as this event brings in a professional on an annual basis to introduce diverse ways of thinking about architecture. The narrative does explain how students are introduced to diverse points of view about design from studio critics, lectures, and outside reviewers who present different perspectives of architecture. The narrative in the RFI states that the design value is the "backbone" of the degree program that informs the need for faculty, physical, and financial resources. However, there was not sufficient evidence of linking this value to long-range goals to provide a framework of goals, objectives, and actions.'

Environmental Stewardship and Professional Responsibility: The narrative in the APR did not describe how this value influences long range planning. On page 10 of the APR, the value of environmental stewardship is linked to ARCH 5560, Architecture Design Seminar-Sustainable, which is a required course in the professional program. The course presents environmental stewardship and professional responsibility as a central role of the profession, including food

production, energy resources, and waste management. The course also prepares students for the LEED Green Associate examination. Conversations with students and faculty confirmed environmental sustainability is an important value for the program. In the RFI on page 1, Environmental Stewardship and Professional Responsibility are stated to be a "program wide imperative" that informs the need for faculty, physical, and financial resources. However, there was not sufficient evidence linking this value to long-range goals, objectives, and actions.

Equity, Diversity, and Inclusion: Opportunities relating to equity, diversity, and inclusion available for students in the professional program are not described, nor are these opportunities part of long-range goals. How students learn to engage equity, diversity, and inclusion into their professional degree coursework is not clear. On page 11 of the APR, it is noted that the program strives to "create a climate of opportunity and fairness" to allow for and help develop individual expression. At a program level, equity is pursued through providing functional and safe spaces. Inclusivity is also part of the program as Fairmont State University is affordable in comparison to other institutions, providing access to education for a broad range of students. The program's' goal to improve the understanding of an inclusive global culture is stated in the Fairmont State University RFI on page 2. A significant initiative presented in the RFI is the commitment of the architecture program to establish a scholarship program for minority students in the graduate architecture program. The Interim President Dianna Phillips and Interim Provost Tim Oxley addressed diversity, equity, and inclusion within the context of the institution. The concerns of equity, diversity, and inclusion need to be translated into the long-range goals for the program beyond initial accreditation.

Knowledge and Innovation: How knowledge and innovation are incorporated and developed in the long-range planning of program is not yet clearly defined. There is recognition that this value applies to various scales and the program narratives outline the ways in which students explore and advance the profession. Evidence was found in the APR and RFI, and includes the documentation for PC.5 Research and Innovation. Specifically, ARCH 6610 seminar course and ARCH 6550 studio course teach and engage students in research, which ultimately produces architectural knowledge. This work and other similar engagements need to be addressed and developed as part of the long-range planning goals beyond initial accreditation for the program.

Leadership and Collaboration: The program did not clearly explain how this value connects to long range planning goals. The size of the program supports the development of leadership and collaboration among the students. This is extended with interdisciplinary student projects. Additional evidence was found in PC.6 Leadership and Collaboration in ARCH 5500 Community Design Studio and the student leadership development that occurs through opportunities in the small class sizes or through activities such as AIAS. The Fairmont State University RFI note intercollegiate and community partnerships and collaborations in ARCH 5500 with the City of Fairmont and the Fairmont Development Corporation. Strong possibilities for leadership and collaboration are present, but how these evolve and grow needs to be clarified through long-range planning goals.

Lifelong Learning: It was not clear how life learning informs long term planning goals. The program demonstrates lifelong learning with its engagement in AIAWV and its role in continuing education efforts. How students learn of lifelong development was found in the documentation for PC.1 Career Paths, as ARCH 5540 Professional Practice, ARCH 5580 Internship, and the activities of the Architect Licensing Advisor for the program provide a solid basis for establishing professional learning throughout one's career. The Fairmont State University RFI states a goal of developing the students' awareness of their role as "global citizens." The RFI further highlights efforts for financial resources to facilitate students and faculty attending conferences and workshops that contribute to their individual and collective learning. All these courses, activities,

and efforts provide promise for lifelong learning, yet it is not clear as to how this is part of the long-range planning goals.

2025 Team Analysis:
The team found '2 – Shared Values of the Discipline and Profession' was previously not met due to the lack of clear long-range planning for each value. During the visit, the team confirmed the program has a long-range plan through 2033 that establishes six goals/values and a path for how to achieve them, including for this condition. These are interwoven through the long-range plan. In separate discussions with the university president and program, it was confirmed that the university has just completed a university-wide strategic vision process and is preparing to begin a strategic planning process that will include colleges, departments, and programs. Due to a fair amount of turnover at the university and college administration levels, the program has had to respond to differing requirements which has created some inconsistencies at the program level. Support for continued growth and long-range planning, including the development of an implementation plan, was confirmed at the university, college, and program level. This condition is now met.

2020 Condition/Criterion (Not Met): 4.3 Evaluation of Preparatory Education: 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.

2022 Team Analysis:
4.3.1 While the documentation for evaluating a student's prior academic work is clear, the process itself is not transparent or straightforward. The program states the process for evaluating a student's prior academic coursework on their admission requirements website for the Master of Architecture program. This website instructs those interested in applying to the program at Fairmont State University to first submit paperwork for acceptance to the graduate school through the provided link to the general graduate school admission. After the application to the graduate school is submitted, an application to the Master of Architecture program is to be completed. The link to the application document to the Master of Architecture program is provided online. The application directs students who have earned B.S. or B.A. in Architecture degrees from other institutions to submit evidence of completed coursework that fulfills the Program and Student Criteria. It is this step of the admissions process that is unclear as a provided application showed that the Program and Student Criteria noted numerous FSU courses that were fulfilled by numerous courses from the previous institution, preventing a concise and accurate evaluation of the knowledge material already mastered by the applicant and how this translates to the courses at FSU. While there have only been two students in the last six years who completed undergraduate degrees in architecture at another institution and matriculated into the M.Arch. program at FSU, this process needs to be revisited and strengthened for future students.

4.3.2 While the program has identified established standards for meeting accreditation criteria, the program has yet to define how these standards are interpreted clearly. The program lists established standards for applicants to the program in an online form. This form describes that students who have earned a B.S. in Architecture from Fairmont State University have fulfilled designated Program and Student Criteria. Students who earn a B.S. or B.A. in Architecture at an institution other than Fairmont State University have to submit a NAAB PC/SC Matrix or course descriptions and syllabi from their former institutions. The program notes that applicants found

to be deficient in studies will have additional coursework. However, because the assessment of the Program and Student Criteria is translated into numerous FSU courses, the ways in which the student's prior outside experience has satisfied the same Program and Student Criteria as students in the BS Arch degree at FSU is not clearly identified, as each of the learning achievements included in each criterion are not individually documented and assessed. A provided application showed FSU courses that addressed the Program and Student Criteria through notation, but this step is accomplished administratively. In this way, applicants do not have access to a clear understanding of how deficiencies have been identified.

4.3.3 The evaluation process is described in the admission requirements, but as previously described, the exact translation of an applicant's previous work in relation to the NAAB Program and Student Criteria is unclear. A sequence of courses is provided online. This sequence informs students who have been continuously enrolled in the program at Fairmont State University of their time to degree. However, for students who have earned undergraduate degrees at other institutions, the time to degree may differ depending on the evaluation of the previously completed coursework. This evaluation is not straightforward as an application.

2025 Team Analysis:
The team found that the program generally met '4.3 Evaluation of Preparatory Education' through evidence provided prior to the visit. This was further confirmed in a meeting with admissions; this condition is now met.

2020 Condition/Criterion (Not Met): 5.2 Planning and Assessment: 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.

2022 Team Analysis: The program provided material pertaining to planning and assessment in the APR, as well as in the RFI.

5.2.1 Evidence was not found in the APR nor the RFI response to satisfy this sub-condition. It is apparent that the focus of the program has been to achieve initial accreditation; however, a strategic plan that recognizes and pursues particular opportunities to frame the program's future was not offered. The description of the Shared Values in the APR hints at inevitable and safe goals such as exploring ways to expand interest in research, even though student research is evident in ARCH 6650 through the selection of individual projects addressing critical issues, and program research is seen in ARCH 5500 through community projects. The Plan Matrix, which was offered in multiple requests for a strategic plan (in chair's review of APR and again during the visit), provides a calendar for accreditation; reviews the needs for faculty, staff, and facilities; notes assessment periods; and schedules events. Strategic objectives for the program need to work in coordination with the institution to work toward meaningful goals.

