California Baptist University
8432 Magnolia Avenue
Riverside, CA 92504

College of Architecture Visual Arts + Design

Architecture Program Report for 2016 NAAB Visit for Continuing Candidacy

Master of Architecture
(168 total credit)
Professional Degree Program

This is a Single Institution program. There are no plans to rely on preparatory or pre-professional educational experiences to meet student performance criteria. All requirements will be met within the context of the 168 (min) units required for the M. Arch.

Year of the Previous Visit: 2014
Current Term of Accreditation:

> "the proposed professional program Master of Architecture was formally granted initial candidacy. The candidacy period is effective January 1, 2014.
>
> The program is expected to achieve initial accreditation within six years, or by 2020, and must complete at least four years in candidacy. The program is tentatively scheduled for a continuation of candidacy visit in 2016."

Submitted to: The National Architectural Accrediting Board
Date: September 7, 2015

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Section 1. Program Description (limit 15 pages)

I.1.1 History and Mission

History and Mission of the Institution

The history of California Baptist University begins on 18 September 1950, when the Los Angeles Baptist Association opened the doors of California Baptist College (CBC) in El Monte to 42 enrolled students who came seeking a liberal arts education in a Christian environment. In 1955, after four years of continued growth, the College relocated to larger facilities in Riverside. In 1964, enrollment at CBC eclipsed the 500 student mark. It would take another 31 years to reach the 1,000 student mark, but a trajectory of significant increases in enrollment began at that point. By 1996, CBC served 1,500 students, and that enrollment doubled over the next decade. CBC became California Baptist University (CBU) in 1998 and is currently home to almost 8,000 students, with growth expected to continue.

The centrality of Christian faith and practice that is introduced in the founding Articles of Incorporation can be seen permeating the University in relation to its mission, guiding philosophy, goals, and University Student Outcomes (USOs) which are designed to prepare students who are Biblically Rooted (USO 1), Globally Aware (USO 2), Academically Prepared (USOs 3-5), and Equipped to Serve (USOs 5-6). These are the four pillars of the California Baptist University, which ground students in Christian liberal arts tradition to prepare them for service in the ever-changing global dynamic that is the 21st century. Following in the footsteps of and complementing growing programs in areas such as engineering and graphic design and others, the architecture program is designed to equip graduates to meet global challenges in ways that are aesthetic, practical, socially responsive, and ecologically responsible.

One of the most prominent built features at CBU is a black granite sphere, floating on water, that marks the entrance to the Yeager Center, our largest building on the main campus. Etched on the surface of the sphere, or kugel, is the outline of the globe; the inscription on the base is of Matthew 28:19-20, the Great Commission, to go into all the world. Students pass this globe on their way to freshman orientation and touch the globe as they proceed on their way to commencement ceremonies. Interdisciplinary teams of students gather here during spring and summer breaks as they prepare to leave for various short-term service projects across the country and around the world, putting the skills and knowledge they have gained to work as they serve people everywhere. This is emblematic of the commitment and tradition into which the new architectural program has come, which it embraces and to which it is beginning to contribute in significant ways.

History and Mission of the Architecture Program

Our History

CBU trustees voted in May 2011 to establish a College of Art, Design, Architecture, and Film, and the beginning of our program's history was outlined in our initial application for candidacy in 2012. Founding dean Mark Roberson was hired in fall 2011 to direct the new College and launch the new architecture program, providing the vision to foster synergy among these disciplines. After 2 years of investigation, degree planning and curriculum construction and approvals, the program welcomed its first cohort of 28 students in fall 2013.

The University's decision to begin an architecture program was based on evidence of a strong need for such a program in the Inland Empire in general, and the extreme lack of architecture programs at Christian institutions in particular. In fact, there were no architecture programs in the Inland Empire, and no Christian university west of the Mississippi offered an architecture program.

In addition, internal data revealed that the most requested program from students making inquiries to CBU, that CBU didn't offer, for the previous three consecutive years had been architecture. Today, the positive response to the advent of the CBU Architecture program has surpassed expectations in terms of the number of students enrolled, as well as the excitement it has engendered in the Riverside region and in the world of Christian education. The architecture program will begin the fall 2015 semester with 70 students enrolled in freshman, sophomore and junior level classes. CBU Architecture has been the focus of a featured story in Christianity Today, has been featured in a story on a local segment of NPR Morning Edition, and has been the subject of stories on local radio and the City of Riverside Public Television Channel.

The program has also grown significantly during the two years of its existence in ways other than numeric. We were granted eligibility for candidacy in 2013, and initial candidacy status in 2014 by the NAAB. We established a cooperation agreement in 2012 with Jilin Jainzhu University in Changchun, China, and welcomed the first cohort of 12 Jilin students in the fall of 2014. We have hired three full-time architecture faculty, a half-time architecture history faculty member (shared with Art) and have been able to engage several local professionals as adjunct faculty. We have also further developed and refined our curriculum and our program as a whole.

Our Location

One of the unique advantages we offer as an architecture program is our location. Ours is the only architecture program in the Inland Empire region of Southern California, which includes Riverside and San Bernardino Counties, two of the largest counties in the United States (Riverside County is larger than New Jersey). Not only does our location provide us access to a large potential student population, it also provides our students with nearby access to one of the world's great urban and ecological laboratories, as well as an encyclopedic collection of significant American architecture.

Within a two hour drive of our front door, one can experience a huge number of architectural masterworks located in Los Angeles, as well as along the Pacific Coast, Palm Springs, and San Diego. It is then appropriate that the College began in the James Building at CBU, marked by the city of Riverside for its historical and architectural significance. Our forward thinking, 21st century programs are thriving within the oldest and most significant building on the campus. CBU's location affords it a great opportunity to benefit from a rich blend of the historically significant and some of the most innovative modern design of our time.

Our Foundational Worldview

CBU's ultimate goal is to provide an educational experience that will help each student find and live their ultimate purpose, no matter where it takes them in their studies, their careers, or in the world, and achieves this goal by applying a Christian worldview to all areas of study. For the architecture program, CBU began by hiring Dean Mark Roberson, who came to this role from the professional world, having practiced as an architect for more than 20 years. Dean Roberson's thorough experience across the full gamut of the architectural profession was the first step toward ensuring our program would accurately and effectively address the professional requirements, challenges, and ongoing changes within the industry.

Building on his own professional experience, Dean Roberson has focused on consulting with and building relationships with other professional architects – both locally and nationally - in order to develop and maintain a deep understanding of what skills and qualities are most needed in the industry. As a result of this direct industry feedback, CBU Architecture emphasizes the development of creative thinking, effective communication, and leadership skills throughout its curriculum. By seeking industry feedback and customizing the program to address its greatest needs, CBU Architecture built a foundation upon which its core principles can thrive.

As part of applying a Christian worldview, CBU Architecture only hires Christian faculty to ensure its principles are strongly upheld, but also to ensure these principles are the catalyst for unlimited creative, philosophical and academic discussion and exploration. Dean Roberson and his team have developed a program that reflects the following core principles:

- **Serve:** Our program enables students to explore existing opportunities, and to envision new opportunities, to serve others through the built environment. We further seek to impart a deep understanding of the human need for beauty and art, and how architecture can serve that need.

  For I was hungry and you gave me food, I was thirsty and you gave me drink, I was a stranger and you welcomed me, I was naked and you clothed me, I was sick and you visited me, I was in prison and you came to me.' Then the righteous will answer him, saying, 'Lord, when did we see you hungry and feed you, or thirsty and give you drink? And when did we see you a stranger and welcome you, or naked and clothe you? And when did we see you sick or in prison and visit you?' And the King will answer them, 'Truly, I say to you, as you did it to one of the least of these my brothers, you did it to me.'
  -Matthew 25: 35-40

- **Social and Environmental Responsibility:** Our program teaches students that it is our moral obligation to incorporate the values of integrity, innovation, creative excellence and good stewardship in all that we do. Part of good stewardship is teaching sustainable, efficient design methods, based on a combination of ages-old common sense and the latest technological tools and technology.

  Are not five sparrows sold for two pennies? And not one of them is forgotten before God.
  -Luke 12:6

  And when they had eaten their fill, He told his disciples, "Gather up the leftover fragments, that nothing may be lost."
  -John 6:12

  You are the Lord, you alone. You have made heaven, the heaven of heavens, with all their host, the earth and all that is on it, the seas and all that is in them; and you preserve all of them; and the host of heaven worships you.
  -Nehemiah 9:6

  You shall not defile the land in which you live, in the midst of which I dwell, for I the Lord dwell in the midst of the people of Israel.
  -Numbers 35:34

- **Interdisciplinary Collaboration:** Through team projects and working together with other academic disciplines, we are establishing the value of collaboration as a vital process to achieve the best solutions and to best prepare for future success in the profession.

  For the body does not consist of one member but of many. If the foot should say, "Because I am not a hand, I do not belong to the body," that would not make it any less a part of the body. And if the ear should say, "Because I am not an eye, I do not belong to the body," that would not make it any less a part of the body. If the whole body were an eye, where would be the sense of hearing? If the whole body were an ear, where would be the sense of smell? But as it is, God arranged the members in the body, each one of them, as he chose. If all were a single member, where would the body be? As it is, there are many parts,[b] yet one body.

> *The eye cannot say to the hand, "I have no need of you," nor again the head to the feet, "I have no need of you." On the contrary, the parts of the body that seem to be weaker are indispensable, and on those parts of the body that we think less honorable we bestow the greater honor, and our unpresentable parts are treated with greater modesty, which our more presentable parts do not require. But God has so composed the body, giving greater honor to the part that lacked it, that there may be no division in the body, but that the members may have the same care for one another. If one member suffers, all suffer together; if one member is honored, all rejoice together.*
> ***-1 Corinthians 12:14-26***

- **Missional Focus**: Our program will not only encourage students to experience other cultures, we will teach them the importance of serving in a way that reflects the people, their culture, their environment, their resources, and their values. By teaching students to apply these same principles as architects, the resulting work should always be unique, relevant, respectful, useful, and appreciated within its unique context.

> *Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age.*
> ***-Matthew 28:19-20***

> *Though I am free and belong to no one, I have made myself a slave to everyone, to win as many as possible. To the Jews I became like a Jew, to win the Jews. To those under the law I became like one under the law (though I myself am not under the law), so as to win those under the law. To those not having the law I became like one not having the law (though I am not free from God's law but am under Christ's law), so as to win those not having the law. To the weak I became weak, to win the weak. I have become all things to all people so that by all possible means I might save some. I do all this for the sake of the gospel, that I may share in its blessings.*
> ***-1 Corinthians 9:19-23***

***Our Mission**

Our history, location and worldview has led CBU Architecture to the following mission:

"To develop architects who demonstrate professional excellence and personal integrity, are servant leaders in their communities and who live biblically based, missional lives within the profession."

To achieve this mission, our program emphasizes the following skills and practices:

- **Design Thinking:** We start our program with a foundation of interdisciplinary, collaborative Design Thinking by teaching students effective thought processes, creative discipline, self evaluation, and peer evaluation, in order to generate, develop, refine and communicate their design ideas and concepts.

- **Visual Communication:** We stress the importance of understanding that software and technology are ever-evolving tools used to develop and communicate ideas. While the shelf life of any particular technology is short, the principles of creative excellence and effective communication remain consistent. We reinforce these principles through required sketching and hand drawing, with full recognition that hand drafting doesn't exist in the profession anymore. Our intent is not to teach the temporal skill, but to deeply entrench the values of creativity, originality and excellence in all design thought, and the effective communication of the resulting ideas.

- **Technology:** Rather than a focus on teaching particular software programs, we address and incorporate the current applications and future possibilities of technology within the profession, emphasizing the importance of adaptability. The profession of today is not only very different than the one that existed in the 20th century, but it is also different than the one our first graduates will enter in 2018. The emergence of 3D printing, augmented and virtual reality, self-assembly, biomimicry, and neuroscience design are examples of new technology that will impact our profession in the near future, and we are preparing our students to be leaders in that transition.

- **Leadership:** Based on the feedback we have obtained from our industry partners, we believe that by ensuring our students have a thorough understanding and mastery of the qualities and skills of leadership, we will not only give our students a competitive edge in the job market, but will more importantly prepare them to best serve the industry. We further believe the principles of great leadership include the ability to have a clear vision for the end goal, and to effectively communicate that vision; to assemble and empower the right team to accomplish that goal, and to facilitate respectful collaboration and communication throughout all phases of a project; and to always be searching for new opportunities to solve problems and improve quality of life through architecture. We have been blessed with faculty and advisors who are experts in the evolving discipline of leadership. We therefore have the opportunity to prepare our students to understand, thrive and lead in real ways in an ever-changing world.

- **Sustainability:** Our Christian worldview calls us to be good stewards of the creation that God has entrusted to us. Therefore, the concepts of sustainability, efficiency, and renewable resources are not addressed as individual, or optional, design or construction approaches. They are instead integrated into every course we teach.

- **Design-Build:** We are in the process of incorporating a design-build element of varying scales and complexities into every design studio. This will enable students to understand how the things they design get built, and to see first-hand how building assemblies come together. It is uniquely enlightening to our students – and to us to guide and observe them – to have the opportunity to build something they have designed with their own hands.

- **Service Learning:** Service learning is a vital part of what we do and a reflection of who we are, and we strive to give our student every opportunity to use their skills and knowledge in the service of others. We therefore strongly encourage our students to participate in community service projects to understand the real impact that architecture can and does make in people's lives. We have the university structure of International Service Projects (ISP) and United States Service Projects (USP), and we are developing our own opportunities to engage in architecturally-related service learning both locally and internationally. The program has already begun discussions with the City of Riverside, as well as a number of other local and international partners, to develop opportunities that will allow our students to lend their architectural expertise to built projects in the service of their neighborhoods and nations.

- **Connection to the Profession:** We highly value professional involvement and connection for our students at every phase of their education. We collaborate with architects on our curriculum as we develop and assess it. We have professionals teaching courses, reviewing projects and speaking in classes. We visit architecture offices and construction sites. We have architects near and far providing internships for our students (this summer in California, Texas and Rwanda). We look forward to not only many more of these opportunities, but also to having working architects providing extensive mentorship and scholarships for our students, to them helping shape and being involved in design projects (particularly design/build projects), and to being involved with us in service opportunities. We believe our students need to understand the profession as much as possible, to start to see not only how they will fit into it and the value of how their education is preparing them for it, but also to begin to understand the possibilities of contributing to the future of the profession. The

academy and the profession should and can build this future together.

