

Philadelphia University + Thomas Jefferson University
Interim Progress Report for Year Five

Instructions and Template

Due by November 30, 2023

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4. Requirements for the Use of Digital Content in Interim Progress Reports

1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals after an eight-year or four-year term of continuing accreditation is approved.

This narrative report, supported by documentation, covers three areas:

1. The program's correction of not-met Conditions or Student Performance Criteria from the previous Interim Progress Report.
2. Significant changes to the program or the institution since the last visit.
3. Summary of preparations for adapting to 2020 NAAB Conditions.

Supporting Documentation

1. Evidence must be provided for each Condition and SPC "not met," including detailed descriptions of changes to the curriculum that have been made in response to not-met SPC that were identified in the review of the previous Interim Progress Report. Identify any specific outcomes expected to student performance. Attach new or revised annotated syllabi identifying changes for required courses that address unmet SPC.
2. Provide information regarding changes in leadership or faculty membership. Identify the anticipated contribution to the program for new hires and include either a narrative biography or one-page CV.
3. **Evidence of student work is required for SPCs 'not met' in the most recent VTR.**
 - **Provide three examples of minimum-pass work for each deficiency** and submit student work evidence to NAAB in electronic format. (Refer to the "Requirements for the Use of Digital Content in Interim Progress Reports" for the required format and file organization.)
 - All student work evidence must be labeled and clearly annotated so that each example cross-references the specific SPC being evaluated and shows compliance with that SPC.
4. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

Outcomes

IPRs are reviewed by a panel of three: one current NAAB director, one former NAAB director, and one experienced team chair.¹ The panel may make one of three recommendations to the Board regarding the interim report:

1. Accept the interim fifth-year report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR;
2. Reject the fifth-year interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one but not more than three calendar years. In such cases, the chief academic officer of the institution will be notified with copies to the program administrator and a schedule will be determined so that the program has at least six months to prepare an APR.
3. The annual statistical report (See Section 9 of the 2015 Procedures)) is still required in either case.

Deadline and Contacts

IPRs are due on November 30. They shall be submitted as bookmarked PDFs sent to accreditation@naab.org. As described in Section 10 of the 2015 NAAB Procedures for Accreditation "...the program will be assessed a fine of \$100.00 per calendar day until the IPR is submitted." If the IPR is not received by January 15, the program will automatically receive Outcome 3 described above. Email questions to accreditation@naab.org.

Instructions

- 1. Reports shall be succinct and are limited to 40 pages/20 MBs, including supporting documentation.**
2. Type all responses in the designated text areas.
3. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
4. Supporting documentation should be included in the body of the report.
5. Remove the #4 "Requirements for the Use of Digital Content in Interim Progress Reports" pages before submitting the interim progress report.

2. EXECUTIVE SUMMARY OF 2018 NAAB VISIT

CONDITIONS NOT MET

2018 VTR	Requires Update on Progress in 5-Yr. IPR
I.2.1 Human Resources and Human Resource Development	<input type="checkbox"/>
II.2.2 Professional Degrees and Curriculum	<input type="checkbox"/>

STUDENT PERFORMANCE CRITERIA NOT MET

2018 VTR	Requires Update on Progress in 5-Yr. IPR
A.5 Ordering Systems	<input checked="" type="checkbox"/>
A.6 Use of Precedents	<input type="checkbox"/>
B.9 Building Service Systems	<input checked="" type="checkbox"/>
B.10 Financial Considerations	<input type="checkbox"/>
D.2 Project Management	<input type="checkbox"/>

3. TEMPLATE

Interim Progress Report
Philadelphia University + Thomas Jefferson University
College of Architecture and the Built Environment
Bachelor of Architecture (164 credits)
Year of the previous visit: 2018

Please update contact information as necessary since the last APR was submitted.

Chief administrator for the academic unit in which the program is located:

Name: Barbara Klinkhammer
Title: Dean, College of Architecture and the Built Environment
Email Address: Barbara.Klinkhammer@Jefferson.edu
Physical Address: 4201 Henry Avenue. Philadelphia, PA 19144

Program administrators:

Name: John Dwyer, AIA, NCARB, NOMA
Title: Department Chair
Email Address: john.dwyer@Jefferson.edu
Physical Address: 4201 Henry Avenue. Philadelphia, PA 19144

Name: Evan Pruitt
Title: Associate Director MArch Program
Email Address: Evan.Pruitt@Jefferson.edu
Physical Address: 4201 Henry Avenue. Philadelphia, PA 19144

Any questions pertaining to this submission will be directed to the chief administrator for the academic unit in which the program is located.