5.2.2 Connections between program and institutional goals are not clear. KPIs for the institution, which focus on enrollment and financial growth, are online. The Plan Matrix in the APR, and

extended on a departmental website and in the RFI, notes points through Spring 2025 for the areas of accreditation, faculty resources, physical resources, financial resources, professional resources, assessment plans, and special event plans.

5.2.3 Evidence was not found in the APR nor the RFI to satisfy this condition. While the program is reaching all targets it has established in the Plan Matrix, the goals seem timid and certain. Achievements address accreditation; enrollment growth; and reviewing faculty, staff, and facility resources. Multi-year objectives that move the program forward as an accredited architecture program specific to West Virginia and Fairmont State University (or beyond) were not identified.

5.2.4 Evidence of strengths, challenges, and opportunities were not identified in the APR nor in the RFI to satisfy this condition. Strengths of the program that the team identified include a dedicated faculty and adjunct faculty, support from the university and area professionals, and students who are engaged in the courses and program activities, producing competent work that addresses current and critical issues. The place of the program in West Virginia has created a situation in which the faculty have been able to communicate to the students about a pathway to the profession, building a place that connects students to careers. The environment is also one that is rich in research possibilities, and the program has built on that in the development of their courses, such as ARCH 5550 and ARCH 6650. Challenges of program growth need to be addressed, as administrative support and lab supervision are not present. In addition, the program does not seem to be prepared with an objective, transparent, and efficient admissions process if initial accreditation is achieved. Opportunities need to be recognized in a strategic plan for the program, and include acknowledging what architecture students, faculty, and professionals can bring to West Virginia and the region. Possibilities include both studies and professional work addressing Appalachian towns in regard to economics, diminishing populations, employment opportunities, historic structures, and developing an awareness of the profession.

5.2.5 The program demonstrated this sub-criterion. Ongoing input from area professionals was apparent in the visit meeting with the Profession and M.Arch. Alumni. The professionals spoke about the potential for the program and the ways in which it has already been effective in the region. The professionals identified stronger understandings and applications of architecture in the area, which introduces positive changes. The alumni of the program noted that the combination of their education and the nature of its place resulted in a strong basis for their professional work.

2025 Team Analysis:
5.2.1: Per the APR, the University had begun the process of developing a new Strategic Plan in 2023, with implementation to begin in 2025. In separate discussions with the university president (in place for 18 months) and the program, it was confirmed that the university has just completed a university-wide strategic vision process and is preparing to begin a new strategic planning process that will include colleges, departments, and programs. The program has responded to the vision statement of the President and continues to refine objectives as the plan becomes more fully developed and is implemented.

Since achieving accreditation, the program has created the Plan for Continued Accreditation outlining multi-year goals and outcomes which outlines six goals which the program described in the APR. While this multi-year planning was provided, it was not evident how it is ingrained in the program. These goals include: Positively impacting communities by sharing a vision of revitalization through design intervention and introducing sustainable strategies, to promote sustainable strategies as the standard for intersecting the built and natural environments, to advance diversity and broaden inclusion, to expand and diversify the opportunities for students

and faculty to pursue knowledge beyond the traditional curriculum, to expand curricular and extracurricular opportunities to learn, teach, and gain experience and perspective, and to enhance the value of lifelong learning. The connection between these objectives and how the program ensures alignment with NAAB Conditions remains unclear. Throughout the visit, the team observed the program has not demonstrated how this plan is being enacted or is embedded within the greater alignment to meet the NAAB Conditions. **This sub-condition is not met**.

5.2.3: Since the previous visit, the program has made progress in creating a long-term plan; however, the team found limited evidence of its implementation or its connection to measurable outcomes. While the program's identity and curricular goals are defined, there remains a gap in articulating and tracking progress toward broader, multi-year strategic objectives. In response to earlier feedback, the program has reinforced its commitment to sustainability across the curriculum, and has begun incorporating themes such as barrier-free design and historic context. Studio coursework now integrates collaborative learning, and co-curricular offerings like the Mayfield Lecture and Distinguished Alumni Lecture reinforce the importance of critical engagement with architectural discourse. These are positive steps, but the program has yet to map these initiatives to its long-range goals and provide measurable benchmarks of progress beyond the curricular scope. **This sub-condition is not met**.

2020 Condition/Criterion (Not Met): 5.4 Human Resources and Human Resource Development: 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:

    5.0.1   Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

    5.0.2   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.

    5.0.3   Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

    5.0.4   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.

2022 Team Analysis:

5.4.1: The team found that faculty workloads are not balanced to optimize student and faculty achievement: currently nor long-term. Therefore, this sub-criterion is not demonstrated. Due to the small scale of the program, graduate faculty continue to take on administrative burden of record-keeping, organizing, gallery management, and scheduling that is not sustainable for a growing program. These are in addition to the faculty duties that include teaching, advising, and administrative tasks. Through conversations with Kirk Morphew, the team confirmed that the architecture program does not have dedicated administrative or technical support staff. The program does share a staff position with the college to procure equipment, educational materials and supplies, as well as IT staff. There are no technical positions assigned to the program to manage the digital fabrication labs. These labs are currently managed by students, which may present a safety concern. The program acknowledged these challenges as a human resources-focused "pinch point" during the visit.

Meetings with the faculty and Director, Bob Kelly, and the Program Coordinator, Kirk Morphew, confirmed that teaching is the mission of Fairmont State University. As a result, all full-time faculty are supported to remain current in their expertise, and faculty of professorial rank stated there is a review every five years for graduate faculty status to ensure currency.

Conversations with the full-time and adjunct confirm that the faculty feel they have a balanced workload that facilitates student and faculty achievement in spite of additional administrative duties. All full-time faculty are registered architects. The program strives to promote student and faculty achievement as described in the APR on page 41. Several adjunct faculty members committed that the program works to accommodate their work schedule. The team commends the dedication of the full-time and adjunct faculty.

5.4.2: The program demonstrated this sub-criterion. Joshua Lyons, AIA, NCARB, LEED AP O+M serves as the Architect Licensing Advisor as described on page 44 of the APR. The Fairmont State University RFI on page 6 confirms that he has attended all of the NCARB Licensing Summits held since his appointment as ALA. Both the APR and RFI describe how he performs the duties to ensure students have the resources to guide their path to licensure. In a conversation with Joshua Lyon, he stated that over 80% of the students attend his annual online workshops, the first on the path to licensure, and the second on the transition to practice.

5.4.3: The program demonstrated this sub-criterion for faculty. The report describes the opportunities that faculty have for development and improvement on page 44 of the APR. These include opportunities to maintain professional currency such as applying professional expertise and engaging in professional activities that support the mission of the program. The faculty confirmed that the program does provide development opportunities. Faculty receive support to attend conferences to earn continuing architectural education. Several faculty members cited examples of travel that was funded by the program. The APR provides links to the Fairmont State University Faculty Handbooks for policies on sabbaticals, as well as appointment, promotion, and tenure.

As the program has no dedicated support staff, the team was unable to assess staff development opportunities.

5.4.4: The program demonstrated this sub-criterion. The Fairmont State University Turley Student Services Center provides services to students, including financial aid, advising, and career development, as described on page 45 of the APR and through a link to the Student Services Center website. Conversations with students, faculty, and program administrators confirm that faculty academically advise and mentor students.

In addition, the APR describes counseling services available to students at the Falcon Center. The narrative in the APR for PC.1 Career Paths on page 13 describes internship opportunities available to students. In a meeting with the graduate students, all of the students volunteered that they were pursuing internships, and 75% of them confirmed that they have established their NCARB record and are participating in the Architectural Experience Program.

2025 Team Analysis:
5.4.1. The program has five full-time faculty and four part-time/adjunct faculty. Three of the full-time faculty are tenured, one is on the tenure track, and the fifth is in phased retirement. Full-time faculty are also student advisors in the architecture program; each has approximately 30-35 students.

The program has one support staff that is shared with the rest of the College of Science and Technology and located in the College, somewhat remote from the architecture program. This staff officially provides approximately 10% of her time or the equivalent of four hours a week - though the College Dean and Department Chair both stated staff could be used on an as-needed basis. The visiting team determined that although there is evidence that faculty are currently meeting expectations and demonstrating that they are promoting student achievement, <u>additional support staff is necessary</u> to balance faculty workloads and allow for faculty to advance their long term plans. **This sub-condition is not met**.

C. 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.

2025 Team Analysis: N/A

D. 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).

Program Summary Statement of 1 – Context and Mission

The architecture program at Fairmont State resides in the College of Science and Technology, the university's largest and most diverse academic unit, with programs in the natural sciences, mathematics, computer science, engineering technology, and visual arts. The university offers a broad range of graduate and undergraduate degree programs complemented with extra-curricular activities. Fairmont State is located in the small city of Fairmont, WV, in the heart of Appalachia. It is afforded a wealth of outdoor, cultural, and historical opportunities due to its Mid-Atlantic region proximity to Pittsburgh, PA, Columbus, OH, and Washington D.C.

