

May 24, 2024

Jeffrey Alexander, Ph.D., Architectural  
 Vice President of Academic Affairs  
 Truckee Meadows Community College  
 7000 Dandini Boulevard  
 SIER 200  
 Reno, NV 89512

2023–2024 Board of Directors

President

Stephen Schreiber,  
 FAIA, NCARB, DPACSA

President -elect

Jeffrey L. Day, FAIA, NCARB

Secretary

Carmina Sánchez -del Valle,  
 Arch. D., DPACSA, R.A., CAAPPR

Treasurer

Michael Hricak, FAIA, NCARB

Past President

David Hoffman, FAIA, NCARB

Lisa Chronister, FAIA, AICP

Tian Feng, FAIA, FCSI

Janet L. Hansen, AIA, NCARB

Shillpa Kumar, AIAS

Mark Mistur, AIA

Yiselle Santos Rivera, AIA, NOMA

Enya Xu, AIAS

Cynthia Jones, PhD

Claire Dixon -Lee,  
 PhD, RHIA, CPH, FAHIMA

Executive Director

Tanya A. Tamarkin  
 (ex-of tcio)

Sent via email to [jalexander@tmcc.edu](mailto:jalexander@tmcc.edu)

Dear Dr. Alexander :

The Bachelor of Architecture program ( 150 credits) at Truckee Meadows Community College application for Initial Candidacy, including the Visiting Team Report (VTR), was reviewed during the April 26 -27, 2024, Board of Directors meeting of the National Architectural Accrediting Board (NAAB).

Based on the following review of the program, the NAAB Directors voted to grant the B.Arch. program a two -year term of Initial Candidacy and require the program to address the following c.6 (qu)8.6 1].6 (am t)9.5c. .6 19ta8.6 1].(r)13.6 1sss C (n

- x PC.3 Ecological Literacy and Responsibility
- x PC.4 History and Theory
- x PC.5 Research and Innovation
- x PC.6 Leadership and Collaboration
- x PC.7 Learning and Teaching Culture
- x PC.8 Social Equity and Inclusion
- x SC.1 Health, Safety, and Welfare in the Built Environment
- x SC.2 Professional Practice
- x SC.3 Regulatory Context
- x SC.4 Technical Knowledge
- x SC.5 Design Synthesis
- x SC.6 Building Integration
- x 5.2 Planning and Assessment
  
- x 5.4 Human Resources and Human Resource Development

Not Yet Met

- x 5.5 Social Equity, Diversity, and Inclusion
- x 5.6 Physical Resources
- x 5.7 Financial Resources
- x 5.8 Information Resources
- x 6.3 Access to Career Development Information
- x 6.5 Admissions and Advising
- x 6.6 Student Financial Information

These conditions must be addressed in the program's next APR. The program's accreditation term is effective January 1, 2023 . The program is required to apply for continuation of candidacy or initial accreditation and host a visit in 2025 . The program must achieve initial accreditation within six years of the effective date of the term of initial candidacy.

Subsequent visits will be conducted under the Conditions and Procedures in effect at the time of the visit.

Program Review

1—Context and Mission

9T MJQU YMJ 3 & & ' FSI YMJ [NXNYNSL YJFR ZSIJWXYFSI YMJ XUJHNtH HNWHZ must describe the following:

- x 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.
- x 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 unive rsity -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.
- x 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). w2deeg

s.,d osft12 (diy)]TJ 0 Tc 0 T paral nam7.482 0 Td ( )12.626.003 Tc 0.004 Tw 8.434 0 T8 [(w

- x 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.
- x 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.
- x 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.
- x 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.

Met. The program provided sufficient information to meet the requirements of this Condition. The program

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.

Not Yet Met. The program provided evidence that it is making appropriate progress for its stage of development in demonstrating how its curriculum, structure, and other experiences meet this criterion, including assessing student understanding of the criterion, but does not yet meet the criterion. In order to meet the requirements of this criterion, the program needs to provide evidence of delivery of student preparation, assessment, and curricula modification.

i(f)1.7-12.37 (ic)8.8 u0a.5 9.4 d (f)1.7-12.-11.b.54 -69 TT4>B2x1rsiiamc0-11.7ioicca3(r)-11 9.4 cTT4>Balu0-11.7c(f)1.7-l(f)1.7-12.3











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.

Not Yet Met. The program provided evidence that it is making appropriate progress for its stage of development in all elements of this Condition but does not yet meet the Condition. In order to meet the requirements of this Condition, the program needs to provide evidence of a fully implemented planning an assessment strategy that makes progress towards stated multiyear objectives as well as evidence that demonstrates that the program regularly uses the results of self -assessments to advise and encourage changes and adjustments that promote student and faculty success.

### 5.3 Curricular Development

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.

Met. The program provided sufficient information to meet the requirements of this Condition. The program provided evidence that demonstrates that it has a well -reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

### 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:

- 5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
- 5.4.2 ) J R T S X Y W F Y J Y M F Y N Y M F X F S & W H M N Y J H Y 1 N H J S X N S L & I [ N X T W \ M T N in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay u p-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.

Not Yet Met. The program provided evidence that it is making appropriate progress for its stage of development in all elements of this Condition but does not yet meet the Condition. In order to meet the requirements of this Condition, the program needs to provide evidence of accomplishment in all sub conditions including 5.4.1, 5.4.2, 5.4.3, 5.4.4.

### 5.5 Social Equity, Diversity, and Inclusion

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

- 5.5.1 ) J X H W N G J M T \ Y M N X H T R R N Y R J S Y N X W J u J H Y J I N S Y M J I N X Y W N G Z Y N T 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.

### 5.8 Information Resources

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.

Not Yet Met. The program provided evidence that it is making appropriate progress for its stage of development in all elements of this Condition but does not yet meet the Condition. In order to meet the requirements of this Condition, the program needs to provide evidence of discipline relevant information services.

### 6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation

Not Yet Met. The program provided evidence that it is making appropriate progress for its stage of development in all elements of this Condition but does not yet meet the Condition. In order to meet the requirements of this Condition, the program needs to provide evidence of career placement services specific assistance to architecture students.

#### 6.4 Public Access to Accreditation Reports and Related Documents