Chief academic officer for the Institution:

Name: Dr. Susan Aldridge
Title: Interim President
Email Address: susan.aldridge@Jefferson.edu
Physical Address: 1020 Walnut Street Philadelphia, PA 19107

Name: Dr. Joseph G. Cacchione, MD
Title: CEO
Email Address: joseph.cacchione@Jefferson.edu
Physical Address: 1101 Market Street, Suite 3100. Philadelphia, PA 19107

Text from the VTR and IPR Year 3 review is in the gray text boxes. Type your response in the designated text boxes.

TJU College of Architecture Notes:

Please refer to the BArch and MArch Curriculum Charts for location of courses referenced in this report. Abbreviations used in this report: CAGE = College of Architecture and the Built Environment; BArch = Bachelor of Architecture Program; MArch = Master of Architecture Program.

Link to Full IPR Folder:

<https://jefferson.box.com/s/bdkw95h3fnab7rzt5dwade840ve7sl2e>

I. Progress in Addressing Not-Met Conditions and Student Performance Criteria

a. Progress in Addressing Not-Met Conditions

N/A

b. Progress in Addressing Not-Met Student Performance Criteria

A.5 Ordering Systems: Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

2018 Visiting Team Assessment: Evidence of student achievement at the prescribed level was not found applied to students' own designs.

Thomas Jefferson University, 2021 Response: In the 2017 TJU BARCH APR the program listed ARCH 102 Design 2, ARCH 412 Design 8 Comprehensive Studio, AHST 205 History 1, and AHST 305 History 3 as the primary courses addressing this criteria. The history courses involve analyzing existing buildings and not the student's own designs where as the Design Studios do require students to utilize and present ordering systems in completing of their own work.

For Design 2, the course module on ordering systems was strengthened and students are required to utilize and present ordering systems as part of their design process. Syllabi, project handouts and student examples for a "Visitors Center for Iconic Buildings" project can be found here [Link].

For Design 8, the comprehensive studio requires students to generate as complete a building proposal as possible. Ordering systems include primarily structure, circulation, distribution and services. The use of these ordering systems as part of the organizing layers of building components was strengthened. Structure is the primary ordering system and is emphasized. A project statement and examples of student examples of process books which show multiple ordering systems in development of the studio projects can be found here [Link].

Thomas Jefferson University, 2023 Response: Click here to enter text.

In the 2017 TJU BARCH APR the program listed ARCH 102 Design 2, ARCH 412 Design 8 Comprehensive Studio, AHST 205 History 1, and AHST 305 History 3 as the primary courses addressing this criterion. The history courses involve analyzing existing buildings while studio courses focus on the ability to apply the fundamentals of ordering systems. Since the last IPR, the history courses have remained unchanged, but the studio courses have undergone significant curriculum development. The greatest change has been a full redesign and implementation of

the first-year curriculum. While this new curriculum was implemented in Fall 2023, the new Design 2 will not be offered until Spring 2024. As such, we request consideration of student work evidence and course materials for ARFD 101 - Design 1 from Fall of 2023.

ARFD 101 – Design 1

In the Fall of 2022, the curriculum for Design 2 was completely rewritten under the leadership of Professor Eric Belin. This was the result of an assessment and redesign of the entire design curriculum in the first year. Design 1 and Design 2 are now linked to companion courses in Visualization. The intent of their pairing is to strengthen the first year's focus on ordering systems and technological agility as foundational to architectural education.

ARCH 412 – Design 8

For Design 8, the comprehensive studio requires students to generate as complete a building proposal as possible. Ordering systems are applied through site analysis, architectural design, and building systems design. The use of ordering systems in site design and architectural design was strengthened by critically changing the scope and size of the project. Students were given a site directly adjacent to the main Architecture and Design building on campus, along with a simplified multi-use program with less overall square footage. The intent of this change was to provide constant access to the site for more intimate and comprehensive site analysis, as well as more focus on fundamental architectural ordering systems in the context of a simpler, smaller program.

Examples of student work and course documentation can be found here:

<https://jefferson.box.com/s/3iqg8t41k2ijzerg18aj0vhi9dz1pego>

B.9 Building Service Systems: Understanding of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

2018 Visiting Team Assessment: Partial evidence of student achievement at the prescribed level was found in student work prepared for ARCH 313 Building Technology 3. There was no evidence found of student achievement for communications or security systems.