The university's SOAR Values inform the architecture program:
Scholarship: To celebrate the joy and wonder of discovery
Opportunity: To grow, learn, engage, and contribute.
Achievement: To reach personal and community goals.
Responsibility: To fulfill obligations to ourselves, the learning community, our society, and the future.

The program considers the cultural, geographical, and historical conditions that distinguish the unique character of the Appalachian Region and its people. Emphasis is placed on the small city to explore architecture by imagining, envisioning, and developing the built environment. The program provides opportunities for students to expand their ideas of scholarship, re-envision community, be active in the AIAS, and participate in study/travel at home and abroad.

Embedded within all levels of the program are emphases on sustainable design principles, the architect as a collaborator, and the significant role of architecture in place making.

Team Findings: Met

2025 Team Analysis:
The team found that the mission and culture of the Fairmont State Architecture Program are aligned with its broader institutional and geographic context. As a regional public university located in rural Appalachia, the program plays a vital role in providing affordable access to higher education and serving the communities of north-central West Virginia. The program's mission emphasizes community, tangible workplace knowledge, and the application of design thinking to local and regional challenges. The program leverages its unique position as the only architecture program in the state to provide students with a meaningful education that directly connects to the needs and opportunities of its context.

During the visit, the team reviewed evidence of how the program's mission is integrated into both the curriculum and culture. The mission—to integrate theory, culture, history, sustainability, and practice with a community-centered focus—was visible across coursework, faculty-led initiatives, and student activities. The program facilitates a close-knit culture of caring and collegiality which was strongly evident throughout the visit. The team had the opportunity to speak with faculty and students, and their commitment to the program and its community was clear and genuine.

Structurally, the program benefits from being housed within the College of Science and Technology, which allows architecture students to engage with related disciplines such as engineering and arts. These connections support a broader educational ecosystem and provide a foundation for interdisciplinary collaboration. However, the team noted that there may be additional opportunities to more explicitly integrate these relationships into the architecture curriculum in ways that reinforce the mission and expand student outcomes.

Overall, the mission is clearly defined and broadly reflected in the program's culture, structure, and pedagogical approach, though continued refinement and deeper integration across some areas may further enhance its impact and coherence.

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)

Team Findings: Met

2025 Team Analysis:
The program provided additional supplemental long range plan information to the team during the visit that defines how each of these values is interwoven into a series of six goals established by the program through 2033. In separate discussions with the university president and the program, it was confirmed that the university has just completed a university-wide strategic vision process and is preparing to begin a strategic planning process that will include colleges, departments, and programs. Due to a fair amount of turnover at the university and college administration levels, the program has had to respond to differing requirements which has created some inconsistencies at the program level. Support for growth and long-range planning, including the development of an implementation plan, was confirmed at the university, college, and program level.

Design:
Per the APR, the program addresses design thinking and integrated design solutions through their studio environment and culture. Graduate studios ARCH 5500 - Architecture Design Studio (Community), ARCH 5550 - Comprehensive Design Studio, & ARCH 6650 - Advanced Architectural Design Studio, focus on different aspects of design theory, an integrative design process, and research development. ARCH 5500 - Architecture Design Studio (Community) focuses on rehabilitating struggling environments within a small city context, often involving projects within the local area, and ARCH 5550 - Comprehensive Design Studio, addresses watershed conservation and brownfield rehabilitation for recreational community use. In addition, the program requires students to attend the annual Mayfield Lecture, a program that brings in outside practitioners to specifically provide different perspectives on the interactions of community and the profession as it relates to the discipline of architecture.

Supplemental long range planning documents included evidence of the importance of the foundation of design through research and projects that incorporate better, safer, resilient, more equitable and sustainable built environments.

Environmental Stewardship and Professional responsibility:
The APR discusses how environmental stewardship and professional responsibility are foundational to how the program teaches, and that sustainable design and development should be a "normal" approach to the built environment. ARCH 5560 - Architecture Design Seminar 2 (Sustainable) and ARCH 5550 - Comprehensive Design Studio are both required courses. ARCH

5560 - Architecture Design Seminar 2 (Sustainable) teaches the core tenants of LEED culminating in each student taking the LEED exam. ARCH 5550 - Comprehensive Design Studio pulls many of these teachings forward into the design of structures.

Supplemental information regarding Long Range Planning was provided to the team which included evidence for how environmental stewardship and professional responsibility should be addressed in the future, including the desire to become the recognized leader in sustainability for Appalachian communities, through a series of six goals established by the program through 2033.

Equity, Diversity, and Inclusion:
As described in the APR, the program embraces AIA's position that "the profession must be as diverse as the world we serve" and acknowledges the challenges demographically the university and state, as a whole, are faced with regarding diversity. The program recognizes this is an area for improvement and is making concerted efforts on opportunities to improve diversity - including through outreach to other architecture programs that may become feeders for the M.Arch. program now that they are accredited. The program seeks ways it can impact underserved populations (another aspect of diversity), in particular through offering access to one of the most affordable architectural educations in the region and country. It was abundantly clear during the visit that creating inclusive and accessible environments is central to the program. The program's Plan for Continued Accreditation (PCA) on long term planning notes opportunities to improve diversity and evaluating opportunities to work with out of state institutions where pursuing a professional degree imposes financial difficulties for students as well as implementing more recruiting and scholarship opportunities.

In separate discussions with the university president, college, and the program, it is clear that the M.Arch. program is viewed highly and that, in part because it is now accredited, the program has the opportunity to encourage diversity by providing another avenue (and reason) for students from economically disadvantaged areas to apply for both the undergraduate and M.Arch. program.

Knowledge and Innovation:
Per the APR, students master research in ARCH 6610 - Study Proposal, and combine knowledge and innovation in the student's capstone project through ARCH 6650 - Advanced Architectural Design Studio. Throughout the program's entire course structure, the concept of ever-changing conditions and the need for continuous improvement and innovation is infused.

In supplemental written information the program provided during the visit, as well as in conversation, the program endeavors to improve opportunities for students and faculty to participate in learning and knowledge beyond the traditional studio curriculum. Efforts will be made to expand opportunities for diverse studying and teaching, to build collaborative exchange relationships for additional exposure to learning and teaching settings different from the program's, including through future coordinated study and exchange programs, and curriculum revisions to facilitate multimodal learning opportunities.

Leadership, Collaboration, and Community Engagement:
Leadership, collaboration, and community engagement are emphasized in the supplemental Long Range Plan information provided, encompassing collaboration and other opportunities for students through a series of six goals established by the program through 2033. Aspirations include fostering additional opportunities through AIAS, graduate students assisting undergraduate students (in both student meetings, the students stressed how important this was to the ethos of the overall program) , and through ARCH 5550 - Comprehensive Design Studio,

where the project is located within the community, includes community stakeholder, and community meetings. The Community Development Assistance Center (CDAC) is an elective course offered every semester that encourages students to work on an actual community project that is to be built; this provides real world experience that is invaluable.

Lifelong Learning:
The program demonstrates a strong commitment to fostering lifelong learning as an essential value of the profession. Through a curriculum that bridges historical foundations and contemporary relevance, the program encourages students to view architecture as a discipline shaped by the past and responsive to the present, while preparing them to contribute meaningfully to its future. The study of architectural history provides a global and cultural context, helping students recognize how the built environment reflects and influences societal values and conditions across time.

Design studios and related coursework engage students in addressing pressing contemporary challenges—such as sustainability and social responsibility—cultivating critical inquiry and forward-thinking approaches. Beyond the classroom, lecture series expose students and faculty to diverse perspectives, broadening intellectual horizons and deepening professional discourse.

The program's study abroad opportunities are a cornerstone of this lifelong learning philosophy, offering transformative experiences that expand students' worldviews and foster cultural empathy. Faculty members model the value of continuous learning through active engagement in professional practice, bringing current, real-world insights into the academic environment. Collectively, these experiences establish a foundation for graduates to embrace lifelong learning as a shared responsibility that extends beyond formal education and into the evolving landscape of architectural practice.