Our Student Learning Outcomes

The program Student Learning Outcomes were derived to serve both our mission as a program, the standards and expectations of the university as well as those of NAAB, and the profession we serve. CBU Architecture graduates are expected to:

- Employ Critical Thinking skills
- Demonstrate facility with the wider range of Communication skills
- Research and Analyze multiple theoretical, social, political, economic, cultural and environmental contexts
- Demonstrate overall Design sensibilities and Problem Solving skills
- Comprehend Building Technology, including technical aspects of design, systems and materials, and be able to apply that comprehension to their services
- Appreciate the role of Professional Practice, including their role in the implementation of design decisions and the impact of such decisions on the environment
- Integrate their Christian worldview and their profession through service to their community, and through learning to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public

This all results in the only 5-year, Single Institution M-Arch in the Pacific region of the US, at the only architecture program at a Christian university west of the Mississippi, at the only architecture program in California's Inland Empire (home to 4.5 million people).

At CBU Architecture, we believe our education should help shape what the practice of architecture will become, and to provide a framework for our graduates to be the best possible contributors to that future practice. And we believe we can do these things here and now, because of the Christian way that we think, and the purpose with which we live.

We believe that our purpose will allow us to produce a generation of young architects who care deeply about making efficient, innovative, socially responsible, aesthetically responsive, engaging, context-based, communal architecture, more than they care about making a name for themselves. We strive to teach and model for them the faith and courage to not be shackled by the rules, regulations, structures, processes, styles, or philosophies of the past. We strive to teach and model for them a spirit of collaboration rather than competitiveness. We strive to teach and model for them forward-thinking practices, always anticipating the possibilities of the profession, so that they will emerge as graduates who are equipped to adapt to constantly changing technologies, resources, and economic realities.

We want to provide an environment in which our students are free and encouraged to be wildly curious. We want them to learn to be learners. And in the end, we want them to be successful, but with an understanding of success as upholding and furthering the principles of our Christian worldview within the profession, rather than personal wealth or prestige. We believe that teaching students to live this purpose is our purpose.

Program's Benefit to the University

Architecture holds a unique place within the University, in that it connects with other artistic and design oriented disciplines, as well as the disciplines of math, science, engineering and others, in a relationship much deeper and more complex than most other fields of study. Our philosophy is that architectural education is the heart of a university in that it is informed by, and informs, all the other parts of the university. Neither can properly exist without the other. The design thinking based education that architects have traditionally received has become more and more valuable to industries of every kind and is driving the world's economy forward.

The architecture program's Student Learning Outcomes are aligned with those of the University in numerous, important ways. The program will prepare students to serve their neighbors and their world, to improve the human condition through improving the built environment, to be leaders in their culture and to live missional lives of authentic, biblically rooted community through architectural practice, dialogue and education.

The program exists within, and is the anchor program of the College of Architecture, Visual Arts & Design (CAVAD), which serves the University's desire to promote cross-disciplinary learning opportunities both within the College and without. Courses are co-taught by faculty from Architecture/Film, Architecture/Art and Graphic Design/Film and others, and more interdisciplinary courses are planned.

All incoming students in the College begin their education together with interdisciplinary Design Thought classes to form a common foundation of design understanding and appreciation throughout the various disciplines of the College. The makeup of the College in general has, and will continue to promote natural synergies between it and several other existing majors outside of the college, such as Theater Arts, Communications, Marketing, Math, Science and History.

For example, CAVAD and the Theater program recently hosted a film screening and panel discussion, the Art program has designed and built stage sets for various theater productions, and CAVAD and the Natural Sciences department co-hosted a guest lecture last semester. Architecture in particular has close working relationships with Engineering and Construction Management, with which they will soon share a collaborative design/project space. Architecture is also in discussions with the College of Health Sciences and the School of Behavioral Science concerning collaborative, interdisciplinary courses on healthy living spaces and neuroscience in architecture. Architecture students also had the opportunity to design and build temporary communal spaces across the campus last year.

University's Benefit to the Program

Perhaps the greatest challenge we face as educators today is in recognizing the need to prepare our students for jobs that may not yet exist using tools we have not yet invented to solve problems we have not yet imagined. Toward that end, the architecture program is well served by CBU's entrepreneurial institutional spirit, its creativity, and its reputation as an institution that is self reflective and eager to learn as we grow.

CBU is also very committed to bringing professional programs successfully through the accreditation process. Nowhere have these qualities been better documented than in CBU's recent regional accreditation visit. The five-year self-review and accreditation reaffirmation cycle that culminated with our Educational Effectiveness Review visit in October 2010 was a valuable period of institutional assessment, dialogue, and growth. The Western Association of Schools and Colleges (WASC) gave CBU a ten-year reaccreditation (see the February WASC action letter), the longest term possible, in no small part because of the institution's ability to assure continuous program quality and improvement even in the face of an aggressive growth agenda. With this ten-year "seal of approval," WASC has demonstrated its confidence that CBU is able to launch and steward programs that are academically rigorous, relevant, and of continuously high quality.

The institution's history with program development further attests to its ability to develop and sustain a program such as the Master of Architecture. Over the last several years we have launched successful and rapidly growing programs in baccalaureate nursing, engineering, graphic design and allied health, and introduced a new division of online programs, while maintaining enrollment growth in traditional liberal arts programs.

Despite such rapid growth, this recent regional accreditation, and our accreditation history overall, has confirmed that we do indeed have the capacity to deliver these programs in an educationally effective manner and have the infrastructure and support necessary for the proposed degree offerings. Architecture has taken its place within the fast paced, ever emerging culture of the University as an entrepreneurial, forward thinking program, devoted to innovative and progressive educational possibilities.

The university is also deeply committed to providing the appropriate support for faculty growth, physical, financial, technological and informational resources, and academic development that will allow the architecture program to mature and thrive.

CBU is also unique in its commitment to International Service Projects (ISP), United States Projects (USP) and Summer of Service (SOS) (United States and International Service projects). Practically speaking, this means that graphic design faculty lead design teams to Prague and New York City; nursing faculty lead nursing students to operate clinics in the rural villages of South Asia; music faculty lead music students to perform in various public venues in China, and behavioral science students do ethnography in a village in the Middle East. The CBU Office of Mobilization refers to this as the hybrid model, “academics on missions.”

According to a survey done in 2010 by the International Mission Board, of 400 colleges and universities across the country, CBU is sending more students on short-term service projects than any other institution in the country, public or private. The Architecture program is committed to and is in the planning stages to join the other disciplines of CBU in uniquely allowing students to employ the knowledge and skills gained in the classroom in meaningful and enduring service to their fellow man.

Liberal Arts Learning

The educational effectiveness of our programs is assured in several ways. All are grounded in the university’s program of general education designed to give students a well-rounded background in the liberal arts. This approach to GE affords students the opportunity to select 45 to 55 units of coursework that is particularly well-suited to their interests and program of study while maintaining proper balance among liberal arts, grounded in four domains: the natural world, the political world, the social world and the cultural world.

Courses in these four domains encompass art and music, math and science, language and literature, behavioral sciences, history and political science, philosophy, and Christian studies. Courses designated as appropriate for general education are populated by students from a variety of majors, creating a rich dialogue of perspectives around a wide variety of topics relative to the liberal arts.

The remaining units comprising the 168 (minimum) units of the M. Arch. build on this broad foundation and provide students with a specific lens through which to focus their special, elective learning. The specific design of the M. Arch. program has been developed by the founding dean, in conjunction with numerous advisors from academia and the architecture profession. The program takes full advantage of the breadth of general education available across the campus, and actively finds ways to cooperatively join the architecture program with as many other diverse programs as possible.

We believe that a broad knowledge of the world is essential in creating good architects who understand the deep complexities of the work that they are tasked to do. All new programs, including architecture, are approved at several levels beginning in the school or department, continuing through the Undergraduate and/or Graduate Curriculum Committee, the Executive Council, and finally the Board of Trustees. This multilayered review ensures not only the academic quality and educational effectiveness of the curriculum, but the continuity of the Christian liberal arts tradition that is essential to our institution.

I.1.2 Learning Culture

Learning Culture - CBU
The learning environment at CBU is very unique and continues to be founded on the principles of a Biblical, Christian world-view, which were laid out in our original application for candidacy in 2012. CBU believes that there is an overarching purpose for everything we as human beings do, including the acts of teaching and learning. Understanding, finding and pursuing this purpose is paramount to every facet of a CBU education. This philosophy is declared by the countless banners, signs and pieces of clothing seen across the campus proclaiming the phrase “Live Your Purpose.” This is also exemplified in the expectations for student learning at CBU, which focus on six University Student Outcomes (USOs) approved by the Board of Trustees in 2002. Of the six outcomes, two specifically address the values of optimism, respect, sharing, engagement, and innovation foundational to the M. Arch. program in particular.

- Students will respect diverse religious, cultural philosophical and aesthetic experiences and perspectives.
- Students will implement a personal and social ethic that results in informed participation in multiple levels of community.

In 2010, CBU embarked on a marketing campaign to make students more aware of the intended learning outcomes for all students. The six USOs were captured in what has become known as the "Core 4," which provide the foundation of CBU’s current "Live Your Purpose" campaign. By preparing students who are **Biblically Rooted**, **Academically Prepared**, **Globally Minded**, and **Equipped to Serve**, CBU seeks to enable every student to live the purpose for which they were created. Each of these core values has been assigned an icon. These icons have become a prominent feature on campus banners and on syllabi promoting these institutional values and linking them to Student Learning Objectives (SLOs) at the program and course level. These values are also linked to co-curricular activities such as dorm life, community and international service activities, and athletics.

Appreciation of these values and expectations for social, academic, and professional conduct begins early in an individual's experience at CBU. Faculty and staff are provided with orientation. For faculty hires, this consists of a two-day intensive workshop at the beginning of the fall semester and continues with regular workshops throughout their first year. Students receive several days of orientation at the beginning of their first semester and at special “Step Ahead” events throughout the summer, as well as a Freshmen Focus group experience their first year at CBU. This Freshman Focus experience orients students to the college environment and addresses topics such as time management; health and safety; support resources including the Academic Success Center, Annie Gabriel Library, computer labs, faculty office hours, the counseling center; or opportunities for service such as United States and International Service projects (USP/ISP), Urban Plunge, or Compassion Ministries.

Policies relating to learning culture for faculty and staff can be found in the Employee handbook, which includes sections for both faculty and staff; the Student handbook; and University catalogs. Departmental

or discipline specific policies guide students in appreciating these values and understanding program-specific policies throughout their tenure at CBU and into their professional careers.
At the University level, the Faculty Senate is the representative body of the entire faculty at CBU. The Senate acts as a whole, or in committees and task forces, to address a wide range of academic and administrative issues. Each year the CBU College of Architecture, Visual Arts & Design elects a full-time tenured or tenure-track faculty representative to serve on the Faculty Senate. CAVAD is being represented during the 2015-2016 academic year by Assistant Professor Katherine Papineau.
*Please see Appendix 09 for Fall 14 University Enrollment Facts.
*Please see Appendix 34 for University Graduation Rates.
*Please see Appendix 35 for University Retention Rates.

Learning Culture - Architecture Program
The Learning Culture of the architecture program is based on the same fundamental principles as those of the university as a whole, but has continued to develop more specifically in relation to the needs, direction and specific mission of the program. This is another aspect of the program that has come into much clearer focus since our initial application for candidacy in 2012. The program promotes a learning culture based in communal, interdisciplinary, hands-on learning, and promotes work/school/social/spiritual life balance, mutual respect and holistic health and well-being. The internal and external policies and purposes of the architecture program are guided by the simple edict of Matthew 27:37-40;
"37Jesus replied, "'You must love the Lord your God with all your heart, all your soul, and all your mind.' 38This is the first and greatest commandment. 39A second is equally important: 'Love your neighbor as yourself.' 40The entire law and all the demands of the prophets are based on these two commandments."

The architecture program has developed its own, program specific policies, including the Studio Culture Policy, the Architecture Student Retention Policy, the Architecture Policy on Use and Integration of Digital Media and the Architecture Faculty Hiring Policy. Architecture faculty and student representatives are heavily involved in developing such policies. The studio policy was ratified by the architecture students in fall of 2013, is presented and explained at the beginning of each school year, is communicated continually in multiple forms (hard copies handed out to students and posted in studios, linked on website) and is explained to and reconsidered each year by the students. Last year (14-15) was the first year that studio courses existed at CBU, so the students have a much better grasp of the concepts that the Studio Culture Policy refers to heading into the 15-16 school year than existed previously. Because of the continued growth of the program, the architecture program will, in the '15-'16 academic year, establish its first Student Advisory Council, composed of the class officers of each year of the program, who will function as the representative voice of the students in the establishment and development of program policies and guidelines.

The program provides numerous learning opportunities outside of the classroom for both students and faculty. CAVAD offered several guest lectures during the '14-'15 school year, including Marco Eacrett, Principal, HMC Architects, Ontario CA, Mel McGowan, President, Visioneering Studios, Irvine CA, Chris Grant, Senior Visualization Artist, HMC Architects, Ontario CA, Joanna Waterfall, Owner – Waterfall Design, Geoff Gouveia, Artist, Jim O'Heir, actor, Becky Sullivan, sound designer/editor and Damon Hernandez, IDEAbuilder. In 14-15 CBU Architecture students also had the opportunity to experience field trips to places such as 5+ Design in Hollywood, CA, Modernism Week in Palm Springs, CA (which included a private tour of the Seva House, by Hugh Kaptur and Albert Frey), the Salk institute in San Diego, CA and the Schindler-Chace House in Los Angeles, CA. Students also formed an AIAS chapter last year and elected officers for the first time.

The program faculty participated in the Now/Next/Future Conference, the Architecture Record Innovation Conference, the Licensing Advisors Summit, the ACSA Administrators conference and others.
*Please see Appendix 15 for 2014 Architecture Major Freshmen Profile.

*Please see Appendix 17 for Architecture Student Retention Policy.
*Please see Appendix 18 for Architecture Policy on Use and Integration of Digital Media.
*Please see Appendix 19 for Architecture Faculty Hiring Policy.

I.1.3 Social Equity

Diversity
CBU - Despite past efforts to advertise for positions in venues that might attract the attention of underrepresented minorities both for faculty and for students, CBU has not historically attracted a highly diverse faculty or student population. Our faculty profile has remained relatively static over the past 10 years despite an aggressive hiring agenda. The staff profile is similar. Trends in student demographics, however, show modest growth in the enrollment of minority students. CBU was identified as eligible to receive Title III and Title V funding in 2010, reflecting our increased service to low income and Hispanic students.
Architecture - The architecture program has participated in numerous AVID programs in area high schools, which appeal to historically disadvantaged high school students. Our recent Summer Design Camp included several student participants from a special program of the Riverside County Correctional Services department, as part of an effort to demonstrate to these young people better possible outcomes for their lives. So far our efforts to reach a diverse audience have been tremendously successful, as revealed in our Architecture major freshman profile. However efforts to raise support for scholarships, part of our long-range plan, are a high priority for the program, specifically to help those from economically disadvantaged backgrounds successfully pursue and complete their dream of an architectural education. With regard to the faculty, the architecture program is striving to develop a faculty that is diverse in regards to race and gender in particular. In fact, our first full-time and our first half-time architecture faculty hires were both female. Continuous monitoring of the success of our diversity efforts is an important part of our self-assessment.
*Please see Appendix 03-A for 2014 University Faculty Demographics.
*Please see Appendix 03-B for Fall 2014 CBU Faculty Data.
*Please see Appendix 26 for CBU Student Data Profile.
*Please see Appendix 15 for the Architecture Major Freshman Profile.