Thomas Jefferson University, 2021 Response: In the 2017 TJU BARCH APR the program listed ARCH 412 Design 8, ARCH 131 Technology 3, and ARCH 416 Technology 5 as the primary courses addressing this criteria. ARCH 412 Comprehensive Studio requires students to design and denote building services and their distribution. Security and communications systems are part of this distribution but typically more detailed than students will address in their overall projects. Technology 3 is the only course that addresses this detailed a portion of the criteria. To strengthen the course, a lecture component as added to focus on communications and security systems. A specific lecture slide and lectures can be found here [Link].

Thomas Jefferson University, 2023 Response: Click here to enter text.

In the 2017 TJU BARCH APR the program listed ARCH 412 Design 8, ARCH 131 Technology 3, and ARCH 416 Technology 5 as the primary courses addressing this student performance criterion. Since the 2021 Interim Progress Report, changes have been made to Design 8 and Technology 5 to strengthen student understanding and appropriate application of building service systems. ARCH 313 – Technology 3, has remained unchanged.

ARCH 412 – Design 8

Design 8, the Comprehensive Studio, requires students to design and denote building services and their distribution. Security and communications systems are part of this distribution but

typically more detailed than students will address in their overall projects. In the Summer of 2022, Design 8 student work, curriculum, syllabus, and lesson plan were assessed and modified to improve student's ability to further integrate building systems knowledge. A building systems consultant was added to the course in Fall 2022 and the project size and scope was further refined to give students greater focus on building systems integration.

ARCH 416 – Technology 5

Technology 5, in Summer of 2022, student work, curriculum, syllabus, and lesson plan were also assessed and modified to improve the course's integration with Design 8. As of Fall 2022, Technology 5 is now a companion, co-requisite course with Design 8. Design 5 now focuses on developing knowledge of building systems from an integrative and performative perspective as well as developing software skills for better development of building systems and performance analysis.

Examples of student work and course documentation can be found here:

<https://jefferson.box.com/s/bhbv0b7gpxsgalc22ovvbr6zmocz97r4>

II. Changes or Planned Changes in the Program

Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

Thomas Jefferson University, 2023 Response: [Click here to enter text.](#)

Faculty Retirement – Jack Carnell

In Fall 2023, Jack Carnell entered phased retirement. Jack has long been the manager of the photography wet lab and a professor of photography. As part of his succession plan, Andrew Hart will be taking over management of the wet lab and teaching black and white photography as both a form of architectural visualization and community engagement. This will be effective in the Fall of 2024.

Faculty Additions – Eric Bellin

In Fall 2022, Dr. Eric Bellin was added to the faculty as a tenure-track assistant professor. Professor Bellin was selected for his proven ability to increase student learning and application of ordering systems in the foundational years of architectural education. Since initiating his employment, Professor Bellin led a task force to propose and implement a new first-year, interdisciplinary curriculum for beginning students in Architecture, Landscape Architecture and Interior Design.

Administrative Changes – John Dwyer, Matt Baker, Susan Aldridge

In July of 2022, John Dwyer began as the department's new Chair, replacing David Kratzer as the interim chair. In the Fall of 2023, interim provost Matt Baker was appointed provost. Also in Fall of 2023, Dr. Mark Tykocynski stepped down from his role as University President and Dr. Susan Aldridge was appointed as Interim President.

Changes In Enrollment – Incoming Year 1 Enrollment Increase

First year incoming students increased by 12% over the previous two years. This growth rate is projected to continue over the next 5 years. The college is formulating plans for additional student space, as well as considerations for online offerings. Online offerings are being evaluated pedagogically, not from a space need perspective.

New Collaborations – None

Since the last IPR, we have expanded community and international partnerships.

Internationally, MOU's for student and faculty exchange have been initiated with Technische Hochschule Ostwestfalen-Lippe in Detmold Germany and Università IUAV di Venezia. Faculty led short courses have been developed in collaboration with UNPHU: Universidad Nacional Pedro Henríquez Ureña and PoliMi: Politecnico di Milano.

In Philadelphia, collaborations within studio projects have been pursued with the City of Philadelphia Office of Homeless Services, Pathways to Housing PA, and North Philadelphia Peace Park.

Institutional collaborations within studio projects have included The School of Population Health, the Department of Physical Therapy, and Emergency Services.

Changes In Financial Resources – Increase Based on Enrollment

Financial resources have incrementally changed in proportion to increases in enrollment. Additional income is being used to increase lab and learning resources through expanded 3D printing capabilities and improvements to studio spaces, particularly in Smith House. See Changes In Physical Resources below.