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)

Team Findings: Met

2025 Team Analysis:
The program achieves this criterion through ARCH 5540 - Professional Practice. The APR, syllabus, and course lectures provide exposure to various career opportunities, and the course instructor stays up to date on licensure related topics through participating in the Regional Practitioner and Educators Conference. Outside of coursework, the Architect Licensing Advisory provides workshops twice annually to familiarize students with the licensure process. AIAWV and AIAS collaborations, including a design competition, expose students to professional pathways and cross disciplinary collaboration. In the two meetings held with students, nearly all students confirmed that they had been provided with the opportunity to intern at local firms - and many students were working at firms while in school.

This criterion is assessed through ARCH 5540 - Professional Practice annually through the University's Taskstream assessment, career committee, and self-assessment which was provided in the virtual team room. Through conversations during the visit, the team verified assessment overall was happening within the program. Student achievement in the course is measured through assignments, quizzes, and tests according to the syllabus. Based on the evidence found in the self-assessment, the established benchmark of 80% student course success was met and the Fall 2024 Faculty walk-through found the course met expectations. As a result of exceeding established benchmarks, the course will include additional breadth in the guest speaker list. The Taskstream report recommendations are to continue to develop coursework emphasizing the complexities and diversity of practice and to promote more sustainable strategies.

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)

Team Findings: Met

2025 Team Analysis:
The team found this criterion met in the graduate studios - ARCH 5500 - Architecture Design Studio (Community), ARCH 5550 - Comprehensive Design Studio, and ARCH 6650 - Advanced Architectural Design Studio. The APR states that Graduate studios are paired with topical seminars that address relevant content to each studio, the students are then required to incorporate research elements and apply architectural knowledge to address complex conditions and constraints. Each course had a narrative, syllabi, and course schedule which outlined requirements and expectations. Diversity of design scale is evident throughout the different studio courses.

The program assesses the students' studio performance formally through reviews and pinups with faculty and practitioners multiple times throughout a semester. The program confirmed, through the University's Taskstream assessment, career committee, and self-assessment, that the established benchmark of 80% was met. In addition, each course identified, included a faculty narrative self-assessment identifying strengths and weaknesses and indicating curriculum changes that would be made for improvement in subsequent courses.

During the visit, faculty confirmed that they conduct a course walkthrough at the end of each semester to discuss/propose possible changes to the curriculum. A faculty round table is held at the beginning of each semester to review what was determined at the end of the semester and to implement agreed upon changes to the coursework for the new semester. In addition, faculty meets informally to discuss courses and student outcomes during the semester. If it looks like student outcomes may be compromised or not met, faculty will make changes to the course within the semester.

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)

Team Findings: Met

2025 Team Analysis:
The APR states that the program instills a holistic approach to the built and natural environments by embedding sustainable principles throughout the program. ARCH 4000- Design V (Technology) requires students to formally consider applying a sustainable rating system to a project. ARCH 4030 - Mechanical and Electrical Systems, incorporates sustainable principles related to passive and active building systems including lighting, HVAC, and plumbing. ARCH 5560 - Architecture Design Seminar 2 (Sustainable), builds on lectures, course discussion, studio work, and by having students take (and pass) the LEED Green Associate Exam as the main metric, while also learning about other green rating programs, such as WELL Building Standard.

This criterion is met through the three courses identified. Each course has a narrative, syllabus, and schedule. In addition, narratives include a written self-assessment section which includes whether the course met the student outcome, as defined by the University's Taskstream assessment, AIAWV scholarship committee (for course ARCH 4000), and faculty identification of shortcomings in PCs and SCs. Student outcomes in all three courses met and exceeded the established 80% benchmark. The self-assessment also includes comments and suggested changes that will be made based on lessons learned from formal faculty evaluations of the work at the end of each semester and a roundtable held at the beginning of the following semester to implement agreed upon curriculum changes. Assessment narratives and methods were confirmed by the team.

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)

Team Findings: Met

2025 Team Analysis:
The team found this criterion met in courses ARCH 2010 - Architectural History I and ARCH 2020 - Architectural History II as noted in the APR and found in the virtual team room. These courses explore a variety of global and national histories and theories.

At the end of each semester faculty do a walkthrough of all student work to evaluate what worked and what should be improved (lessons learned). At the beginning of each semester the faculty conduct a roundtable discussion where they review the work again, confirm decisions made in the fall, and document which courses should include modifications or changes. In addition, the University's assessment software, Taskstream Outcome, allows faculty to further document learning outcomes and proposed modifications. Information and evidence was confirmed through course information, meetings with faculty, and university administration.

Additionally, ARCH 5510 - Architecture Design Seminar 1 (Small Urban Context) addresses topics in the history of urban design and more recent history of discourse in community and urban design, particularly within the Appalachian region. Student learning within this course is assessed through outlines of assigned readings, class notes, and participation as well as a research project examining a smaller city in the Appalachian region as stated in the syllabus. The course self-assessment notes one way the course may be improved is by continuing to make readings and themes even more specific to the smaller communities in the Appalachian Region. The Fall 2024 80% benchmark for student achievement was exceeded. One future improvement that is being considered is to make an Introduction to Historic Preservation a required course (previously has been offered as an elective course). According to the Taskstream report, faculty met at the end of the term and determined assessment measures supported learning outcomes and notes to continue to integrate history and theory in a way that encourages a broader point of view.

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. (p.9)

Team Findings: Met

2025 Team Analysis:
The program clearly demonstrates that research and innovation are integral components of the curriculum, with the intent of preparing students to engage in architectural research to test and evaluate innovations in the field. The curriculum is structured to gradually build students' research skills, beginning at the undergraduate level and culminating in the graduate capstone studio. ARCH 5510 - Architecture Design Seminar 1 (Small Urban Context), ARCH 6610 - Advanced Study Proposal, and ARCH 6650 - Advanced Architectural Design Studio, establish a clear trajectory of increasing research complexity and application to design problems. This trajectory reflects a pedagogical commitment to developing informed and innovative practitioners who ground their design decisions in rigorous inquiry. Course narratives and schedules, and syllabi when appropriate, clearly lay out student expectations and requirements.

The program assesses student learning related to research and innovation on a recurring basis through the University's established Taskstream by Watermark assessment platform. The program tracks how students engage with research in a variety of contexts—through writing, case study analysis, community-engaged inquiry, and independent research-driven design. Each of the three courses used for this criterion meet or exceed the Fall 2024 80% benchmark for student achievement.

During the site visit, the team confirmed the presence and emphasis of research across the curriculum through multiple interactions and reviews. The coursework reviewed in ARCH 5510 - Architecture Design Seminar 1 (Small Urban Context), ARCH 6610 - Advanced Study Proposal, and ARCH 6650 - Advanced Architecture Design Studio clearly demonstrate the integration of research methodology, contextual and precedent analysis, and independent inquiry as part of the design process. Conversations with faculty and students affirmed that research is a consistent and emphasized part of studio culture. Graduate students described their experiences in developing individualized research proposals, and the culminating ARCH 6650 capstone projects presented thoughtful, well-researched responses to real-world architectural issues. The visiting team found that the program's culture of research is genuine and embedded, and aligns with the stated mission to foster innovative, research-informed design practices, particularly those relevant to the regional context of Appalachia.

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)

Team Findings: Met

2025 Team Analysis:
Per the APR, the program ensures students understand approaches to leadership through work in multidisciplinary teams, with diverse stakeholder constituents, and through dynamic physical and social contexts. ARCH 5500 - Community Design Studio, teaches students to work with a community by having students work on a local project. Students interact with community stakeholders, city officials, developers, and property owners. The course is approached in a holistic manner that includes students working with regulatory and other existing conditions,

while engaging with site analysis, historic and precedent research, user requirements (programming), and design implications.

The program assesses student learning related to leadership and collaboration on a recurring basis through the University's established Taskstream by Watermark assessment platform, where the course exceeded the Fall 2024 80% benchmark for student achievement. In addition, the program assesses student work through four forma reviews which are attended by invited faculty, local practitioners, and community stakeholders.

The program confirmed that ARCH 5500 - Community Design Studio, like all other courses, is assessed at the end of each semester through a faculty pin-up, and at the beginning of each semester by a faculty roundtable discussion where they review the work again, confirm decisions made in the fall, and document which courses should include modifications or changes. Modifications proposed include a more formal approach including the use of questionnaires or surveys as additional tools.

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)

Team Findings: Met

2025 Team Analysis:
Per the APR, the program weaves this criterion throughout its coursework, guided by its Studio Culture Policy, last updated in Fall 2022. The policy is reviewed on a two-year cycle by a committee of faculty, the program administrator, a graduate student representative, and AIAS officers. The program encourages a strong work-school-life balance and a collegial environment. Syllabi for courses include information relating to professional behavior, respect, and academic integrity.