Institutional Diversity Initiatives
The university seeks to intentionally engage in searches and recruiting strategies that can result in more female and diverse applicant pools for faculty and staff positions. The university commits to interview qualified female and under-represented candidates for open faculty and staff positions. The university involves female and diverse faculty and staff on search committees for open positions.
The architecture program, although still in its infancy, has already achieved great success in reaching a diverse audience of both students and faculty, based both on the diversity efforts of the university and those of the program.

CBU and the Architecture Program advertise open faculty/staff positions in a wide-ranging variety of venues in order to attract a diverse pool of respondents. These include the CBU website, monster.com, LinkedIn, Christianity Today, Relevant Magazine, AIA, AIAIC, Archinect and others. The success of these efforts both in the program and university wide is evident.

California Baptist University (CBU) is a Hispanic-Serving Institution (HSI), according to the Higher Education Act (HEA) definition, with a Fall 2014 undergraduate enrollment full-time equivalent of **32.3% Hispanic** (2,083.7 of 6,453.5 FTE).
*Please see Appendix 36 for Diversity/Undergraduate Pell Grant Recipients.

The architecture program's diversity efforts have benefitted greatly from the diversity success of the university, as evidenced by the unusually high percentage of minority and female representation in our program.
*Please see Appendix 15 for the Architecture Major Freshman Profile.

Non-discrimination Policy
CBU's *nondiscrimination policy* is stated in University catalogs and the student handbook, and as described below. Provisions for students with mobility or learning disabilities are made in compliance with ADA regulations, and syllabi are ADA compliant. All buildings have wheelchair ramp access and elevator access to all parts of the buildings. Sign language interpreters are available for students needing these services. The Academic Success Center helps coordinate other accommodations as needed. CBU does not require students to sign a statement of faith as a condition of admittance or attendance. All faiths are welcome as are students who hold no faith commitment. Faculty and staff, however, must be practicing Christians. CBU bylaws require that 51% of the full-time faculty be Baptist in belief and affiliation.
California Baptist University does not illegally discriminate on the basis of any protected category. It does maintain the right to discriminate as it relates to the category of religion so as to fulfill its religious purposes, so as to be compliant with the Baptist Faith and Message.
With the exception of religion, CBU's policy prohibits unlawful discrimination based on race, color, creed, sex, pregnancy, child birth, national origin, ancestry, age (over the age of 40), marital status, physical or mental disability, medical condition including genetic characteristics, veteran status. Likewise the University prohibits discrimination against an employee's opposition to any violations of law, associations with any of the individuals who are described above as being protected by law, or any other consideration made unlawful as it applies to CBU, by federal, state, or local laws. CBU likewise prohibits unlawful discrimination based on the perception that anyone has any of the characteristics referenced above, or is associated with a person who has or is perceived as having any of those characteristics as referenced above.
This commitment applies to hiring, promotion, discharge, compensation and any other terms, conditions or privileges of employment. This commitment also applies to all persons involved in the operations of CBU and prohibits such unlawful discrimination by any employee of CBU, including its officers, faculty, staff including supervisors and managers.
To comply with applicable laws regarding individuals with a disability or perceived disability, CBU will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.
Any applicant or employee, who requires an accommodation in order to perform the essential functions of a job in a staff position, should contact the Director of Human Resources and request such an accommodation.
*Please see Appendix 26 for CBU Student Data Profile
*Please see Appendix 15 for the Architecture Major Freshman Profile.

Architecture Program Diversity Efforts
The architecture program benefits from following the institution's model and example in diversity efforts and attitude in many ways. The program is will begin a CBU chapter of the National Organization of Minority Students this year, has and will continue to advertise our faulty positions on the NOMA website. The program has begun to establish a network of minority architects and architectural educators across the U.S. through whom we seek qualified applicants for our faculty positions. The program has established relationships with several community college architecture programs that largely serve underrepresented student populations. This year, we have seen the first fruits of those relationships through several minority transfer students from those colleges. We continue to invest time and effort into recruiting students through high school AVID programs, which has resulted in several of the minority students currently in our program. Dean Roberson is also involved in the ACE Mentoring Program at several local high schools, such as Martin Luther King High School. Several faculty will be involved in

teaching an architecture class this year at Bryant Elementary School. As of last school year (’14-’15), 83% of the students in the architecture program were minority (non-white), compared to 59.3% of the university population as a whole.
*Please see Appendix 08 for the University Freshman Profile.
*Please see Appendix 15 for the Architecture Major Freshman Profile.

How Program Diversity Plans are Developed
Most of the program’s diversity efforts have, thus far, been developed by Dean Roberson in concert with local high schools and community colleges, and with specially designed programs such as AVID and ACE. All faculty now are involved in these and other recruiting efforts, and last year students began participating in various high school college fairs and similar efforts. Faculty and students are encouraged to suggest and/or organize efforts to recruit a more diverse student population.

The Role of Diversity Initiatives in Long-Range Planning and Assessment
Increasing the diversity of our student and faculty populations is the third item listed on our long-range planning priority list. This item is then one that we regularly address as part of our continual self-assessment process.

I.1.4 Defining Perspectives

The Five Perspectives addressed in our initial application for candidacy submitted in 2012 and in our APR-IC, submitted in 2013, have been replaced by the Defining Perspectives addressed in the following section. Therefore there is no organizational relationship between what is found in the following section of this document and what was submitted in previous documents. However, the following responses to the Defining Perspectives are similar in the concepts they express and are founded upon, and reveal much about how our program has grown and developed since our initial application.

A. Collaboration and Leadership:

In the Fall semester of 2014 CBU Architecture hosted its first ever cohort of students from Jilin Jianzhu University in Changchun, China. For this group, we created a new class that would present a comprehensive overview of not only our program, but also of what we believe to be the most important topics to the future of the architecture profession and to the global building industry. The description for that course is as follows: “*The overall goal of this course is to examine the present the future of the design/build profession in the United States. We will concentrate on three main elements that will drive the industry into the future – **Leadership**, Technology and **Collaboration**.”* We believe this is an indication of the importance we place on these topics.

Collaboration: The CBU Architecture program believes deeply in the value of collaboration as a vital part of our learning culture and is committed to teaching, modeling and practicing collaboration in various forms and modes from the first classes taken to the last, as well as through extra curricular opportunities. Because the traditional owner-architect-consultant-contractor model of architectural practice comprises an increasingly small percentage of the profession, we believe strongly that to be able to compete and contribute to the future of the architectural profession, our students must gain a non-traditional, public-interest oriented, multi-disciplinary mindset that hinges on collaboration.

Our Design Thought Courses (DES110 & DES112) have numerous projects specifically geared towards working in teams, understanding the dynamics of and building collaborative skills. Each of our Architecture Design Studios also require numerous projects (such as the design-build projects) that involve collaboration in various stages of the design process with various entities, from other students and faculty to professionals to suppliers to university administration and other constituencies. We also teach

courses and offer various extra-curricular opportunities for architecture students that are based on collaborative efforts with other disciplines on campus (such as our Architecture in Film class) and entities from outside the campus (such as Dia de la Artes in the Casa Blanca neighborhood of Riverside and ISP/USP events across the globe).

Leadership: Through our many relationships within the architecture profession, we have identified leadership skills as some of the most sought-after skills in the field. Our program therefore includes numerous studio projects, student organizations, and service opportunities that are specifically intended to build foundational leadership skills including project management, teambuilding, consensus building, and business development. We will also place strong emphasis on strength finding methods, such as the Gallup Strengthsfinder, to help students identify how to leverage their personal strengths in a leadership capacity. We find this is a very biblical principle, akin to the organization of the leadership structure of the early church in Antioch as described in Ephesians 4. These foundational leadership skills will groom and prepare our students for leadership success within a traditional architecture structure. Students are given opportunities in design studios to assume various leadership roles for projects, and have opportunities outside of class to practice leadership in AIAS, class offices, Student Advisory Council, recruiting efforts and others. We are excited to be building more leadership components into our curriculum as we build and develop it.

However, our strongest emphasis in leadership education will be placed on developing an entrepreneurial approach to their profession. To accomplish this, we will present case studies of how architecture is currently being applied to solve creative, humanitarian, and social challenges in a wide range of industries, through interdisciplinary models. We will further challenge our students to identify and propose new real-world opportunities that will be discussed and evaluated. We want our students to see themselves as pioneers who are well equipped to blaze new trails, finding new and meaningful applications for architectural expertise.

B. Design:

The CBU Architecture education is centered around an understanding of design in its many facets, beginning with DES110 and DES112 which provide a year-long foundation in Design Thinking. These courses focus on generative strategies, the design process, ideation, idea communication and evaluation of design ideas. Then students proceed through eight distinct design studios that are each focused on different aspects of design, the design process, design strategies, design research and technical expertise, culminating in several comprehensive projects. These design studios form the spine of our program, and are integrated into other core courses whenever applicable and relevant. Studio projects provide content for other courses (computer modeling, structures, building systems, etc.) and those courses provide expanded applicable knowledge to studio projects. The studio topics are (in order) Spatial Constructs, Programmatic Types, Urban Design, Housing, Comprehensive Studio, a landscape centered Topic Studio, an open Topic Studio and Thesis. We are committed to including a design-build project of some type and scale, in every design studio. We are also committed to centering design projects around real-world opportunities, with real issues, sites and clients, at every possible opportunity.

C. Professional Opportunity:

CBU Architecture highly values both thorough preparation of our students for the profession and the involvement and connection of working architects with our students at every phase of their education. Architects help develop and assess our curriculum. We have professionals teaching courses, reviewing projects and speaking in classes. We visit architecture offices and construction sites. We have architects near and far providing internships for our students. ARC205 Introduction to the Profession, which is a required second year course, leads the students through understanding of and registration for IDP,

introduces the many branches of architectural service and is the prerequisite for the required internship course, ARC491 Architecture Internship.

We believe our students need to understand the profession as thoroughly as possible, to start to see not only how they will fit into it and the value of how their education is preparing them for it, but also to begin to understand the possibilities of evolving the profession and making it better. For example, one of the express goals of our DES110 & DES112 courses and our guest lecture series is to expose our students to many non-traditional examples of how the design thinking skills they are learning have real value in the wider world. We strive to display, demonstrate and explain the connection between what our students are learning in the classroom and the profession that awaits them.

The professional development of CBU architecture students also benefits from an Architect Licensing Advisor. The advisor connects students with the opportunities associated with NCARB and the Intern Development Program (IDP).

D. Stewardship of the Environment:

Our biblical worldview calls us to be stewards of the creation that God has entrusted to us. Genesis 1:1 says that “In the beginning, God created the heavens and the earth.” The Bible then goes on to explain how God created everything, and that he then entrusted it all to the care of the human race. The inherent responsibility that places on us as the caretaker of creation affects everything we do and how our entire curriculum has formed and is continuing to develop.

Our building systems courses, ARC380 Thermal and Environmental Systems and ARC385 Luminous and Sonic Environmental Systems are completely integrated sustainable courses. Our ARC580 Advanced Sustainable Systems is an advanced, in-depth look at the far-reaching impact of sustainability on our profession and our world. Our design studios are designed to integrate sustainable philosophy throughout the curriculum. ARC412, our first design topic studio, will focus on a landscape related topic where students will put into practice the sustainable strategies they have learned to protect and preserve the physical spaces entrusted to them. We believe that a fully integrated sustainable approach to design is the only responsible and philosophically consistent approach that our program can embrace.

E. Community and Social Responsibility:

The philosophy of service learning is part of the foundational ethos of CBU and specifically of the architecture program. It is our goal at CBU Architecture to help our students understand, embrace and pursue architecture in terms of a greater purpose. And it is through seeing their professional lives as their opportunity to live their purpose that will allow them to impact their profession and their culture in powerful, meaningful ways. This means teaching our students that to be an architect is to take on a great responsibility to serve their neighborhoods, communities, cities and world. Our call is to leave the places and people we engage better off after our jobs are done than they were before we started.

We provide many opportunities for service learning through the extra-curricular university structures of ISP and USP, and are developing our own curricular and extra-curricular opportunities to engage our students in service learning both locally and internationally. The program has already begun discussions with the City of Riverside as well as a number of other local and international partners to develop opportunities that would allow our students to lend their architectural expertise to built projects in the service of their neighborhoods and nations. The City of Riverside has asked our program to be involved in a re-design of a portion of East Riverside, which has been a historically disadvantaged neighborhood. Our program has been asked to help master-plan and provide conceptual deigns for The Vine church in Rancho Cucamonga. We have begun discussing opportunities for our students to be involved in non-profit ministerial design work in Puerto Rico and Rwanda.

We have been inspired by the work of MASS Design Group, in that their projects focus not only on addressing a local issue through a building, but also on addressing much deeper and more complex social, health and economic issues at work that are not typically included in an architectural strategy. We are developing learning objectives for our service learning projects that will help our students see all aspects of the potential impact, both good and bad, of an architecture project.
Some of these Learning Objectives are:

- To develop an acute awareness of social needs specific to the context of a project, and the ability to identify a range of needs that others might overlook.
- To learn that when finding solutions to needs, all factors must be considered, such as local resources, local/regional employment opportunities, and the impact of each on daily life.
- To learn the importance of finding solutions that respect, honor, and involve those impacted as much as possible – in the decision making processes, through respectful communication, employing locally available skills and labor, locally sourced supplies and materials, and being mindful of the impact of energy use, resource use and waste.

As we focus on the growing concept of public interest design in our urban design courses, we will be giving our students the opportunity to see it in action in real-world scenarios. This will give them the opportunity to better understand the power of architecture to impact the lives of the people we serve, and is a vital part of what we do and a reflection of who we are.

*Please see Appendix 01 for the Defining Perspective Matrix

I.1.5 Long Range Planning

Continuous Improvement
Long-range planning and assessment are integrally linked at CBU. Each program is required to develop a five-year assessment cycle plan that examines a defined element or set of elements of the program each year and culminates in a comprehensive program review by an outside content expert every five years (see 1.1.6 for more detailed information).