Changes In Pedagogies – New Year 1 Curriculum

Beginning in the Fall of 2022 and implemented in Fall of 2023, the first year studio and companion visualization courses were completely rewritten. This was led by a team of full time faculty representing architecture, landscape architecture, and interior design. The focus of the new curriculum was on greater technological agility toward a higher understanding of ordering systems than the previous analog focused curriculum. Greater focus was also placed on iterative thinking, abstraction, and natural ordering systems.

Changes In Physical Resources – Additional Offices + Student Studio Desks

To accommodate increased enrollment and additional faculty in the department of architecture, new offices were added to the primary Architecture + Design Building. This added three new offices while also relocating faculty offices from Smith House, an historic home used for studios. Those vacated office spaces were transformed into student dedicated studio desks over the Summer of 2023 and put into use in Fall Semester 2023.

III. Summary of Preparations for Adapting to [2020 NAAB Conditions](#)

Please provide a brief description of actions taken or plans for adapting your curriculum/ classes to engage the 2020 Conditions.

Thomas Jefferson University, 2023 Response: [Click here to enter text.](#)

Program Changes Made in Response to the New 2020 Conditions for Accreditation

Below is a restatement of the response given in the previous IPR. No updates to these preparations have been made since then.

- Following the 2018 TJU M.Arch initial accreditation visit granting a three year initial term, the M.Arch program was preparing for its first continuing accreditation visit scheduled for Spring 2021. Upon issuance of the new NAAB 2020 Conditions for accreditation, the M.Arch program was given the choice of proceeding with the Spring 2021 visit reviewed under the previous 2014/15 Conditions or postponing the visit to Spring 2022 and be reviewed under the new 2020 Conditions.
- It was decided to be reviewed under the new 2020 Conditions in Spring 2022, so as not to waste time and resources of the college on conditions that would be abandoned. This decision required review of the architecture programs over the period of one year in order to

incorporate the conditions – including a new updated assessment system, of which the implementation is being currently phased in.

- In review of the architecture programs relative to the new 2020 Conditions, no major curricular changes were deemed necessary.
- The M.Arch and B.Arch programs are related and they share numerous “cross-level” courses with core curriculum including visualization, history, structures, technology, and professional management courses. Implementation of the new 2020 Conditions required not only changes in the M.Arch program but simultaneously the B.Arch program as well. As part of this process, the new 2020 NAAB Program and Student Criteria were assigned to appropriate courses and are exhibited in the *M.Arch/ B.Arch Shared NAAB PC-SC Matrix*.
- Summary of the Process and Adjustments
 - Curriculum Process Included:
 - NAAB Shared Values: Examination of the architecture programs relative to the Shared Values.
 - Program and Student Criteria: Evaluation, determination, realignment and coordination of courses which satisfy the new Program and Student Criteria
 - Course Learning Outcomes: Review and updating of individual course learning outcomes in coordination with satisfying the new Program and Student Criteria
 - Given the strength of the B.Arch and M.Arch curriculum evidenced by the 2018 VTR, the overall curriculum itself was not altered substantially.
 - Implementation of Updated Self-Assessment Systems
 - The assessment systems within the program and curriculum were revised over a period over the last year since July 2020 - adjusting the current systems to align with the new NAAB 2020 condition.
 - Development of semester course self-assessment system and methods for better incorporation of changes.
 - Development of a Short-Term and Long-Term Self-Assessment Plan and methods for better incorporation of changes.
 - Development of Architecture *Jefferson Architecture Programs Advisory Group* (in progress).
 - External Assessment: The *CABE Advancement Council* is college-wide, but largely composed of architects so can directly advise on external assessment of program.
 - Coordination with the combined TJU/ Philadelphia University Learning Goals, which are coordinated with the Middle States Institutional Accrediting Agency Institutional Learning Outcomes.
- Since the last IPR, the M.Arch Program completed its NAAB accreditation visit in February 2022 and was granted continuing accreditation on November 28, 2022. The two conditions not met were SC.5 Design Synthesis and SC.6 Building Integration. These two unmet conditions have informed changes to ARCH 412 and ARCH 416 as outlined above.

IV. Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses. Provide three examples of minimum-pass student work for each SPC ‘not met’ in the most recent VTR.)