It was verified during the visit that students are aware of the Studio Culture Policy and that it is reviewed at the beginning of each academic year. Students believe the values are evident throughout the program and culture of the school. The faculty and students noted that the small nature of the program contributes to a strong culture, sense of pride, and respectful relationships. The Taskstream assessment notes evidence of respectful learning and teaching culture was observed and faculty members met at the end of the term and determined assessment measures could be more formalized for this criterion. This recommendation consists of developing surveys and questionnaires as part of a more formalized assessment that can assist in documenting this better.

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)

Team Findings: Met

2025 Team Analysis:
The program addresses social equity and inclusion through their recognition of socioeconomic burdens in their region. The APR notes that one of the program's efforts in social equity and inclusion stems from the challenges that potential students in the Appalachia and surrounding regions have in attending higher education; this is in large part why FSU works to keep tuition low and affordable for all programs. In addition, the program has made initial steps to create a

scholarship with the surrounding professional community to address additional BIPOC student support opportunities. ARCH 4060 - Building Technology II considers the impact and application of accessible and barrier-free design principles, emphasizing technical and regulatory requirements. ARCH 5500 - Architecture Design Studio (Community) and ARCH 5510 - Architectural Design Seminar 1 (Small Urban Context) further builds on ARCH 4060 while including stakeholders from diverse user groups and backgrounds and exploring design in various places and from diverse cultures.

ARCH 4060 - Building Technology II and ARCH 5510 - Architectural Design Seminar 1 (Small Urban Context) include a syllabus, schedule, cand course material that describe student criteria and expected outcomes. Assessment occurs through a combination of quizzes and tests (provided), and technical drawings. ARCH 5500 - Architecture Design Studio (Community) includes a syllabus, schedule, and project brief that outlines expected outcomes and student criteria. All three courses assess social equity and inclusion through the University's established Taskstream by Watermark assessment platform, where each course exceeded the 80% benchmark for student achievement. ARCH 5500 - Architecture Design Studio (Community), also assesses student work through four formal reviews which are attended by invited faculty, local practitioners, and community stakeholders.

It was verified during the site visit that students are aware of the program's low cost, and many note that it influenced their decision in pursuing school. The program confirmed in individual course narratives and self-assessments, as well as during the site visit, that the three courses noted for this criterion are also assessed at the end of each semester through a faculty pin-up, and at the beginning of each semester by a faculty roundtable discussion where they review the work again, confirm decisions made in the fall, and document which courses should include modifications or changes. Modifications proposed for ARCH 4060 include emphasis on developing high quality technical documents while developing a better understanding of current trends in technology and performance. Modifications for ARCH 5510, include providing access to additional opportunities for rehabilitating underutilized and vacant buildings, while modifications for ARCH 5500 - include further integration of design equity and inclusion strategies while also looking at integration and equality more broadly across the entire program.

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)

Team Findings: Met

2025 Team Analysis:
The program's response in the APR notes the importance of the built environment on human health, safety, and welfare at multiple scales. The syllabus, course material, schedule, and narrative for ARCH 4000 - Design V (Technology) describe how learning outcomes are focused on the application of codes and regulations. It discusses design of sites, buildings and systems in response to relevant codes, regulations, principles and standards. Applicable codes are listed as NFPA, IBC, ADA and zoning codes. ARCH 5560 - Architecture Design Seminar 2 (Sustainable) teaches, primarily through the lens of LEED, how the health, safety, and welfare understanding of a green rating program can be integrated into a design project.

ARCH 4000 - Design V (Technology) and ARCH 5560 - Architecture Design Seminar 2 (Sustainable) provide evidence of student learning through a mix of lectures, reading assignments, and exams. ARCH 4000 - Design V (Technology) culminates in a design project that must reference building codes, technology solutions, and accessibility standards. Environmental design strategies, through ARCH 5560 - Architecture Design Seminar 2 (Sustainable), are assessed through the passing of a LEED exam. At the end of each semester faculty do a walkthrough of all student work to evaluate what worked and what should be improved. At the beginning of each semester the faculty conduct a roundtable discussion where they review the work again, confirm decisions made in the fall, and document which courses should include modifications or changes. In addition, the University's assessment software, Taskstream Outcome, allows faculty to further document learning outcomes and proposed modifications and confirm that both courses meet or exceed the benchmark of 80%. Modifications for ARCH 4000 - Design V (Technology) include consideration for daylight or energy modeling to be considered, while potentially bringing LEED ideas forward into this course, while those proposed for ARCH 5560 - Architecture Design Seminar 2 (Sustainable) increased emphasis on areas of the LEED exam where students as a whole performed weaker.

Information and evidence were confirmed through course information, meetings with faculty, and university administration and observation of student work. In addition, the team confirmed that each faculty does a self-assessment of the courses they are teaching prior to the walkthrough and roundtable discussions.

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)

Team Findings: Met

2025 Team Analysis:
The APR describes ARCH 5540 - Professional Practice as the primary course addressing this criterion with emphasis on the AIA Code of Ethics, NCARB Model Rules of Conduct, AIA Contract document, and various guest speakers. The faculty teaching this course is a registered architect and covers a holistic approach of the profession.

Students' achievement in the course is measured through assignments, quizzes, and tests according to the syllabus. Assignments, readings, lectures and exams provided demonstrate how this criterion is assessed. At the end of each semester faculty do a walkthrough of all student work to evaluate what worked and what should be improved. At the beginning of each semester the faculty conduct a roundtable discussion where they review the work again, confirm decisions made in the fall, and document which courses should include modifications or changes. In addition, the University's assessment software, Taskstream Outcome, confirmed that the student benchmark of 80% was met or exceeded. It also allows faculty to further document learning outcomes and proposed modifications. Modifications proposed include expanding the breadth of guest speakers to allow for additional viewpoints and insight.

Information and evidence were confirmed through course information, meetings with faculty, and university administration. In addition, the team confirmed that each faculty does a self-assessment of the courses they are teaching prior to the walkthrough and roundtable discussions.

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)

Team Findings: Met

2025 Team Analysis:
As described in the APR, the curriculum addresses this criterion across a variety of courses, and the team found evidence primarily in ARCH 3000 Design III: Site and ARCH 4000 Design IV: Technology. ARCH 3000 addresses content related to laws and regulations applying to sites, land use, zoning laws, and some site-based life safety. This was found through course assignments, presentations, and syllabus provided in the team room. ARCH 4000 covers building codes and regulatory requirements related to life safety and laws and regulations related to buildings which was found through assignments, exams, and lectures as well as syllabus provided in the team room. ARCH 5500 - Architecture Design Studio (Community) requires students to review and integrate regulation material in their design projects in a synthesized and integrated manner.

Students in ARCH 3000 - Design III (Site) are assessed through a series of desk critiques culminating in a final pinup and book including design iterations). Assessment for ARCH 4000 - Design V (Technology) includes a series of quizzes and exams based on reading materials and case studies. ARCH 5500 - Architecture Design Studio (Community) is assessed via formal desk critiques and mid and final critiques, including with invited faculty and outside practitioners. All courses were assessed using the University's assessment software, Taskstream Outcome, which confirmed that the student benchmark of 80% was met or exceeded in each course. All courses are also assessed through the University's assessment software, Taskstream Outcome, which confirmed that the student benchmark of 80% was met or exceeded. Planned modifications for ARCH 3000 - Design III (Site) include how to improve collaboration among students, while those for ARCH 4000 - Design V (Technology) modifications include the possibility of incorporating opportunities for daylight or energy modeling. ARCH 5500 - Architecture Design Studio (Community) modifications include revisiting the project size and complexity in order to allow students to better consider how systems are implemented.

At the end of each semester faculty do a walkthrough of all student work to evaluate what worked and what should be improved. At the beginning of each semester the faculty conduct a roundtable discussion where they review the work again, confirm decisions made in the fall, and document which courses should include modifications or changes. In addition, the University's assessment software, Taskstream Outcome, allows faculty to further document learning outcomes and proposed modifications.

Information and evidence were confirmed through course information, meetings with faculty, and university administration. In addition, the team confirmed that each faculty does a self-assessment of the courses they are teaching prior to the walkthrough and roundtable discussions.

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)

Team Findings: Met

2025 Team Analysis:
As described in the APR, the program focuses on understanding of technical knowledge in ARCH 2060 - Building Technology I, ARCH 4000 - Design V (Technology) - a co-requisite for ARCH 4060, ARCH 4030 - Mechanical/Electrical Systems, and ARCH 4060 - Building Technology II. Each builds on the previous course in a comprehensive manner that emphasizes the building envelope, building systems, and structural systems through a hybrid lecture/discussion and studio format. Courses ARCH 5550 - Comprehensive Design Studio and ARCH 5560 - Architectural Design Seminar 2 (Sustainable) take the technical knowledge previously learned and begin to integrate it into more complex projects. ARCH 5550 is the second design studio in the graduate program and emphasizes the integrative design process, site, and environmental considerations. ARCH 5560 is taught through the lens of LEED and the metric used for success is whether a student has passed the LEED Green Associate or LEED BD+C exam.