Data and Information Sources
The process is grounded in a series of documents found in the Architecture Assessment Portfolio. The first document found here is the Program & University Student Learning Outcome Curriculum Map, which graphically lays out the program Student Learning Outcome(s) expected to be met by each course, and whether that SLO is expected to be Introduced, Practiced or Demonstrated. The next document found is the Overall Assessment Plan, which graphically lays out which SLO(s) will be assessed each year of the five-year assessment cycle. Next is a series of Annual Assessment Plans and Yearly Assessment Reports, which lay out who, how and when each SLO will be assessed during each year (A-Plan), and then summarizes the results of the assessment and proposes action plans (Y-Report). There will be an A-Plan and a Y-Report for each year of the five-year cycle. This climate of on-going self-reflection and quality assurance also allows students a voice in planning and assessment through regular course evaluations, student forums, and focus and advisory groups.

Role of Long Range Planning
This system enables faculty to bring their professional and pedagogical expertise to the development, implementation and revision of curriculum; and provides program directors and deans evidence that helps them make informed decisions that drive budget, faculty and staff hiring, and other long-range planning and decision making.

Strategic Planning

Strategic Planning, as distinguished from operational or functional planning, is done at two levels; strategic planning unique to or within the School or College and its Departments, pursued within the College/School and its budget, and strategic planning by the School or College and its Departments that may elevate to the University level, pursued within additional leadership and funds allocated by the University/Executive Council. This planning for CAVAD, and therefore architecture is found in the College of Architecture, Visual Arts and Design Strategic Goals. The next level of planning goals are found in the Academic Affairs Division Strategic Goals, which then contribute to the CBU Strategic Goals. Strategic planning is guided by the Strategic Planning User's Manual and Guidelines.

Defining Perspectives
The Annual Assessment Report for Architecture is founded on the program's Student Learning Outcomes, which are derived from the program's mission and the NAAB Student Performance Criteria and are based on the concepts of the Defining Perspectives, as previously discussed in section I.1.4. The Defining Perspectives then become the foundational concepts for the program's assessment, plans and progress.

The CBU Architecture Plan
It is Dean Roberson's ambition to build on CBU's growth and momentum through short-term (up to 5 year) and long-term (more than 5 years) goals to carefully manage strategic growth and strive for increased excellence. These goals are being continually assessed, refined and developed in conjunction with architecture faculty, staff and students as well as the university administration and outside, advising, architectural professionals. In response to our mission and the Defining Perspectives discussed above, the CBU Architecture Long-Range Planning Priorities document can be found here.

*Please see College of Architecture Visual Arts and Design Strategic Priorities Chart here.

I.1.6.A Program Self-Assessment

For Architecture, the iterative process of traditional design education is an ingrained self-assessment process that we fully embrace. Each review and jury is then not only a multi-voice assessment for the student, but also an ingrained peer-review for the faculty, as multiple faculty and outside academics and professionals take part in the review process.

The feedback received every year from student course evaluations, which are part of every course at CBU, provides vital student input regarding the need for and direction of the development of a particular course.

Beyond incorporating and responding to this internal information, CBU Architecture is committed to the process of having outside persons from both academia and the profession review, assess and make recommendations on all of our individual courses, and our overall curriculum, each year.
The program's advisory board also gives input on the program's purpose, curriculum, and direction. There are no graduates from the program yet from which to draw, but we very much look forward to incorporating their input into the assessment process as soon as possible.

Based on all of the described input, the architecture administration and faculty meet several times over the course of each summer for curriculum development workshops to continually develop the content of each course and the direction of the program as a whole.

This process includes assessments of whether the curriculum and program are achieving the program's long-range plans, contributing to the desired learning culture and contributing to the mission and efforts of the university as a whole.

I.1.6.B Curricular Assessment and Development

According to University procedures, and with the input of the architecture faculty, the architecture program has chosen a subset of its Student Learning Outcomes to assess every year for five years, so that the effectiveness of teaching all of the SLOs will be assessed in a five-year cycle. Each year, student grades and other assessment data collected in courses connected to the selected SLOs are examined and assessed in regards to an established benchmark. Results are then evaluated and a plan for improving performance is determined. At the end of the five-year cycle, program and university assessment administrators and an outside academic reviewer will review the entire program, including the yearly plans for improvement and their results. The results of this five-year review will inform faculty hiring, budget increases and other institutional long-range planning. This system is the established, university-wide assessment process.
A draft of the Architecture Annual Assessment Report will be provided in the team room and can be viewed at the link provided.
As mentioned above in I.1.6.A, based on all of the gathered input, the architecture administration and faculty meet several times over the course of each summer for curriculum development workshops to continually develop the content of each course and the direction of the program as a whole.
*Please see Appendix 31 for the University Personnel Assessment Chart
*Please see Appendix 32 for the University Curriculum Assessment Process Chart

Section 2. Progress since the Previous Visit (limit 5 pages)

Our previous visit was our program's first visit, which resulted in initial candidacy for the program. At the time of the visit, the program was only in the second semester of its first year of existence, thus we had only offered, and only exhibited evidence of, 1 ½ semesters of our curriculum. The following section includes numerous comments from the visiting team which reflect the nascent state of the program in the spring of 2014. All of the team's comments were very helpful and instructive and have been instrumental to the ensuing progress made by the program. The combination of the number of comments from the team and the program's responses result in this section being significantly longer than the suggested 5 pages.

Program Response to Causes of Concern

A. Graduate Curriculum

Visiting Team Report 2014: The visiting team observed evidence indicating a lack of awareness by both the program and institution towards the rigors of architectural graduate education. This is best summarized by an excerpt from Page 36 of the APR-IC in regards to the program's response to Condition II.3: "As CBU's architecture program is a 5 year, undergraduate program resulting in an M. Arch." In addition, the current course plan prescribes (2) 18-credit semesters for the fifth year of the curriculum. Should this fifth-year course plan become a reality, then either graduate courses would be less rigorous than the level of effort expected to be realistically completed, or the expectation of completing two 18-credit semesters of graduate work would be improbable and unattainable in a single academic year. Furthermore, the visiting team did not observe any admission review procedures in place by the program by which undergraduate students would be evaluated by the program for entry into graduate-level coursework.

Program Activities in Response 2014/2015 - *The program and the university understand the rigors of architectural graduate education, recognize the need to carefully construct the program to build towards appropriate graduate level curriculum in the 5th year, and have been working to eliminate the issue of an overburdened 5th year of the M. Arch program. Our graduate level courses will have the expected level of rigor, which will be measured and maintained through our program and curriculum review process, while maintaining a realistically attainable 5-year plan for our students. One component of the solution will be to offer graduate curriculum in the summer semester to allow students to accomplish their required 30 units of graduate curriculum over three semesters (including summer) instead of two, if needed. Students may still, if able, accomplish the 30 units in two semesters. We have also re-arranged some of the lower division coursework to allow BUS357 Small Business Management and all General Education coursework to be completed prior to the 5th year of the program.*
Additionally, CBU's new General Education requirements (beginning fall '15) have lessened the curricular load for the entire program, particularly the first 2 years. This has allowed us to more evenly distribute the required core courses throughout the program.
**Please see Appendix 12-A for Suggested Architecture Path*
**Please see Appendix 12-B for Architecture Program Matrix*
**Please see Appendix 12-C for Architecture Program Outline*

We regret that the information on qualifications for the M. Arch track was not clearly presented to the team. We do, indeed have in place a set of qualifications to proceed to M. Arch. track, information on which was included in the materials presented to the previous visiting team. The document sets forth detailed requirements, and states that students are to be "reviewed as to their disposition regarding the achievement of the qualifications to proceed to the M. Arch. during the first semester of their third year (5th semester). This review will be completed after their 5th semester grades are posted and their 6th semester registration is complete."
**Please see Appendix 27 for Qualifications to proceed to M. Arch.*

We are continuing the process of determining the best times and methods to assess student readiness, and will begin implementing a new, and at this point less formal level of assessment after the first year to aid students in their preparation to proceed in the program. This entire process is an area of intense discussion and will continue to develop as we proceed forward.

B. Facilities

Visiting Team Report 2014: While the spatial provisions planned for the short- and long term appear sufficient to support the program, the visiting team is concerned about the detrimental impact of the relocation plan upon student retention, learning effectiveness, and quality of the studio environment. During a time where the program will be working to crystalize its identity, the program will be doubly challenged with the issues of managing multiple space relocations. Even more concerning, by locating the program at the long-term "River Springs" site that has been proposed by the institution, the program will be largely isolated from the balance of student life, including residential, and allied discipline synergies that would be afforded by the program remaining on the core of the campus. This relocation could further insulate future cadres of architecture students – whose curricular activities inherently make them a more insular group and isolate them from the balance of the CBU student body.

Program Activities in Response 2014/2015 - *Happily, CBU enjoys a strong spirit of community based on our mission and maintained through the exhaustive efforts of the Community Life and Spiritual Life offices. There are also numerous opportunities for all students to be together on campus throughout their educational experience through required chapel, sports, activities and interdisciplinary curricular events, and for architecture students to be all over the campus for non-architectural courses, which are spread throughout the curriculum. We believe the solution to this common problem is not so much the location of the building, but the establishment of, and extensive support for, an ethos of community.*
*However, the program's updated facilities plan also addresses these specific issues directly. The plan includes having the architecture program located for 2 years at CBU's new West Campus (the Health Science Campus), along with a substantial number of students from several other unrelated programs. There will also be food service, general classrooms and parking located on the West Campus. After this temporary stay on the West Campus, the architecture program is slated to move into the building currently occupied by the college of engineering, while fundraising is accomplished to allow the program to move back to the core of the main campus into the a new, dedicated architecture building, adjacent to the new college of engineering building. The architecture building is targeted for the 2020-2021 academic year. This new plan should alleviate most of the concerns of the previous visiting team regarding Facilities. The remaining major concern of the team regarding "*managing multiple space relocations" *is a valid concern, which we fully recognize. We understand that this is a not-uncommon part of the early life of most programs, but are also strategically addressing this concern in our plans. We desire as little disruption in the lives of our students as possible during these early years of the program.*
**Please see* Architecture Facilities Plan *for further details.*

C. Human Resources:

Visiting Team Report 2014: Efforts during the current academic year by the program to further grow the faculty corps have been unsuccessful. The Dean is prepared to utilize adjunct faculty to a degree higher than anticipated for the short term. That said, the use of a higher percentage of adjunct faculty may adversely affect the program's ability to provide a balanced workload and opportunities by the permanent faculty to pursue professional development. Participation in architectural academic or professional opportunities (such as AIA, ACSA, ACADIA, ARCC, EDRA, SAH, and others) is key for faculty in a young program to learn, develop and collaborate with peer educators and practitioners.

Program Activities in Response 2014/2015 - *all of CBU's professional programs have been very successful finding adequate numbers of qualified faculty to meet the demands of rapid growth, and architecture anticipates the same. We are extremely supportive as a program, a college and a university of both academic and professional development for our faculty. There is a highly successful process in place for providing funding for conferences and micro-grants for research projects. The university pays for a large percentage of advanced education, and the program also pays for membership dues for professional organizations for faculty and staff. Since the team's visit in 2014, we have hired two highly qualified full-time faculty members and are exactly on target with the Faculty Hiring Plan we submitted in our Initial Accreditation Application in 2012.*

D. Compatibility of Curriculum and SPCs:

Visiting Team Report 2014: The visiting team observed a disconnect between the information presented through the course syllabi and the SPC assessment matrix. Additionally, in several instances there was no primary location indicated for any courses on the assessment matrix for a particular SPC.

Program Activities in Response 2014/2015 - *The compatibility of various courses and syllabi to the NAAB SPCs is one of the ways that our program has greatly benefitted from the process of the previous visit and the input of the team. The process of preparation for the visit revealed deficiencies in some of our syllabi and, in fact, a couple of gaps in our curriculum's ability to successfully address the desired SPC. In almost every case cited by the team, the courses had not yet been taught, nor had the faculty who would ultimately teach the courses developed the syllabi beyond a very preliminary state. This is still the case for a portion of the curriculum. However, in response to both the team's comments and the overall revision of the NAAB SPCs, we are in the process of re-examining and developing all of our syllabi to ensure they are addressing the proper SPC(s) and include the content needed to address the assigned SPC(s). These revised syllabi will be available for review at the next visit. Additionally, we are re-examining our curriculum as a whole to ensure proper primary locations for every SPC.*

E. Non-Architectural Core Curriculum:

Visiting Team Report 2014: A total of five courses – EGR 254 – Materials Engineering, MAT 245 – Analytic Geometry & Calculus I, PHY 115 – Physics for Architects, BUS 357 – Small Business Management, and BUS 505 – Entrepreneurship have been identified by the program as non-architecture courses that contribute to the students' ability or understanding of student performance criteria (SPCs). These courses would fall outside the curricular control of the program, and therefore the program will be limited in ensuring that student achievement of the SPCs occurs. In the case of BUS 357 and BUS 505, a review of existing course curricula indicates that these courses would not include instruction in architecture-specific business matters such as legal matters (e.g. licensure laws or agreements for design services and construction) or the nuanced elements of design firm management.

Program Activities in Response 2014/2015 – *First, the program has removed some of the non-architectural core curriculum in question from the list of courses expected to deliver NAAB SPC. Secondly, for the remaining outside academic units still expected to deliver NAAB SPC as part of the architecture core curriculum, the program has received written reaffirmation from each to whole-heartedly support and cooperate with the architecture program, its curricular goals, and particularly with the delivery of NAAB SPC-specific content and assignments in their courses. We will provide written commitments to such from each outside academic unit, and revised syllabi showing assignments specific to the required SPC, at the next visit.*

F. Electives:

Visiting Team Report 2014: Within the currently-adopted M. Arch curriculum, the sum of core architectural courses and institution-mandated general education courses leaves no flexibility or opening in the curriculum for students to pursue special interests or minors in the form of non-architectural electives. The institution indicated that their model for general education courses is currently under review, and will likely be modified in the future to permit greater elective flexibility. At present, any elective course outside of general education or architecture would be in addition to the 171-173 credits necessary for the approved curriculum.