Thomas Jefferson University, 2023 Response: [Click here to enter text.](#)

CV’s for New Faculty and Administrators:

<https://jefferson.box.com/s/fbs55slnngxycblldqnx4xh05kg13b1gv>

Revised Curricula and Syllabi for ARCH 101 – Fall 2023:

<https://jefferson.box.com/s/bymzvynxfbjwzafmhs3p1pkuepd6moc9>

Revised Curricula and Syllabi for ARCH 412 – Fall 2022 / Spring 2023:

<https://jefferson.box.com/s/dhhsvvs6lpsi9yqf10po9tww60m4oi3u>

Revised Curricula and Syllabi for ARCH 416 – Fall 2022 / Spring 2023:

<https://jefferson.box.com/s/a6kcxed9iehbknx591tickg6dg91yfb>

Minimum Pass Student Work for SPC A.5:

<https://jefferson.box.com/s/3iqg8t41k2ijzerg18aj0vhi9dz1pego>

Minimum Pass Student Work for SPC B.5:

<https://jefferson.box.com/s/bhbv0b7gpxsgalc22ovvbr6zmocz97r4>

4. Requirements for the Use of Digital Content in Interim Progress Reports

File type

Files must be accessible on multiple operating systems and should not be in an editable form. All static documents, including text and images, must be presented as PDFs. If student work was presented in a video format, videos must be a file type that can be viewed on any machine and operating system.

File size

Individual PDF file size shall be limited to 5MB, per the 2015 *Procedures for Accreditation*. In limiting file size, programs should consider this simple concept: **speed of access is just as important as image quality**. Files and their embedded images should not be slow to load, and downsizing files and images should not be at the detriment of legibility.

Best practices for file size

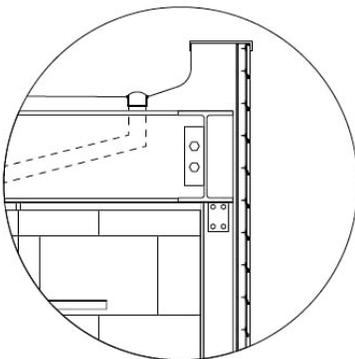
- Photoshop files should be flattened.
- Vector line files should not be rasterized for legibility sake.

Legibility

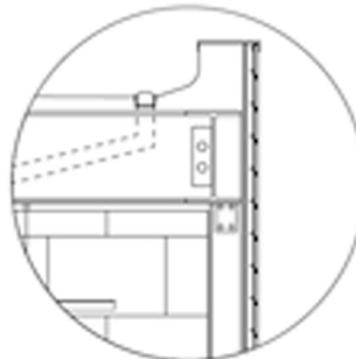
Image legibility and file size go hand in hand. As evidence for accreditation, it is imperative that all images, and enlarged detail images, are legible. Original file format plays a part in this. If an original file is formatted for 8 1/2" x 11" paper, a reviewer won't need to zoom in and out as frequently as an original file formatted for 34" x 44". Viewing hardware is also important, as the same file on a small laptop screen will need to be zoomed in and out more often than if it is viewed on two large desktop monitors.

Best practices for legibility

- Can you see the parts and pieces of an image when its blown up on the screen?
- Are large drawings legible if zoomed to see the individual parts?



Vertigo wood plastic composite cladding
section assembly details
1/2" = 1'



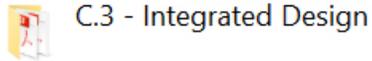
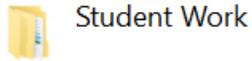
Vertigo wood plastic composite cladding
section assembly details
1/2" = 1'

Figure 1. Examples of legible and illegible JPEG details

Organizing Digital Content

1. A "base folder" titled "Student Work" will contain all evidence in support of the Student Performance Criteria required for the IPR (figure 2).
2. The base folder will contain one folder for each SPC, labeled "# - Name" (e.g., C.3 – Integrated Design)
3. Individual SPC folders will have three files inside, labeled as follows:
 - a. 1_Course Number_Course Title.pdf

- b. 2_Course Number_Course Title.pdf
 - c. 3_Course Number_Course Title.pdf
4. Each individual PDF should be organized with bookmarks and a table of contents. All evidence required to demonstrate an example of the SPC shall be combined into a single PDF.



 1_Arch300_Design Studio 3.pdf

 2_Arch300_Design Studio 3.pdf

 3_Arch300_Design Studio 3.pdf

Figure 2. Digital folder structure for an accreditation visit

The program must provide all student work to the NAAB by zipping the base folder and submitting it by email to accreditation@naab.org, along with all other required IPR documentation.