ARCH 2060 - Building Technology I, ARCH 4000 - Design V (Technology), ARCH 4030 - Mechanical/Electrical Systems, and ARCH 4060 - Building Technology II provide evidence of a student learning outcome associated with technical knowledge through a mix of lectures, reading assignments, quizzes, and exams. A sketchbook is required in ARCH 2060 - Building Technology I so that students can document awareness of structural systems, connections, innovative uses, and/or of materials inherent to the design process while ARCH 4060 includes students producing full scale technical drawings. ARCH 5550 - Comprehensive Design Studio is assessed via formal desk, midterm and final critiques. Environmental design strategies, through ARCH 5560 - Architectural Design Seminar 2 (Sustainable), are assessed through the passing of a LEED exam. All courses are assessed through the University's assessment software, Taskstream and courses for this criterion met or exceeded the 80% benchmark established. Modifications proposed based on assessments, include expanding opportunities to investigate more measurable impacts of building systems and their applications in ARCH 4030 - Mechanical/Electrical Systems; continued emphasis on developing high quality documents for how a building actually comes together in ARCH 4060 - Building Technology II; review of project size and complexity in order to focus on better integrating systems in ARCH 5550 - Comprehensive Design Studio; and increased emphasis on areas of the LEED exam where students as a whole performed weaker in ARCH 5560 - Architectural Design Seminar 2 (Sustainable).

During the site visit, the team confirmed that at the end of each semester faculty do a walkthrough of all student work to evaluate what worked and what should be improved. At the beginning of each semester the faculty conduct a roundtable discussion where they review the work again, confirm decisions made in the fall, and document which courses should include modifications or changes. In addition, the University's assessment software, Taskstream Outcome, allows faculty to further document learning outcomes and proposed modifications.

Information and evidence were confirmed through course information, meetings with faculty, and university administration. In addition, the team confirmed that each faculty does a self-assessment of the courses they are teaching prior to the walkthrough and roundtable discussions.

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)

Team Findings: Not Met

2025 Team Analysis:
The program provided numerous courses in the APR for the team to review, including ARCH 2000 - Design I (Foundation), ARCH 2050 - Design II (Foundation), ARCH 3000 - Design III (Site), ARCH 3050 - Design IV (Urban), ARCH 4000 - Design V (Technology), ARCH 4050 - Design VI (Design/Build), ARCH 5500 - Architecture Design Studio (Community), ARCH 5550 - Comprehensive Design Studio, and ARCH 6650 - Advanced Architectural Design Studio - essentially, all the design studio courses throughout the undergraduate and M.Arch. program. In reviewing the evidence provided, the team did not find synthesis of all elements of the condition, particularly consideration of the measurable environmental impacts. While the program successfully addresses various aspects of this criterion throughout the curriculum, a *synthesis* of these elements consistently applied was not found.

The reviewed courses are assessed at an institutional level as well as at the program level through a narrative and self-assessment. At the end of each semester faculty do a walkthrough of all student work to evaluate what worked and what should be improved. At the beginning of each semester the faculty conduct a roundtable discussion where they review the work again, confirm decisions made in the fall, and document which courses should include modifications or changes. In addition, the University's assessment software, Taskstream Outcome, allows faculty to further document learning outcomes and proposed modifications. All courses listed meet or exceed the University's benchmark of 80%. The self-assessment in ARCH 5500 - Architecture Design Studio (Community) states "because of the great scope of encompassing community/urban design issues, the projects in this studio do not typically go as in-depth into building integrations issues as does the following semester's 'comprehensive' studio (ARCH 5550)." Self-assessment from ARCH 5550 - Architecture Design Studio (Community) notes that the "project size is again being revisited, and suggestions from faculty and students that the building be more straightforward to allow more consideration of the systems will be implemented." In the team's view, this indicates how the assessment system is successfully being taken into consideration when looking at individual courses.

Information and evidence on assessment was confirmed through meetings with faculty, and university administration. In addition, the team confirmed that each faculty does a self-assessment of the courses they are teaching prior to the walkthrough and roundtable discussions.

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)

Team Findings: Not Met

2025 Team Analysis:
The APR indicates that ARCH 5550 - Architecture Design Studio (Community) provides the most direct application for a comprehensive design that integrates a range of concerns, including site, context, building function and organization, systems, life-safety, and sustainable principles. ARCH 4000 - Design V (Technology) was also listed in the APR, as a course which includes many of these elements at a preparatory level of inquiry. The team also reviewed ARCH 6560 - Advanced Architectural Design Studio, a student's capstone project. In reviewing the evidence provided, the team did not find students demonstrating the ability to *integrate* all of the items within the criterion, especially life-safety outcomes and the measurable outcomes of building performance. While the program addresses various aspects of this criterion successfully throughout the curriculum, an *integration* of these elements consistently applied was not found.

The reviewed courses are assessed at an institutional level and program level. The University's assessment software, Taskstream Outcome, shows that reviewed courses meet or exceed the University's benchmark of 80%. The university software also allows faculty to further document learning outcomes and proposed modifications. At the end of each semester faculty do a walkthrough of all student work to evaluate what worked and what should be improved (lessons learned). At the beginning of each semester the faculty conduct a roundtable discussion where they review the work again, confirm decisions made in the fall, and document which courses should include modifications or changes. The self-assessment in ARCH 5500 - Architecture Design Studio (Community) states "because of the great scope of encompassing community/urban design issues, the projects in this studio do not typically go as in-depth into building integrations issues as does the following semester's 'comprehensive' studio (ARCH 5550)." ARCH 6650 - Advanced Architectural Design Studio's self-assessment notes: "In the interest of enabling potentially imaginative and successful projects, it seems worthwhile to let students potentially fail in the pursuit of their exploratory ideas." While the team agrees with this idea, the integration of building systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance can still be shown even while the exploration of building design continues. In the team's view, self-assessment comments indicate how the assessment system is successfully being taken into consideration when looking at individual courses.

Information and evidence on assessment was confirmed through meetings with faculty, and university administration. In addition, the team confirmed that each faculty does a self-assessment of the courses they are teaching prior to the walkthrough and roundtable discussions.

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)

Team Findings: Met

2025 Team Analysis:
The program provided a letter in the APR from the Higher Learning Commission to confirm Fairmont State University is regionally accredited.

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.

Team Findings: Not Met

2025 Team Analysis:
4.2.1: The program provided links to the courses required for the undergraduate program and the M. Arch program in the APR. Links lead to the FSU website and provide a detailed list of required and elective courses available to architecture students as well as a suggested sequence of study.

4.2.2: The program states that its undergraduate degree meets the general studies requirement and provides a link to the general university list of required courses in the APR. These courses provide a range of study, and the broad base of this education was verified through conversations with the students.

Since the program's accreditation in 2022, the program has not had a graduate student that has been admitted to the program with a baccalaureate degree from another university. This was verified in discussions with the program director. Due to the current smallness of the M. Arch program, an informal process and review of documentation has been in place to evaluate this criterion. No formal evidence of the process and documentation was provided. **This sub-condition is not met**.

4.2.3: The program provides electives for optional studies. These courses include the following: ARCH 5501 - Community Design Assistance Center (Leadership), ARCH 5502 - Community Design Assistance Center (Leadership), ARCH 5580 - Architectural Practice Program, ARCH 5585 - Architecture Study + Travel, ARCH 5599 - Special Topics in Architecture, ARCH 6601 - Community Design Assistance Center (Leadership), ARCH 6670 - Architectural History/Theory Seminar, and ARCH 6680 - Architectural Practice Program.

4.2.4: Not Applicable

4.2.5: Per the APR, the Master of Architecture program consists of the minimum credit hours of 168. This equates to 42 credit hours plus126 credit hours minimum undergraduate degree with an architecture major.

4.2.6: Not Applicable

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.

Team Findings: Met

2025 Team Analysis:
4.3.1: The program has established a comprehensive and well-documented process for evaluating prior academic coursework of applicants to the M.Arch. program. This process was clearly outlined in the APR and verified through review of Applicant Evaluation Forms (Appendix 6) and discussions with the program director during the visit. For internal applicants (from Fairmont State's BS in Architecture), the program has a known baseline for coverage of NAAB criteria. For external applicants, transcripts, course descriptions, and syllabi are requested and reviewed by the program director to determine alignment with Program and Student Criteria. The process is further documented using multi-page evaluation forms that record faculty assessments and any follow-up requirements.