> ***Program Activities in Response 2014/2015 -*** *CBU has indeed changed its general education requirements, starting with the '15-'16 academic year, reducing the number of required General Education units by roughly 10. This has been accomplished, in part, to facilitate the heavy unit requirements of professional programs such as nursing, engineering and architecture. This reduction will greatly increase a student's ability to pursue electives and/or a minor alongside a professional major such as architecture. In addition, in direct response to the previous teams comment, our advising office has produced suggested curriculum paths outlining how a student can accomplish multiple non-architectural minors (for example: Christian Studies, Classics, English, Global Integration Studies, Global Justice, Spanish) alongside the M. Arch. curriculum. These curriculum paths are available upon request and will be presented at the next visit.*

Program Response to Conditions Not Met

I.1.1 History and Mission:

Visiting Team Report 2014: While the program clearly draws upon both the history and ethos of the institution, as well the University Student Outcomes (USOs) and Student Learning Outcomes (SLOs) already prescribed by CBU, there is little evidence demonstrated of developing an explicit mission for the program that expands beyond the broad-stroke mission, USOs and SLOs of CBU to develop architecture-specific objectives tuned precisely for the program. The visiting team recognizes that the development of such a specific mission is challenging task ahead for the program. Furthermore, the program is still in the mode of discovery at this early point of development in identifying particular areas of interest, curricular focus, and directions of outreach that it may integrate into its curriculum – any of which may go far in defining both identity and mission of the program. Institution and program representatives have verbally indicated to the visiting team during the visit various visions of what a specifically-tailored mission for the architecture program could be, but the program must work further to crystalize that mission.

> ***Program Activities in Response 2014/2015 -*** *Given the nascent state of our program, we obviously are much richer in plans than accomplishments. However, we are firmly committed to a few core characteristics that will, in full fruition, make our mission and our program unique. We are committed to a collaborative and interdisciplinary curriculum, to practicum based educational opportunities and to living out our Christian mission through service learning opportunities in our neighborhoods and nations. The new History and Mission statement of this APR (I.1.1) reveals how some of these foundational characteristics are developing into specific vision and identity. How this process progresses will be a result of both our internal self-assessment processes and our external participation in the larger world of architectural education (ACSA, AIA, EDRA, etc.) in the days and years ahead. We look forward to the revelations and opportunities that teaching through all of our courses and having a full faculty on board will bring.*

I.1.2 Learning Culture and Social Equity:

Visiting Team Report 2014: The underlying culture of CBU values a positive and respectful learning environment. The expectation from the university is that this ethos continues throughout the architecture

program. The program is presently in its initial semesters with a faculty and student cohort that have demonstrated a respectful learning environment, but it is too early to tell if they will provide a culturally-rich environment, that is equitable in learning, teaching and working. The evidence provided in the APR-IC suggests a positive environment across campus, but it is too early to assess the culture of the program.

> ***Program Activities in Response 2014/2015 -*** *We agree that the culture of our program is in a very early stage of development and that it will indeed evolve over time. We will be, as suggested by the team, guided in our evolution by the established culture of the university and look forward to observations of our progress by the next visiting team.*

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

[X] The program is not responsive to this perspective.

2014 Team Assessment: With a totally new program, the Dean (who serves the concurrent role of Chair) will need some time to more fully integrate his faculty and students into the community of CBU. The program benefits from the high level of popularity enjoyed by this new program recognized by institutional leadership and students alike. The Dean is encouraged to continue to educate the academic community on the benefits and value of architects and the architectural profession. With having to deal with a heavy teaching load, the existing faculty are somewhat disadvantaged already in participating in research, scholarship and creative activity to develop new knowledge for the benefit of the program and institution.

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

[X] The program is not responsive to this perspective.

2014 Team Assessment: Although the visiting team witnessed aspects of the program that could potentially be solid foundational elements that respond to this Perspective, the architecture program is still in its infancy, and as such is not currently responsive to this perspective. Student organizations have barely been able to evolve. The development of a larger student body as existing cohorts advance into upper-year stages of the M. Arch. curricular plan will provide greater evidence of this condition than as it currently exists with only freshmen and sophomores.

> ***Program Activities in Response 2014/2015 -*** *The 5 Perspectives portion of the 2009 NAAB Conditions for Accreditation are the basis of Parts A and B, and the ensuing Team Assessment comments immediately above. The 5 Perspectives have been replaced in the 2014 NAAB Conditions for Accreditation with the Defining Perspectives. Therefore, we have included the specific comments from the team regarding the old 5 Perspectives, but we have not responded specifically to each comment, since those Perspectives no longer exist. Please see section I.1.4 Defining Perspectives for our responses to the new Defining Perspectives, which address many of the concerns of the team expressed in this section.*

I.1.4 Long-Range Planning:

Visiting Team Report 2014: In the supplemental information provided to the visiting team at the time of the visit, the program has outlined a long-range plan for improvement. The program has yet to establish a platform for engagement of multiple sources or perspectives to continuously re-evaluate the improvement of the program. Establishment of this platform will be an essential aspect of a program in its infancy to inform a preferred vision and growth of its student body, curriculum and projection into the future. Additionally, the program's projected student enrollment plan, as evidenced in Appendix 7 of the APR-IC, indicates an obsolete model of enrollment attrition, and does not reflect either a contemporary emphasis on retention of students or the emerging culture of the program that was observed by the visiting team.

> ***Program Activities in Response 2014/2015 -*** *The program recognizes and understands the deficiency in our Long Range Planning process as highlighted by the team, and we are currently reworking that part of our process to demonstrate that we engage multiple sources to inform program development and our future planning and strategic decision-making.*
>
> *Additionally, we recognize that the retention projections of Appendix 7 of the APR-IC were very conservative, and were intended to be so, in that the document was intended for the purpose of constructing a conservative pro-forma budget. However, we also recognized the need for an updated document and a functional retention plan. We now have a retention plan in place and have learned a great deal about the growth and retention that we should expected based on what we are actually experiencing. This should enable us to more successfully project adequate faculty, staff, facilities and budgets.*
> **Please see Section I.1.5 for information on CBU Architecture's Long-Range Plan*
> **Please see Appendix 07 for updated Student Enrollment Plan.*
> **Please see Appendix 17 for Architecture Student Retention Policy.*

I.1.5 Self-Assessment Procedures:

Visiting Team Report 2014: The visiting team applauds the program's plan for assessment of specific student leaning outcomes (SLOs) based on existing institution procedures, and this Condition includes multiple layers of self-assessment. That said, the program had yet to identify the specific means to show how these additional aspects are progressing towards its preferred mission and vision. Specifically, what is the assessment procedure for CAVAD or the Architecture Program, and who and how will the multi-year objectives of the long-range plan be rigorously assessed through solicitation and review? This Condition should respond explicitly to the architecture program and not generically to the requirements of the institution.

> ***Program Activities in Response 2014/2015 -*** *The program has begun to install an extra, architecture-specific layer of review of all of our curriculum and long-range goals. Each faculty member responsible for a course will be responsible for obtaining a review of their course content from an architectural professional and an outside architectural educator each year. Also, our Architectural Advisory Board in conjunction with our faculty will review our long-range plans at the beginning of each academic year for appropriateness to our mission and vision, and for proper priority, and at the end of each academic year for progress. This process will be presented at the next team visit.*

I.2.2 Administrative Structure & Governance:

Visiting Team Report 2014: With little more than one student cohort in place, only one staff member, two full-time and two part-time faculty are in place for the program. A formal governance structure that allows faculty, staff and students to equitably participate in the life of the program has yet to be established.

> ***Program Activities in Response 2014/2015 -*** *The program is planning a governance structure that will begin to take shape as the program matures, which will allow all faculty, staff, and students to have equitable opportunities to participate in program and institutional governance. These developments will be documented for the next team visit.*

I.2.3 Physical Resources:

Visiting Team Report 2014: The program presently has minimally sufficient facilities in place to support the needs of the currently enrolled freshman and sophomore classes. Instructional space for those design courses in-place - DES 110, 112, 120 and 122 – utilize room VILG 100, a flat classroom that lacks studio-type workspaces, pinup surfaces or lockers for students. Funds have been budgeted by the program for new studio furnishings (30 desks, chairs and lockers per year) to accommodate incoming cohorts for the next several years as more students advance through the program. Beginning in fall 2014, the program will begin issuing laptop computers to students. “Major Equipment” in the form of new 2D plotters, 3D epoxy printers and other peripherals have been approved by the institution for purchase and implementation beginning in fall 2014.

The visiting team’s primary concern regarding physical resources involves the current institutional plan for renovating existing CBU facilities as short-term and long-term homes for the architecture program. James Hall, the current, primary program home, is a spatially-limited concrete structure that does not support studio-format instructional spaces. The institution intends for the program to be relocated to a former church site now owned by CBU located on the south perimeter of the campus for a short-term period. Though the short-term site would only be designed to hold first- through third-year students, statements from institution representatives raised visiting team concerns that the short-term site would remain a home to the program past fall 2016, or beyond a point where fourth-year studio space would be needed. Regardless, this 10,600 s.f. facility renovation would only be a short-term location for the program, as the existing church site will be demolished in late 2016 to make room for a future campus parking structure. While the program would temporarily occupy the short-term site, the institution will separately renovate and potentially add new building construction on the site of the River Springs Charter School, a former church also owned by CBU and located across Magnolia Avenue a half-block west of the western corner of the campus. Immediate renovation to the River Springs site is not an option given that the charter school will continue to lease the site through 2015. This project would involve renovating nearly 20,000 s.f. of existing space as well as the potential construction of an additional, 37,000 s.f. new building as a long-term home for both architecture and potentially other CAVAD programs. While the spatial provisions envisioned within the River Springs site development plan appear sufficient to support the program, the visiting team is concerned of the detrimental impact of the relocation plan upon student retention, learning effectiveness, and quality of the studio environment. During a time where the program will be working to crystalize the program’s identity and recruit new students, they will be doubly challenged with the issues of managing multiple relocations.

Of even greater concern, locating the program at the River Springs site, risks isolating the program from the balance of student life, on-campus, residential, and allied discipline synergies that would be afforded by the program remaining on campus. This would include distancing the program from future interdisciplinary resources like the College of Business and planned “Engineering Hall”. The future College of Engineering facility, which will house architectural, engineering and construction technology is to be built on the opposite end of campus from the River Springs site. This relocation could further insulate future cadres of architecture students – a group of students whose curricular activities inherently make them an insular group, and isolate them from the balance of the CBU student body.

Based on evidence gathered by the team, it does not seem that the institution has sought a critical level of planning input from the program in regards to the potential synergistic effects or cultural impact of

isolating the architecture program, and potentially CAVAD in general, by relocating them to the River Springs site.

> ***Program Activities in Response 2014/2015 -*** *The faculty and program administration have had multiple opportunities to discuss with the university administration the concerns expressed by the visiting team on the subject of facilities. As a result, the new facilities plan developed in the ensuing years has addressed the team's concerns as outlined in Part B of the Program Reponses to Causes for Concern section above.*
> *Also, as discussed in the aforementioned section, CBU is dedicated to, and enjoys, a spirit of campus community that is rare. Beyond the elements of our campus community that are common to all students, there are specific opportunities for architecture students to be engaged on the main campus through the interdisciplinary design space planned in the College of Engineering building and through specific curricular bonds with other academic units. Our faculty have experienced programs that are quite insular despite being physically located at or near the heart of their campuses. It is our goal to create a culture that is open and interested in looking outside of our building and ourselves.*
> **Please see info on part B of Section 2 above for further information.*
> **Please see Architecture Facilities Plan for the updated Facilities Plan.*

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

> ***Program Activities in Response 2014/2015 –*** *The entire SPC portion of the 2014 NAAB Conditions for Accreditation have been revised since our initial application as well as our previous visit for initial candidacy. Therefore, we have included all of the specific comments from the team regarding the old SPCs, but we have not responded specifically to each comment, since many of the SPC no longer exist in their previous form. We have instead responded with general comments regarding each Realm, and regarding the entire SPC process, beginning immediately below.*
>
> *We have re-addressed every course we offer in regards to which of the new SPC(s) each course most fully and successfully addresses, either in by introducing the concept, reinforcing the concept or fully meeting the required content of the SPC. We are ensuring that the content of the course actually addresses the SPC we are assigning to it, and that we will be able to more easily identify evidence of that SPC in student course work. The critical examination of our SPC assignments and matrix during that prior visit, and the resultant comments, have helped tremendously with our ability to make progress in this area. We feel we have a much better understanding of this component of the program than we had previously, and will be able to demonstrate that at our next visit. As part of this effort, we have also completely revised our SPC matrix, which will be on display at the next visit.*

Realm A: Critical Thinking and Representation:

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found in DES 110, which states that the course is "an introduction to 2D thinking, as applied to the interrelated, interdisciplinary fields of design . . ." Evidence of understanding of this criterion was found, but not an ability. Other courses indicated in the SPC matrix as demonstrating ability of this criterion are not yet offered to students at the time of the visit.

A.2. Design Thinking Skills: *Ability to* raise clear and precise questions, use abstract ideas to

interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found in course work already being offered, including DES 110 and 112. In those courses, evidence of understanding of this criterion was found, but not an ability. Other courses indicated in the SPC matrix as demonstrating ability of this criterion are not yet offered to students at the time of the visit.

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

[X] Not Yet Met

2014 Team Assessment: One course indicated by the program that would demonstrate student ability of this criterion – ARC 220 – Computer Modeling - has not yet been offered. Although the other courses indicated in the SPC matrix as demonstrating student ability of this criterion –DES 120 – 2D Visual Expression and DES 122 – 3D Visual Expression begin to demonstrate understanding of criterion A.3, yet the evidence presented does not substantiate student ability.

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found, given the course indicated by the program that would demonstrate student ability of this criterion has not yet been offered. Furthermore, the visiting team expresses concern that the intended course for demonstrating this criterion – ARC 220 – Computer Modeling – may be an inappropriate or inadequate course for this, given the conditions outlined in criterion A.4.

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

[X] Not Yet Met

2014 Team Assessment: Evidence of intent of much of this criterion is shown in ARC 350 – Theory I, which has not yet been offered. In addition, the visiting team observed that syllabi in other courses listed in the SPC matrix do not specifically indicate an ability of investigative skills as they relate to design processes.

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found, given the course indicated by the program that would demonstrate student ability of this criterion has not yet been offered. Furthermore, the visiting team expresses concern that one of the primary courses for demonstrating this criterion – ARC

392 – Advanced Structural Systems – may be an insufficient course for this, given the range of ability outlined in criterion A.6.

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found, given the course indicated by the program that would demonstrate student ability of this criterion has not yet been offered. Evidence of intent of this criterion is shown in ARC 212 – Design Studio II and ARC 462 – Architecture and Urbanism Abroad.

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

[X] Not Yet Met

2014 Team Assessment: Thorough evidence of this criterion was not found in course work of ARC 122 – 3D Visual Expressions, and the other course indicated by the program to develop student understanding of this criterion – ARC 210 – Design Studio I – is not yet offered.

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found, given the courses indicated by the program that would demonstrate student ability of this criterion - ARC 240 - Architectural History I, ARC 242 - Architectural History II, and ARC 462 - Architecture and Urbanism Abroad - have not yet been offered. Syllabi in other courses listed in the SPC Matrix do not specifically indicate an understanding of indigenous, vernacular, local, regional and national settings in all of the hemispheres.