4.3.2: The program has standards to determine whether admitted students from non-Fairmont institutions have met preparatory accreditation criteria. If gaps are identified, applicants are informed in writing and offered the opportunity to submit additional evidence or accept a plan for remedial coursework. This process was confirmed through interviews with the program director and review of admissions files during the site visit.

4.3.3: The program effectively communicates the evaluation process and its implications to applicants prior to admission decisions on their website. This aligns with the APR's statement that admissions letters include these details, which was substantiated by discussions with the program director on-site.

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.

Team Findings: Met

2023 Team Analysis:

5.1.1. Administrative Structure:
The team confirmed that the program is effectively supported by Fairmont State University's established governance structure. The 12-member Board of Governors, which includes faculty, staff, and student representatives, oversees the university and appoints the President. The President is supported by an Executive Leadership Team, including the Provost, who serves as the chief academic officer. This structure is clearly outlined in the APR and verified through documentation provided on-site and public university resources.

The architecture program is housed within the College of Science and Technology. The team met with the Dean and college staff, who confirmed the program's participation in academic and budgetary planning processes. Faculty confirmed their involvement in university governance and committee service. These structures provide clear lines of communication and effective

administrative support, enabling the program to advocate for and meet its academic and operational needs.

5.1.2 Governance:
The team verified that the program operates within a well-defined institutional governance structure that supports graduate education. The Office of Graduate Studies, overseen by a Director who reports to the Provost, manages graduate programs and policies. This structure was confirmed through the APR and validated in meetings with university leadership and the Graduate Studies Council.

Faculty governance is facilitated through the Faculty Senate, which serves as the representative body for academic policy. The team confirmed faculty participation in the Senate and various university committees—including Curriculum, Academic Appeals, and Faculty Development—through interviews and supporting documentation provided during the visit.

At the college level, the architecture program participates in a range of standing committees coordinated by the Dean and Department Chairs. These include committees on assessment, faculty development, strategic planning, and facilities. Faculty reported regular involvement in these bodies, reflecting the program's active engagement in institutional and college-level governance.

A meeting with staff provided evidence they have opportunities to provide input into university and collage governance through Staff Council and committees,

Based on evidence reviewed in the APR and confirmed through site visit interactions, the team concludes that the program effectively meets the governance expectations for faculty and academic leadership but lacks documentation or integration of staff in the governance structure.

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.

Team Findings: Not Met

2025 Team Analysis:
5.2.1: Per the APR, the University had begun the process of developing a new Strategic Plan in 2023, with implementation to begin in 2025. In separate discussions with the university president (in place for 18 months) and the program, it was confirmed that the university has just completed a university-wide strategic vision process and is preparing to begin a new strategic planning process that will include colleges, departments, and programs. The program has responded to the vision statement of the President and continues to refine objectives as the plan becomes more fully developed and is implemented.

Since achieving accreditation, the program has created the Plan for Continued Accreditation outlining multi-year goals and outcomes which outlines six goals which the program described in the APR. While this multi-year planning was provided, it was not evident how it is ingrained in the program. These goals include: Positively impacting communities by sharing a vision of revitalization through design intervention and introducing sustainable strategies, to promote sustainable strategies as the standard for intersecting the built and natural environments, to advance diversity and broaden inclusion, to expand and diversify the opportunities for students and faculty to pursue knowledge beyond the traditional curriculum, to expand curricular and extracurricular opportunities to learn, teach, and gain experience and perspective, and to enhance the value of lifelong learning. The connection between these objectives and how the program ensures alignment with NAAB Conditions remains unclear. Throughout the visit, the team observed the program has not demonstrated how this plan is being enacted or is embedded within the greater alignment to meet the NAAB Conditions. **This sub-condition is not met**.

Assessment methods to measure learning outcomes are evaluated using the University's Taskstream system, which will be changing to Course Dog in the near future. Data is collected and analyzed to determine if targets and learning outcomes are being met, findings are presented, and then actions taken. Taskstream is an Institutional tool used to house yearly assessment cycle data, including the formerly described cycle and each PC and SC is mapped to learning objectives and courses within this. External review methods and student evaluations are also utilized within the program. This information was described in the APR and evidenced in the team room as well as confirmed through meetings during the visit.

5.2.2: Program KPIs fall into two categories: Knowledge and skills needed to succeed in the profession and Strategic measures (admissions, enrollment, retention, completion - measures shared with the University). Each criterion's KPI is noted in Taskstream and was provided in the APR and team room. Actions for improvement are proposed accordingly based on results in comparison to KPIs. The program has indicated these in their self-assessments and through conversations happening within the program during professional development week and faculty round tables.

5.2.3: Since the previous visit, the program has made progress in creating a long-term plan; however, the team found limited evidence of its implementation or its connection to measurable outcomes. While the program's identity and curricular goals are defined, there remains a gap in articulating and tracking progress toward broader, multi-year strategic objectives. In response to earlier feedback, the program has reinforced its commitment to sustainability across the curriculum and has begun incorporating themes such as barrier-free design and historic context. Studio coursework now integrates collaborative learning, and co-curricular offerings like the Mayfield Lecture and Distinguished Alumni Lecture reinforce the importance of critical engagement with architectural discourse. These are positive steps, but the program has yet to map these initiatives to its long-range goals and provide measurable benchmarks of progress beyond the curricular scope. **This sub-condition is not met**.

5.2.4: The APR notes a strength of the program being the support of faculty, students, and professional community. Faculty pursue excellence and exceed expectations while students believe in the program and professionals participate in the community. The faculty can also be a challenge for the program as they often have large burdens. The funding model from which the program benefits that delivers 100% of student course and program fees to the program has also been a strength. Declining enrollment numbers pose a challenge and with that declining funding appropriations. However, program growth would pose spatial limitations which were expressed throughout the visit. Due to the small and close-knit culture of the program, assessment at the

program level often happens informally through faculty meetings and in continuous conversations on improving the program. As the program grows, this approach may need to adapt.

5.2.5: The Professional Advisory Committee consisting of members representing the WV Board of Architects, AIA, profession at large, emerging professionals, alumni, and a student representative of the AIAS participates in informing course learning outcomes. The committee meets annually and advises the program on strategies for curricular developments. A list of the 2024 attendees was 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.

Team Findings: Met

2025 Team Analysis:
5.3.1: The program demonstrates that they assess the curriculum on both a formal and informal basis. The faculty conduct a walkthrough of all student work at the end of each semester to evaluate what worked and what should be improved. At the beginning of the subsequent semester, the faculty conduct a roundtable discussion where they review the work again, confirm decisions made in the fall, and document which courses should include modifications or changes. In addition, the University's assessment software, Taskstream Outcome, allows faculty to further document learning outcomes and proposed modifications. On site, faculty confirmed that, in addition to these walkthroughs, they regularly have informal meetings to talk about what can be improved within the program and work with one another to create a cohesive program.

Information and evidence were confirmed through course information, meetings with faculty, and university administration. In addition, the team confirmed that each faculty does a self-assessment of the courses they are teaching prior to the walkthrough and roundtable discussions.

5.3.2: Per the APR, the program has a multi-level approach indicating that course outcomes and content are reviewed annually - revisions are determined by core and adjunct faculty with guidance from the Professional Advisory Committee (PAC) and NAAB conditions. The APR provided Table 5.3.2 indicating who reviews coursework at a university wide network, and the frequency in which they do so.

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.

Team Findings: Not Met

2025 Team Analysis:
5.4.1: The program has four full-time faculty and four part-time/adjunct faculty. Three of the full-time faculty are tenured while the fourth faculty is on the tenure track. One of the full-time faculty is in phased retirement. Full-time faculty are also student advisors in the architecture program, and each has approximately 30-35 students.

The program has one support staff that is shared with the rest of the College of Science and Technology and located in the College, somewhat remote from the architecture program. This staff officially provides approximately 10% of her time or the equivalent of four hours a week - though the College Dean and Department Chair both stated staff could be used on an as-needed basis. The visiting team determined that although there is evidence that faculty are currently meeting expectations and demonstrating that they are promoting student achievement, <u>additional support staff is necessary</u> to balance faculty workloads and allow for faculty to advance their long-term plans. **This sub-condition is not met**.