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found as several of the courses indicated by the program, which would demonstrate student understanding had not yet been offered. Evidence of intent of this criterion is shown in ARC 460 - Seminar Abroad. Furthermore, the visiting team expresses concern that two of the intended courses for demonstrating this criterion – ARC 240 - Architectural History I, and ARC 310 - Design Studio III did not reflect A.10 in the syllabi for these classes.

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found, given the course indicated by the program that would demonstrate student understanding of this criterion has not yet been offered. Furthermore, the visiting team expresses concern that the primary courses for demonstrating this criterion – ARC 511 – Thesis Research/Preparation, may be inappropriate or inadequate courses for this, given the range of understanding outlined in criterion A.11. In addition, the visiting team expresses concern that the intended courses for demonstrating this criterion - MAT 245 – Analytical Geometry and Calculus 1 and PHY 115 – Physics for Architects may be insufficient courses for this given the inability of the program to control curriculum development and ensure alignment with the range of understanding outlined in criterion A.11.

Realm A. General Team Commentary: It is clear that development of student ability or understanding of much of the Realm A criteria is dependent upon second-year architectural curriculum that has not yet been offered by the program. Furthermore, while the DES 110, 112, 120 and 122 courses provide a broad introductory education to Realm A SPCs, the curriculum and rigor of those courses do not result a level of ability to those Realm A criteria based upon what syllabi and student work that was reviewed by the visiting team.

> ***Program Activities in Response 2014/2015 –*** *The program has continued to develop our DES foundational courses to better deliver the desired content. We have also adjusted our SPC expectations for these courses to recognize them as courses that introduce a number of the Realm A concepts, but which fully meet only one. We trust that the next visiting team will successfully identified evidence for the appropriate Realm A SPC, as indicated by the revised matrix.*

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

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found, given the courses indicated by the program that would demonstrate student understanding of this criterion have not yet been offered.

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found, given the courses indicated as secondary sources by the program that would demonstrate student ability of this criterion have not yet been offered. Furthermore, the visiting team expresses concern that no primary location was indicated by the program in the SPC matrix as to where this evidence would be found.

B.3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built

resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found, given the course indicated by the program that would demonstrate student understanding of this criterion has not yet been offered. Evidence of intent for understanding for this criterion was found in course ARC 380 – Sustainable Systems, however the visiting team expresses concern that the intended course maybe an insufficient course for achieving ability in this criterion.

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found, given the courses indicated as secondary sources by the program that would demonstrate student ability of this criterion have not yet been offered. Furthermore, the visiting team expresses concern that no primary location was indicated by the program in the SPC matrix as to where this evidence would be found.

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found, given that no indication was provided by the program per the SPC matrix provided in the APR-IC. The visiting team expresses concern that the SPC matrix did not specify which course, if any, would demonstrate student ability of this criterion.

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found, given the course indicated by the program that would demonstrate student ability of this criterion has not yet been offered. Furthermore, the visiting team expresses concern that the intended courses for demonstrating this criterion – ARC 410 – Design Studio V (Comp.) and ARC 412 – Design Studio IV (Topic) - may be insufficient courses for this. Given the range of abilities outlined in criterion B.6, and the sum of all SPCs integrated into this criterion, student ability would require a course work whose level of completion higher than the 100% schematic design level indicated in syllabi for ARC 412.

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found, given the courses indicated by the

program that would demonstrate student understanding of this criterion have not yet been offered.

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found, given the course indicated by the program that would demonstrate student understanding of this criterion has not yet been offered. Evidence of intent found in ARC 385 – Environmental Systems and ARC 480 – Sustainable Systems II.

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found, given the course indicated by the program that would demonstrate student ability of this criterion has not yet been offered. Evidence of intent are shown in ARC 290 - Statics & Strengths of Materials*;* ARC 390 - Structures I*;* and ARC 392 - Structures II.

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found, given the courses indicated by the program that would demonstrate student understanding of this criterion have not yet been offered.

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found, given the course indicated by the program that would demonstrate student understanding of this criterion has not yet been offered. Furthermore, the visiting team expresses concern that the intended course for demonstrating this criterion – ARC 410 – Design Studio V (Comp.) – may not fully provide the range of understanding outlined in criterion B.11 based upon syllabi reviewed by the visiting team.

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found, as the courses indicated by the program, which would demonstrate student understanding had not yet been offered. Furthermore, the visiting team expresses concern that the intended courses for demonstrating this criterion – ARC 312 - Design Studio IV, ARC 385 - Environmental Systems, and ARC 420 - Digital Fabrication did not reflect any component of criterion B.12 in the model syllabi for these classes.

Realm B. General Team Commentary: The visiting team observed that the planned instruction of either ability or understanding of Realm B criteria is often not located in a logical or effective curricular location within the planned curriculum plan, based upon the SPC matrix provided in the APR-IC. In addition, criteria B2 and B4 only indicated secondary opportunities for developing student ability in the third, fourth or fifth year of matriculation, while there was no indication, primary or otherwise, in the SPC matrix or model syllabi for criteria B5 ability. Since all three aforementioned criteria are integrative elements to criteria B.6, there is concern that the modeled curriculum may not effectively support the overall range of Realm B criteria.

> ***Program Activities in Response 2014/2015 –*** *As evidenced by the revised matrix, all SPC are now accounted for and assigned to a course (or courses) that will logically and effectively deliver curriculum to properly address the associated SPC. Evidence of this, consisting of content through the 5th semester of the program, will be exhibited at the next visit.*

Realm C: Leadership and Practice:

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found in DES 112. While students in this course come from several disciplines within the college, the assignments seem to be very individualized to help them learn and understand design thinking. Furthermore, the visiting team expresses concern that an additional intended course for demonstrating this criterion – ARC 205 *Introduction to the Profession,* a lecture course – may be difficult given that in this criterion students should gain an "ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects".

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

[X] Met

2014 Team Assessment: Evidence of this criterion was found in course ARC 242 - Architectural History II. However, the visiting team expresses concern that an intended course indicated in the SPC Matrix for demonstrating this criterion – ARC 350 – Theory 1 - may be an insufficient course for this, given the range of understanding outlined in criterion C.2.

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found, given the courses indicated by the

program that would demonstrate student understanding of this criterion have not yet been offered.

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found, given the course indicated by the program that would demonstrate student understanding of this criterion has not yet been offered. Furthermore, the visiting team expresses concern that an intended course for demonstrating this criterion – ARC 491 – Internship - may be an inappropriate or inadequate course for this, given the inability of the program to control the student's work experience and therefore ensure alignment with the range of understanding outlined in criterion C.4. The visiting team also expresses concern that an intended course for demonstrating this criterion – ARC 510 – Design Studio VII (topic) - may be an insufficient course for this, since the ARC 510 syllabus only requires students to complete work equal to 100% schematic design, which does not constitute comprehensive project management.

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found, given the course indicated by the program that would demonstrate student ability of this criterion has not yet been offered. Evidence of intent of this criterion is shown in ARC 570 - Professional Practice.

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found, given the course indicated by the program that would demonstrate student ability of this criterion has not yet been offered. Furthermore, the visiting team expresses concern that the intended course for developing an understanding of this criterion – ARC 512 – Thesis Studio – is an insufficient venue for this, given that thesis students will likely function in an insular state, and not in the collaborative spirit of criterion C.6.

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found, given the course indicated by the program that would demonstrate student understanding of this criterion has not yet been offered. Furthermore, the visiting team expresses concern that the intended course for demonstrating this criterion – BUS 357 – Small Business Management - may be an improper venue for this, given the inability of the

program to control curriculum development of a course offered by the College of Business and ensure alignment with the range of understanding outlined in criterion C.7.

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

[X] Not Yet Met

2014 Team Assessment: Evidence of this criterion was not found, given the course indicated by the program that would demonstrate student ability of this criterion has not yet been offered. Evidence of minimal intent of this criterion is shown in ARC 570 - Professional Practice. Ethics is expressed in the "purpose of the course", but not in the "assignments overview" of the course.

Realm C. General Team Commentary: The majority of courses indicated by the program that would demonstrate student understanding or ability in Realm C have not yet been offered. Based on model syllabi provided, the visiting team has identified evidence of intent for some SPCs. However, the visiting team expresses concern that some courses (in their outline form) fall outside of the program's curricular control and therefore the program is unable to direct their development and ensure alignment with the range of student accomplishment outlined.

> ***Program Activities in Response 2014/2015 –*** *As mentioned in Section 2, Causes for Concern, Part E. Non-Architectural Core Curriculum above, the program has taken two concrete steps to address the concerns regarding courses that fall outside of the program's control. We are only listing two SPC as being fully met in a course outside of the ARC program. A.3 will be covered in PHY115 Physics for Architects, which is a course that, while offered by the Math and Sciences department of the College of Arts and Sciences, has been specifically designed for and is only attended by architecture students. Therefore the program has great control over the content of the course. D.3 will be addressed in BUS505 Entrepreneurship, The New Venture. This course is offered by the School of Business, which has provided written reaffirmation from to whole-heartedly support and cooperate with the architecture program, its curricular goals, and particularly with the delivery of NAAB SPC-specific content and assignments in this course. Although no architecture students have reached the graduate level to be able to take this course, the School of Business is committed to offering a separate section of the course for architecture students when necessary and possible, to ensure that proper content can be delivered to address the desired SPC. No other courses outside of the program's control are being counted on to fully meet any SPC. We will provide written commitments to such from the School of Business, and revised syllabi showing assignments specific to the required SPC, at the next visit.*

II.2.2 Professional Degrees and Curriculum:

Visiting Team Report 2014: Based on the Architecture Curriculum Path, revised January 2014, the program contains (38) general studies credits, which are less than the number required by NAAB. The curriculum requires an additional 13 credits outside of the college, which currently satisfy Professional Studies requirements for the program. The SPC Assessment Matrix cites these 13 credit hours as criteria that also fulfill SPC's, and therefore not eligible to satisfy the general studies requirements at this time.

> ***Program Activities in Response 2014/2015 -*** *The program, in conjunction with the registrar's office, has rewritten the CBU Architecture Suggested Curriculum Path, as discussed previously in the responses to Causes for Concern A & F. The program is also no longer satisfying any SPC in 3 of the courses from outside of the college that are part of the Professional Studies requirements*

of the program, resulting in an additional 10 units of non-architectural content. As part of this effort, we have been able to include 50 units of general (non-architectural) education in the curriculum.
**Please see Appendix 12-A for Suggested Architecture Path*
**Please see Appendix 12-B for Architecture Program Matrix*
**Please see Appendix 12-C for Architecture Program Outline*

II.4.1 Statement on NAAB-Accredited Degrees

Visiting Team Report 2014: The 2013-2014 CBU Catalog does not contain required language; Dean Roberson indicated that as of the date of printing the current course catalogue, the school had not achieved Initial Eligibility and therefore could not include the applicable NAAB-mandated verbiage. Subsequent drafts of the catalog will have the required language incorporated. Draft version of 2014-2015 catalog was reviewed and the required language was found, though this document is not public as of yet.

Program Activities in Response 2014/2015 –*The current version (2015-2016) includes, and future versions of the CBU catalog will include, required language, reflecting our proper status with the NAAB.*

II.4.2 Access to NAAB Conditions and Procedures

2014 Team Assessment: The CAVAD website provided access via links at: http://cbucavad.com/architecture/overview/, but some links on the website are broken and therefore not available.

Program Activities in Response 2014/2015 – *The entire CAVAD website has been rebuilt since the last visit**.** As part of the new site, new links have been established to all relevant information. The link to the 2009 NAAB procedures is now available and fully functional on the Architecture page of the CAVAD website.*

II.4.4 Public Access to APRs and VTRs

Visiting Team Report 2014: Though the program had no prior VTR to display, the APR-IC and the APR-IC is not required to be made available until after the decision letter is received by the program.

Program Activities in Response 2014/2015 - *The appropriate documentation is available either on the Architecture Accreditation page of the CAVAD website or in the CAVAD office.*

Program Response to Changes in the 2014 Conditions

The architecture program's current, early stage of development means that we will be offering and teaching through a new section of the overall curriculum each year through 2018. That means that our curriculum and program are in a constant state of development and revision. However, the changes made in the Conditions for Accreditation since our last visit (2009) has led the Architecture Program to make several specific changes to the program and curriculum.

The changes in the have led the architecture program

1. We have revised our entire SPC Matrix, reconsidering each course and its content in relation to the new NAAB SPCs.
2. We have revised the SPC section of most of our course syllabi, as well as the content focus, as required for each course to reflect the proper NAAB SPC.
3. We are revising our program SLOs, which are based on the NAAB SPC, and the corresponding sections of our course syllabi.

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

Maintaining the human resources necessary to serve its students is a top priority at CBU. Even in the current economic climate, faculty hiring at CBU continues to substantially grow the number of faculty each year. While many other institutions have a freeze on hiring, CBU has been hiring faculty in double-digits for the past seven years. Our new colleagues bring fresh perspectives, new ideas, and probing questions that push us to new levels of excellence.

Architecture has hired full-time and part-time faculty in keeping with the original Faculty Hiring Plan submitted in our Application for initial Accreditation, and commensurate with our enrollment.

***Please see Architecture Program Faculty Resumes here.**

Data and demographic information about the faculty as a whole is compiled in various institutional reports, which break down faculty by ethnicity, gender, and school or department. Matrices of faculty aligned with more specific disciplinary information, courses taught, credentials and experiences, are developed in accordance with guidelines established by professional organizations related to that particular discipline. The templates prescribed by NAAB have been used for faculty in the M. Arch. program. Further, faculty are encouraged to participate in conferences, seminars and other continuing education opportunities, and are awarded Faculty Development and Micro-Grant Funding for such efforts by the university (see details in Part A Faculty and Staff below).

Architecture Faculty took advantage of Faculty Development Funding since our last NAAB visit in the following ways.

- Nov 2014 - $2,000 received for SECAC (South Eastern College Art Conference) in Sarasota, FL to deliver paper "Plush to Glass and other Dust-Catchers".
- April 2015 - $1,750 received in April 2015 for SAH (Society of Architectural Historians) Conference in Chicago.
- April 2014 - $612.59 (National Conference on the Beginning Design Student) in Chicago.

The Architecture Program has provided funding for Architecture Faculty in the following ways since our last NAAB visit.

- 2014 ACSA Membership - $8,244.00
- 2015 ACSA Membership - $8,335.00
- 2015 AIA Membership Dues - $ 703.00 (Mark Roberson)
- 2015 AIA Membership Dues - $ 239.00 (Susan Duemer)
- 2014 NCARB Membership Dues - $ 75.00 (Susan Duemer)
- 2015 NCARB Membership Dues - $ 75.00 (Susan Duemer)
- 2014 IDP Coordinators Conference $ 500.00
- 2014 ACSA Conference Registration $ 485.00
- 2015 ACSA Conference Registration - $ 970.00 (Mark Roberson, Susan Duemer)
- 2014 A. R. Innovations Conference, LA - $ 735.00 (Mark Roberson, Katie Papineau & Susan Duemer)
- 2015 A. R. Innovations Conference, LA - $1035.00 (Mark Roberson, Katie Papineau & Susan Duemer)
- 2015 California Architecture License - $ 300.00 (Mark Roberson)
- 2015 Conference, Chicago - $ 295.00 (Katie Papineau)
- ARE fees - $ 185.00 (Susan Duemer)

*Please see Appendix 02 for information on the architecture Faculty Credentials Matrix.
*Please see Appendix 03-A for 2014 University Faculty Demographics.
*Please see Appendix 03-B for Fall 2014 Faculty Data.
*Please see Appendix 16 for Faculty Development Fund Activity.

Faculty Research, Scholarship and Creative Activities

Mark Roberson:

Masterplan and Design
– Addition to Hulen Street Baptist Church, Fort Worth, Texas
- Addition to Hirsch Residence, Los Angeles, California
– The Vine Church, Rancho Cucamonga, California

Research/Presentation
"What Makes Architecture and Architecture Education Christian?", *"On Christ and Architecture",* Judson University, March 20, 2015.

Caleb Walder:

- Masterplan and Phase 1 Addition and Renovation - First Baptist Church, Danville IL
Project Architect
- Spalding Recreation Center Conceptual Plan - Champaign Park District, Champaign, IL
Lead Designer
- Performing Arts Center Renovation Conceptualization - Augustana College, Rock Island, IL
Designer
- Industrial Shell Prototype Conceptualization, Vermillion Rise Megapark
Lead Designer

Susan Duemer:

Research
– Environmental Psychology and the effects of spatial design on behavior
- The Benefits of Full-scale design embedded into architectural education at all levels

Scholarship / Creative activities
– CBU Architect Licensing Advisor
- NAAB coordinator
- Currently sitting for the ARE
- Design consultant for 2 non-profit organizations, Rebirth Homes and Women at the Well

Katherine Papineau:

Publications:
"Miles C. Bates: Patron of Desert Modernism" in *Walter S. White: Inventions in Midcentury Architecture* (forthcoming)
"Eames House/Case Study House #8," in *Buildings of California*, ed. Gabrielle Esperdy. Charlottesville: University of Virginia Press (forthcoming)
"Stahl House/Case Study House #22," in *Buildings of California*, ed. Gabrielle Esperdy. Charlottesville: University of Virginia Press (forthcoming)

Book reviews:
Review of Nina Dubin, *Futures and Ruins: Eighteenth-Century Paris and the Art of Hubert Robert* (Los Angeles, CA: Getty Research Institute, 2010) in *The Eighteenth Century Current Bibliography*, n.s. Vol. 37 (forthcoming)
Review of Julia K. Dabbs, *Life Stories of Women Artists, 1550-1800. An Anthology* (Farnham, Surrey:

Ashgate Publishing Limited, 2009) in *The Eighteenth Century Current Bibliography*, n.s. Vol. 36 (forthcoming)

Exhibitions Curated:
"Cliff May and the California Home," CBU Gallery, Riverside, California, May 2015

Conference Papers:
"From California Style to Lifestyle: Cliff May & the Ranch House," SAH, Pasadena, California, April 2016
"Plush to Glass and Other Anti-Dust Catchers," SECAC, Sarasota, Florida, November 2014

Faculty & Staff Policies and Resources

Faculty Policies / Diversity
Personnel policies including descriptions of all faculty and staff positions are contained in the Employee handbook California Baptist University is an equal opportunity employer. Specific position descriptions for open positions are posted on the University web site during the recruitment period.

Workload Policies
CBU's workload balance policies are established to support tutorial exchange between student and teacher, and stem from the institutional stance that faculty are contracted primarily to teach. The typical faculty contract load is 24 units per academic year, usually divided evenly between two semesters. Faculty may elect to teach additional classes as overload for additional pay, but these additional units must be approved by the faculty member's immediate supervisor. Faculty wishing to teach more than an additional six units per semester must have the request approved by the Provost. Such instances are quite rare. In addition to their teaching duties, faculty are required to keep regular, posted office hours during which time they must be available to meet with students. Most full-time faculty keep a minimum of eight office hours per week. Full time staff are required to work forty hours per week, twelve months per year with two weeks paid vacation and a 9-day paid break between Christmas and New Year's Day.

Human Resource Development Policy / Opportunities
Ongoing professional development for faculty and staff is provided in several ways.
The faculty community comes together at the beginning of each academic year for a Fall Faculty Workshop during which time topics of general institutional interest are addressed. Faculty engage in a variety of interactive activities and interdisciplinary dialogue. Activities often include discussions of best practices and pedagogies. During the academic year faculty have at least one opportunity each month, through Faculty Learning Communities, to engage in small breakout sessions, workshops, hands-on activities, and collegial dialogue that suits their research interests and supports their development as teachers.
Staff also meet throughout the year for ongoing, task-specific training and education sessions covering a variety of topics such as IT, travel policies and workplace safety.

Faculty who wish to pursue development opportunities and research outside this context may apply for funds from their school, college, or department, or from the Faculty Development Committee, which supports conference attendance, travel and expenses. In most years all faculty requesting such funds are at least partially supported, and many years we are able to fully fund all faculty who are presenting at 100% with a smaller percentage going to faculty who merely wish to attend a conference. Where possible, faculty who serve in programs which require outside licensure or accreditation are encouraged to apply and are given priority. Last year, faculty actively used the development funds, as reflected in the following breakdown:

Basic Break-Down of Faculty Development Activity (including CBU Micro-grant started in

the 14-15 fiscal year) for the 2014-15 Fiscal Year	
Total Funds reimbursed to faculty:	$330,000.00
Individual Faculty Development Awards given:	216
Total number of individual faculty receiving reimbursement:	196

Additionally, faculty may take advantage of opportunities that are fully funded by the University through programs such as those offered by the Council of Christian Colleges and Universities (CCCU) or by our regional accreditor, the Western Association of Schools and Colleges (WASC). This past year, for example, CBU sponsored a faculty member for the CCCU Leadership Development Institute and another for the WASC Assessment Leadership Academy.
Faculty are also eligible to apply for and receive micro grants from the university to support research. Staff can also petition their respective deans for funding to attend outside, professional conferences throughout the year.
*Please see Appendix 16-A and 16-B for a recap of activities for which faculty received Faculty Development and Micro Grant Funding during the 2014-2015 school year.
*Please see Appendix 13 for a list of '14-'15 Faculty Learning Communities

Continuing Education Policies
CBU also strongly supports faculty members who wish to pursue terminal degrees in their field of study. Faculty and staff wishing to pursue a terminal degree may participate in a loan forgiveness program that covers up to 75% of the tuition costs of the program at an accredited institution. This program has been instrumental in mentoring Masters level faculty to the doctoral level, particularly in fields such as nursing, with extremely difficult to find terminally degreed practitioners. Two of the three nursing faculty who received their terminal degrees this year participated in this program. Since the program began in 2005, sixty-five faculty and staff have benefited or are benefiting from this program to date. Staff are also eligible to obtain a bachelors degree through a program that covers up to 100% of the tuition costs.

Sabbatical Policy
Sabbatical leaves are granted for the purpose of providing opportunity for faculty to pursue projects of advanced study and research. Application may be made for a leave of one semester or one full year. The faculty member will receive full salary for the one semester leave or one-half salary for the full year leave, as applicable. Criteria, procedures and conditions are available in section 3.301 of the Employee handbook.

Promotion /Tenure Policy
Criteria used for determining rank, reappointment, tenure and promotion are included in section 3.200 of the Employee handbook.
Faculty are evaluated in four areas: teaching, scholarship (or creative activity), service to the institution, and service to the community. Faculty are required to submit annual self reviews as part of the merit pay and tenure and promotion process. The professional portfolios faculty maintain include information on their academic activities and teaching loads; research, scholarship, publications and presentations, and creative activities; service to the institution, such as committee involvement, club sponsorship, or service project leadership; and other community service and civic engagement. These portfolios are reviewed by the faculty member's immediate supervisor and their dean, and are available to the Provost. If the faculty member is applying for tenure or promotion, the faculty led Tenure and Promotion Committee also reviews the portfolio and makes recommendations to the Provost. The Board of Trustees has final approval for all tenure and promotion decisions and reviews faculty files for new hires. To date they have never ruled contrary to the faculty committee recommendation. The role of the Trustees did not even warrant mention in our most recent action letter following a comprehensive visit, which indicates that the visiting team found the Criteria for Review related to independent governing boards with appropriate oversight (CBF 3.9) to be met.

Benefits
Both faculty and staff are eligible to take advantage of a generous medical insurance and retirement plan provided by the CBU Benefits Program.

Non-Faculty Staff
Currently our non-faculty staff (full and part time) consists of:

Karen Heinze, Secretary – CAVAD
Steve Emerson, Library Director (part-time dedication to architecture)
Wes Blasjo, Mechanical Shop Director (part-time dedication to architecture)
Steve Smith, Director of Facilities and Planning Services (part-time dedication to architecture)
Michael Knight, IT (part-time dedication to architecture)
Rob Vis, Institutional Advancement (part-time dedication to architecture)

*Please see Appendix 14 for the Course / Faculty Plan.
*Please see Appendix 13 for information on CBU Faculty Learning Communities.
*Please see Appendix 02 for Faculty Credentials Matrix.

Students Policies and Resources

CBU students receive a great deal of academic support through various university level student support services as outlined below.

CBU Student Tutoring
The Academic Success Center (ASC) provides twenty-five (25) and/or fifty (50) minute peer tutoring appointments in every discipline offered by CBU. Appointments must be made no later than the close of business on the previous day for which the appointment is requested. Appointments may be made by calling the ASC Front Desk at (951) 343-4349 or coming to the office, which is located in Lancer Arms. All tutoring services for CBU students are available free of charge. In addition to standard appointments, the ASC offers walk-in tutoring, group tutoring, and may arrange online tutoring sessions. The ASC Front Desk provides information on walk-in hours and availability, or to acquire information on forming or joining a group tutoring session. Contact the ASC for more information.

Community Tutoring
The ASC offers tutoring services to community students (elementary, junior high school, and local colleges) for a fee of $20.00 per fifty (50) minute appointment. Tutoring is provided by trained CBU students with proven excellence in their particular disciplines.

Academic Workshops
The ASC provides academic support workshops over the course of the semester. Workshops include topics such as APA Style, Note Taking Strategies, and Exam Preparation. Advertisements are delivered via LancerMail and/or posted around campus.
See the Academic Success Center page on the CBU website for more information.

Internships
The architecture program requires, facilitates and assesses internships for M. Arch track students. Students are prepared for this internship experience by taking the prerequisite course, ARC205 Introduction to the Profession. The internship coordinator for the course vets internship sites and coordinates with the internship administrator at the site to ensure the internship experience addresses the desired SPC.

CBU provides further internship resources and assistance to students, employers, and faculty through the Career Center. The Career Center Internship Coordinator provides assistance to undergraduate students who are seeking volunteer or paid opportunities and those who intend to enroll for academic credit for an

internship experience.

The Undergraduate Student Catalog provides the following definition and information for students regarding internships:

"An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent. Students may enroll in an internship for academic credit at the upper division level with approval and signatures from the faculty member, Dean/Department Chair, Career Services, and University Registrar. Students are responsible for locating their own internship experience prior to enrollment but are encouraged to utilize the Career Services office for assistance in the process and to obtain the required paperwork in order to enroll. Minimum enrollment requirements include a 2.0 cumulative GPA and sophomore status. Internships must be completed within the semester in which both the enrollment and the internship experience occur; retroactive credit may not be granted for internships previously served."

Architect Licensing Advisor
Professor Susan Duemer has been chosen by Dean Roberson, and is enrolled with NCARB, as the CBU Architect Licensing Advisor. Professor Duemer informs and educates our students about the importance of understanding the overall path to licensure with special attention on the process of and preparation to engage in IDP. Professor Duemer attended the Architect Licensing Advisors Summits in 2014 and 2015.

I.2.2 Physical Resources

Architecture Program Space
Planning and construction to accommodate the M. Arch. program is underway. As is typical given the growth trajectory at CBU, several elements are in process to create space necessary to support and encourage the kind of studio-based, hands-on, and interactive learning required in this program.
The physical space plan that was presented in our Application for Initial Accreditation has changed significantly, as the university has responded to growth needs and opportunities, and also to the concerns and comments of the previous visiting team. None of the buildings or spaces slated for use by architecture at that time are still included in the physical plan. The current Architecture Facilities Plan reflects a more mature and practical approach by the institution toward achieving the physical resources goals of the architecture program. The new plan includes having the architecture program located for 2 years at CBU's new West Campus (the Health Science Campus), along with a substantial number of students from several other unrelated programs. There will also be food service, general classrooms and parking located on the West Campus. After this temporary stay on the West Campus, the architecture program is slated to move into the building currently occupied by the College of Engineering (the Adams Building), as Engineering will be moving into their own new, dedicated building in fall of 2017. During architecture's stay in the Adams Building, fundraising will be accomplished to allow the program to move back to the core of the main campus into the a new, dedicated architecture building, adjacent to the new College of Engineering building. The architecture building is targeted for the 2020-2021 academic year.

Architecture Faculty
Full-time faculty are provided a private office, computer, required software, phone, email, internet access and other provisions to accomplish their research, scholarship, service, advising and other tasks. Classrooms are provided with smart boards/screens, projectors, televisions and other required provisions to allow faculty to successfully teach their subjects.
*Please see Architecture Facilities Plan for information on the plan for Physical Resources for the CBU Architecture Program.

University Master Plan
The Comprehensive University Plan (CUP) CBU Comprehensive University Plan (CUP) provides design guidelines and standards to enable the University to continue to develop and complete the current phase of the campus master plan. The plan also guides the institution as we refine and develop strategies for utility management, deferred maintenance and property acquisition.

IT Systems
The mission of Information & Technology Services (ITS) is to provide seamless access to information, resources, and services in order to enhance and support the learning experience through the use of innovative technology.

The university's underlying network is key to this mission and is called Lancernet. Established in 1996, the network was re-architected in 2012 in order to support current and future growth. The new network model was framed around convergence and brings together voice, video, and data within a 10 gigabit fiber infrastructure supporting many technologies such as wireless and HD video conferencing.