5.4.2: Through meeting with the faculty and students, we've confirmed that the ALA, Marsha Benson, AIA, NCARB, LEED Green Associate, is promoting informational sessions for students and hosting events throughout the school year while also being available to meet on an individual basis for questions and clarification. The ALA staff member confirmed in the meeting with the faculty that she will be attending a conference this summer to stay up to date on the licensure process and requirements.

5.4.3: The program encourages professional development and includes funding for conferences, study abroad, and sabbaticals. We confirmed this in our meeting with the faculty and staff.

5.4.4: Academic and personal advising is available to students through assigned faculty, and students have confirmed they have access to resources for career guidance and internships opportunities. Students are aware of and have the ability to give input on the studio culture handbook.

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.

Team Findings: Met

2025 Team Analysis:
5.5.1: The program's commitment to diversity and inclusion is evident through alignment with Fairmont State University's institutional policies on Equal Opportunity and Affirmative Action, as described in the APR and publicly available on the university website. The team verified this through conversations with program leadership and human resources representatives, who confirmed that hiring practices and student admissions processes reflect these policies. Studio facilities and university services were observed to be physically accessible and in compliance with ADA standards.

5.5.2: The APR notes that 50% of both full-time and part-time architecture faculty identify as female, aligning with the demographics of the student body and the regional context. During meetings with faculty and administrators, the team confirmed a demonstrated commitment to further diversifying the faculty through future hiring and recruitment plans. Program leadership provided examples of recent searches and hiring practices that reflect this commitment.

5.5.3: To increase student diversity, the program has expanded its recruitment efforts to regional and international venues, such as the Philadelphia Architecture and Design College Fair, and has developed partnerships with international institutions. These strategies were confirmed through interviews with admissions and recruitment staff, who detailed specific efforts and results, including a growing number of international student applications and graduates from countries such as Bangladesh, Bulgaria, and Mexico.

5.5.4: The team reviewed institutional policies on EEO/AA, sexual misconduct, and nondiscrimination referenced in the APR and confirmed their implementation through interviews with program administrators. The program also benefits from state-level initiatives such as the Chancellor's Diversity Initiative and grant-funded diversity programs. The Hunt-Arnold Diversity Scholarship was highlighted by staff and students as a meaningful initiative supporting underrepresented populations.

5.5.5: The team confirmed that the program and university provide resources and accommodations for individuals with physical and/or mental disabilities through the Office of Disability Services. Studio facilities were verified to be ADA-compliant. Additional academic support services, including tutoring, writing assistance, and proactive academic monitoring, were discussed during meetings with advising and support staff and cited as effective in promoting inclusive student success.

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.

5.6.5   Plans for disaster and recovery of information.

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.

Team Findings: Met

2025 Team Analysis:
5.6.1: The APR describes 5000 SF of studio space co-located with the undergraduate program on a floor in the Engineering Technology (ET) Building. The space, which consists of adequate desk space and amenities to support the current program size, was validated during the visit. Both faculty and students expressed concerns throughout the visit regarding future spatial limitations as the program grows; the college, university, and program are all aware of potential future space requirements and have informally begun discussions of potential solutions.

5.6.2: Students have access to fabrication tools including a laser printer, copier, printers, and shared computers within and adjacent to the studios. Additionally, the program has access to teaching labs, metalworking shop, foundry, and wood shop, as well as a gallery and auditorium within ET and Wallman Hall nearby. Library resources, including architecture specific holdings, are located within the Musick Library next door. This information was described in the APR and validated by the team during the visit.

5.6.3: Faculty offices are located in the ET, and are relatively close to the studio/teaching floor. Each faculty has their own private office and are adjacent to reception and conference space as described in the APR. Faculty confirmed during the visit they have adequate space and resources to facilitate the range of their roles and responsibilities.

5.6.4: The APR describes studio space as central to the program's learning environment and is organized in an open design to foster collaborative learning and enhance interaction between peers not only within the graduate program but with the undergraduates as well. This was observed during the visit and described by the students.

5.6.5: A University-wide Emergency Operations plan was provided to the visiting team that outlines protocols and plans for disaster and recovery of information.

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.

Team Findings: Met

2025 Team Analysis:
Per the APR and confirmation during the site visit, the program is primarily funded through program/university tuition (as is true for all programs at FSU). Additional funding sources include a gift from a local firm and funds raised through the annual university day of giving program. The APR notes that the budget is adequate for supporting improved student learning activities such as field trips, travel/study opportunities, lectures, and equipment.

The program confirmed that it is unique in that it has control over its own budget; this is not typical for other programs at the university. In discussions with the president, dean, and program chair, it is evident that all support the architecture program, including continued growth of the

M.Arch. program. This NAAB accredited program, the only one in West Virginia, is seen as a draw for other prospective students and opportunities.

It was also confirmed during the visit that FSU in general, is supported at the state level with approximately 30% of university funding coming through state appropriations. This money supports all programs at the university, including architecture.

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.

Team Findings: Met

2025 Team Analysis:
Per the APR, the Musick Library contains over 13,020 books related to architecture in print or electronically. Additional books and other multimedia materials are available through the Library's online catalog, OCLC Worldshare. This has allowed students to have nearly immediate virtual access to resources via laptops, smartphones, etc. including to titles and content from around the world. If full text is not available, the Musick Library's interlibrary loan program is also available.

The Musick Library is in a separate building, within a short walking distance from the Engineering Tech Building where the M.Arch. Program is housed, and is the library for the university. Architecture and library faculty work closely to meet students and faculty at their discipline specific points of need. The visiting team was able to confirm access and close coordination between the program and the library. Students and faculty both spoke highly of the library and the access it provides to architecture students for research and study.

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.

Team Findings: Met

2025 Team Analysis:
The APR provided a link to the program's website showing where the Statement on NAAB-Accredited Degrees is published. The team confirmed the links during the site visit.

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)

Team Findings: Met

2025 Team Analysis:
The program provided links in the APR to the location on the website where the following conditions were found. The team confirmed the links again during the site visit.
   a) Conditions for Accreditation, 2020 Edition
   b) Conditions for Accreditation, in effect at time of last visit (2020 Edition)
   c) Procedures for Accreditation, 2020 Edition
   d) Procedures for Accreditation, in effect at time of last visit (2020 Edition)

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.

Team Findings: Met

2025 Team Analysis:
The program provided links in the APR to the Encova Career Development Center as well as links to AIAWV, AIA Pittsburgh, the AIA Career Center, Archinet, and NCARB. In addition, as described in PC.1 - Career Paths, the program has a licensing advisor who assists with access to career development and placement services as well as who explains other opportunities for alternate paths.

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) The most recent decision letter from the NAAB awarding accreditation or candidacy
   b) The Architecture Program Report submitted for the last visit
   c) NCARB ARE pass rates

Team Findings: Met

2025 Team Analysis:
The APR provided a link to the program's website showing where the Statement on NAAB-Accredited Degrees is published. The team confirmed the links during the site visit.

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

Team Findings: Met

2025 Team Analysis:
The team confirmed that the program publicly documents its admissions policies and procedures through the Fairmont State University website. Application forms, instructions, and admissions requirements are readily accessible via the <u>Master of Architecture admissions page</u>, which outlines procedures for first-time applicants, internal and external transfers, and international students. This includes the criteria for evaluating transcripts and portfolios where applicable.

The team reviewed Appendix 7 in the APR, which contains the evaluation forms used to assess the content of non-accredited degrees and determine eligibility for advanced standing or remediation. These forms were also discussed during the site visit with the program director and admissions staff, who confirmed their consistent use in graduate admissions evaluations.

Financial aid and scholarship information is made available through the <u>Student Services website</u>, which includes application procedures and eligibility requirements. The program also offers limited internal, merit-based tuition awards on a case-by-case basis, a process confirmed through discussions with program leadership.

Finally, the program maintains a policy of admitting all qualified applicants without regard to race, ethnicity, gender, age, disability, or other personal identifiers. While no selection criteria related to diversity have been necessary to date, program administrators shared with the team that if the applicant pool exceeds capacity in the future, criteria reflecting institutional diversity goals will be developed accordingly.

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.

Team Findings: Met

2025 Team Analysis:
6.6.1: The program described student access to resources and advice on decisions about financial aid is through the University's Student Services Center as noted in the APR and validated through meetings during the visit.

6.6.2: The general cost of attendance was provided in the APR and through a link to the FSU website where estimated cost of attendance is broken down for undergraduate versus graduate and resident versus non-WV resident fees. Program fees were listed for architecture courses.

E. The Visiting Team

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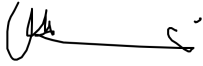

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F.   Report Signatures

Respectfully Submitted,

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