As of Fall 2014, ITS supports more than 1,300 staff and faculty and a student body of approximately 8,000. Of this, about 3,000 reside on campus and 3,800 take some form of online courses or programs. In addition to an average of three technology devices per student, Lancernet also supports more than 500 instructional and general use computers and more than 1,200 desktops, laptops, tablets and IP phones assigned to faculty and staff.

The Annie Gabriel Library makes a number of electronic resources available to students and faculty, including access to numerous online databases, publications and full text journal articles. Many of these resources, including E-brary, an online textbook service, can be accessed completely online.

The following are highlights of campus technologies in support of the university mission:
· 10-gigabit fiber backbone with 1-gigabit to the desktop
· Campus-wide wireless with over 650 access points supporting 802.11n with movement towards 802.11ac (gigabit wireless)
· Over 100 virtual and physical servers including VDI deployment
· 2-gigabit of bandwidth for internet access
· 100 Terabytes of Storage Array capacity (SAN)
· HD video conferencing with Telepresence & Webex
· Blackboard Learning Management System including a 24x7 online tutoring service
· Office365 student email & access to Microsoft Office products
· CrashPlan & SharePlan for desktop backup and document sharing
· Cisco Unified Communications
· Jenzabar CX/JX ERP System & Student Portal (JICS)
· Many other technologies that provide seamless access to information, resources, & services

Additionally, ITS supports students, faculty, and staff with a customer-centric and knowledgeable ITS Help Desk located in the James Building (room 160). Support can also be reached at helpdesk@calbaptist.edu or 951-343-4444.

I.2.3 Financial Resources

The university as a whole is completely committed to providing the financial resources necessary to accomplish a successful, stable, long-term environment for the architecture program.

Institutional Finances
CBU complies with the requirements to provide consolidated financial statements each year including the WASC required Private Financial Indicators. The Annual Audit Report verifies the accuracy of the annual financial statements. The annual management letter also confirms the reports and audits. The Comprehensive University Plan (CUP) outlines revenue forecasts, integrates FTE enrollment information and analyzes its implications for financial decision-making, projects donor development, includes human resource planning, researches additional revenue opportunities and outlines plans to improve cash flow, collection, vendor relationships, and processes for providing services to our various constituents. Student Fees are approved each year by the Board of Trustees. Key financial ratios are reported annually. A WASC annual longitudinal recapitulation reports FTE, number of degree programs, tuition and fees, and financial information at a glance for the past 5 years.
*Please see Appendix 23 for WASC 2014 Longitudinal Recapitulation report.
*Please see Appendix 33 for Non Profit Data and Resulting Ratios for CBU through FY 2014.

Program Finances
The program currently derives most of its finances from the university. The program generates and submits an annual operating budget, submits it to the university for approval, and operates from that budgeted amount. The program has received some direct donations, and is planning a number of efforts to increase program specific giving.

The university does not currently generate information on the cost of education to the university per student either university-wide or within the architecture program. The university understands this as a growing need and is planning on hiring a new position that will be able to address such questions in the future.

Student Financial Aid
The university provides various avenues, levels and amounts of aid to both undergraduate and graduate students. See more information on the Financial Assistance flyer on the CBU website.
The architecture program also provides program specific scholarships to architecture majors. These are, at this point, largely funded by the university budget, although some funds are derived from private donors. The program is currently developing a scholarship fund in honor of local architect Clinton Marr. Students must apply for these program funds and they are competitively awarded.

Faculty Funding
The university provides Faculty Development funding and Micro-Grant funding as described above in *I.2.1 Human Resources and Human Resource Development / A. Faculty & Staff* section. The program also pays professional fees and registration examination fees for full-time program faculty.
*Please see Appendix 05 for the Architecture program's 2013-2014 annual operating budget.
*Please see Appendix 06 for the Architecture program's pro-forma budget.
*Please see Appendix 07 for the Architecture program's projected student enrollment.
*Please see Appendix 33 for Non-Profit Data and Resulting Ratios.
*Please see Appendix 16-A and 16-B for a recap of activities for which faculty received Faculty Development and Micro Grant Funding during the 2014-2015 school year.
*Please see CBU Financial Information here.

I.2.4 Information Resources

The Annie Gabriel Library provides students and faculty in CBU's College of Visual Arts and Design access to a wide range of information resources in support of the M. Arch. program. The library subscribes to 82 databases, including the following Architecture-related databases: Avery Index to Architectural Periodicals, Art Source Full-Text, Academic Search Premier, Films on Demand, Gale Virtual Reference Library, and Proquest Dissertations and Theses. In addition to these databases, the library subscribes to comprehensive journals packages from Wiley, Springer, and Sage, as well as to the JSTOR Arts & Sciences back files. Through these databases and journals packages, the library provides students and faculty with full-text access to 33,465 journals titles, including 171 titles in the specific field of Architecture and several hundred more in related fields. The library's monographs collection contains 286,549 volumes, including 114,501 print volumes and 172,048 e-books. For fields related to Architecture the library monographs collection currently contains 3,200 volumes, and it continues working towards its goal of amassing 5,000 Architecture titles by 2017.

The Annie Gabriel Library is served by a staff of six faculty librarians, including a Director of Library Services, a Reference and Serials Librarian, a Digital Services Librarian, a Collection Development Librarian, an Instructional Services Librarian, and a Technical Processes and Cataloging Librarian. Each of these librarians holds an M.L.I.S. degree from an ALA accredited institution, and two of them hold Ph.Ds. Three experienced and well-qualified paraprofessionals serve the library in the areas of access services and technical services. The library also employs a part-time Archivist. The library staff supports its resource offerings by providing in-person, chat, text, email, and telephone research and reference help to CBU library patrons.

The Annie Gabriel Library provides global, 24/7 access to all of its databases, with their full-text journals holdings, e-books, digital dissertations holdings, e-reference, and streaming videos, for any faculty or student with internet access. The library's discovery service, OneSearch, a customized version of the EBSCO Discovery Service platform, makes it possible to search for information in all of these digital holdings, as well as in the library's print holdings, through a single search interface, conveniently located on the library webpage. The library has worked with the Online Computer Library Center (OCLC) to develop an online catalog of items in its collection, and the library uses SirsiDynix's Symphony software to make this catalog available to anyone with internet access, as well as to fully integrate it with many of the library's behind-the-scenes operations, including cataloging and collection development processes. Through the system students and faculty are able to access their personal library accounts any time at their convenience through the library webpage.

The librarians offer students instructional services and training in the use of library resources and information literacy skills in several contexts. At the invitation of instructors, librarians visit classes and provide advanced information literacy and research instruction to students related to specific assignments. These advanced research instruction sessions build on the basic information literacy skills taught in the context of the university's Intermediate English Composition courses. In the context of this class all students at CBU receive from a librarian an intensive, week-long introduction to information literacy skills, including the identification of an information need, how to find information sources that meet that need, the evaluation of information sources, how to use information sources to produce a desired outcome, and how to use information sources in an ethical manner. This information literacy program is formally assessed on an annual basis. The library website provides a series of information literacy tutorials that allow students the opportunity to receive asynchronous research instruction at their convenience, and it also provides a collection of subject guides, including one for the field of Architecture, that describe the many information resources available to students in particular subject areas. These instructional activities are coordinated by the Instructional Services Librarian, who is the primary library liaison in the areas of research and instruction between the library and the M. Arch. program.

The Annie Gabriel Library occupies 27,400 square feet on two floors. It provides seating for 255 people, 41 research computers, an instruction lab, and three reservable group study rooms. Space is a significant

issue facing the Annie Gabriel Library; however, creative collection development, collaborative partnerships with other libraries, and strategic acquisition of electronic resources enable it to serve the needs of a growing student body effectively. The AGL's Strategic Plan is updated twice annually and includes an extensive analysis of current and planned library resources and services. The Collection Development Handbook outlines general strategies that guide the selection of resources. The library has established several cooperative agreements with library groups that significantly increase the resources it provides for its patrons. It belongs to a resource lending group comprised of regional university libraries called Camino (members include Loyola Marymount, Pepperdine, and Occidental). The Camino libraries, in association with OCLC and SCELC, have developed a combined catalog and courier service which increase the discovery, speed, efficiency, and reliability of resource sharing and its processes. CBU library patrons have more than a million titles available to them as a result of the Camino service, most of which are accessible to patrons within 72 hours of the time they request them. This improvement in the library's resource sharing processes represents a significant step forward in the library's ability to provide resource support for the M. Arch. program. The library offers a document delivery service that ships items from the library's print collection to students living outside of the Riverside area upon request, and an interlibrary loan program that locates and obtains for patrons books and journal articles that are not part of the AGL collection. Other library groups to which the Annie Gabriel Library belongs include: IEALC (The Inland Empire Academic Libraries Cooperative), which allows CBU students to visit member libraries and directly borrow items from their collections, WEST (The Western Regional Storage Trust), which is a distributed retrospective print journals repository that ensures CBU library patrons have access to the complete runs of significant journals titles, and SCELC (The Statewide California Electronic Library Consortium), which negotiates discounted database pricing and facilitates the purchase of large e-book packages for its members. These cooperative agreements provide the needed supplemental resource support for the M. Arch. program.

I.2.5 Administrative Structure & Governance

University Structure and Governance

CBU is owned and operated by the California Southern Baptist Convention. The nominating committee of the convention elects members of CBU's Board of Trustees, the governing body of the institution, in a full session of the Convention. The only stated qualification for membership on the Board is that nominees be members of Baptist churches cooperating with the California Southern Baptist Convention, with the exception of up to six (6) global trustees who shall be members of Southern Baptist churches within the United States or churches cooperating with their respective Baptist Conventions outside the United States. In general, trustees are selected to provide ethnic, gender, church, geographical, and global representation. The relationship of the Board to its constituency is determined by the California Southern Baptist Convention rather than by the University. Duties and responsibilities of the Board are set forth in the California Baptist University By-Laws. The Board of Trustees is ultimately responsible for the quality and integrity of the institution. It selects and evaluates the chief executive officer, approves the purposes of the institution, and concerns itself with provision of adequate funds. It establishes broad institutional policies, and delegates to faculty and administration the responsibility to administer and implement these policies. The Board protects the institution from external pressures antithetical to academic freedom (as defined in the Academic Freedom portion of the Faculty section of the Employee Handbook), to institutional autonomy, or to integrity. The Board differentiates roles and responsibility of various persons or bodies, and provides stability and continuity to the institution through an organized system of institutional planning and evaluation.

Administrative Structure

The University President reports directly to the Board of Trustees. Eight area vice presidents in turn report to the president. The dean of the College of Architecture, Visual Arts & Design reports to the university

provost, one of the eight vice presidents. The dean of the College is also currently the chair of the architecture program. The program and the College share an administrative assistant. Additional student-worker assistance is added as needed. There are currently two full-time faculty and one half-time faculty under the leadership of the dean/chair. The program has hired one additional full-time faculty member who will be joining the program for the spring '16 semester.
*Please see Appendix 30 for CBU Organization Chart

Program Administration
The program administrative structure is very small at this point of the program. Dean Roberson is also the Chair of the architecture department. There is no associate dean or any other administration for the program at this time. Until this school year ('15-'16), the program has had only one full-time faculty member, and that faculty member has been integrally involved in every decision and development of the program, its curriculum, its policy development, and subsequent hiring. Now that our second full-time faculty member is on board, that spirit of consensus-based decision making has continued. Plans are under discussion with the university provost to add a chair for the architecture department and an associate dean to the college in the near future.

University Faculty Governance Opportunities
Faculty are involved in the President's Advisory Council, Provost Council, Undergraduate Curriculum Committee, Graduate Curriculum Committee, Faculty Senate, Admissions and Retention Committee, Assessment Committee, Education Committee and other committees which are part of the system of governance for the university.

Other Degrees Available from the College of Architecture, Visual Arts and Design
CAVAD offers Bachelor of Arts degrees in Graphic Design, Photography, Visual Arts and Film Studies.

II.1.1 Student Performance Criteria

The CBU Architecture Program is committed to ensuring successful educational outcomes for our students relative to the SPC guidelines of NAAB and our own University Student Outcomes and program specific Student Learning Outcomes.

The curricular framework for the architecture program (M. Arch) was presented and ratified by both the Undergraduate Curriculum Committee and the Graduate Curriculum Committee during the 2011-2012 school year, and was approved by Executive Council for presentation to the Board of Trustees, who approved the program.

Pedagogy and Methodology used to Address Realm C
Our program has been built with the attitude of integrating courses and concepts as much as possible. Our freshmen level Design Thought courses are a year-long opportunity for us to lay the groundwork for our student to appreciate the importance and implications of research, evaluating options, synthesizing variables and integrating sustainability into every decision. We are then including a design build component into every design studio, to force students to think about the broader implications of their work, and to understand how to communicate, collaborate, evaluate and integrate multiple decisions across multiple systems. We are then coordinating design studios with building systems, structures, computer modeling, urban design and architecture history courses in order to help our students understand how everything they are learning works together as part of a complex system. And, as discussed previously, every course integrates a philosophy of sustainability, as this is a vital part of our Christian worldview.

Methodology for Assessing Student Work ("high" vs. "low" pass)

Our previous visit was also our program's first visit and our first effort at mounting an exhibition of student work. We realized then that we didn't have in place an organized system to assess and apply high vs low pass value judgments. We are developing a value rubric to apply across multiple courses to assess high pass vs low pass, so that our next exhibit of student work will be a truer representation of the desired range of work.
*Please see Appendix 22 for Architecture Program Student Learning Outcomes
*Please see Appendix 10 for the NAAB Program Student Performance Criteria Assessment Matrix.
*Please see Appendix 11 for the CBU University Student Outcome Integration Assessment Matrix.
*Please see Appendix 12-A for Suggested Architecture Path
*Please see Appendix 12-B for Architecture Program Matrix
*Please see Appendix 12-C for Architecture Program Outline

II.2.1 Institutional Accreditation

California Baptist University is accredited by the Western Association of Schools and Colleges (WASC). Our most recent action letter, dated 21 November 2013, determined that CBU had met all areas of attention stemming from the 2011 reaccreditation site visit action letter and commended CBU for submitting "the most thorough, comprehensive, and responsive [Interim Report] reviewed in recent memory."

The M. Arch degree was approved by the WASC Senior College and University Commission on 6 August, 2013.
*Please see Appendix 25 for WASC Approval Memorandum.

II.2.2 Professional Degrees & Curriculum

Degree Offered
The institution is offering the M. Arch. program, which requires a minimum of 168 semester credit hours in academic coursework, of which a minimum of 30 semester credit hours will be at the graduate level in academic coursework in professional studies and electives. A minimum of 45 units of the coursework will be in general education, the remainder in professional studies and electives. There will be dedicated architectural electives as well as open electives as part of the program. As described previously, General Studies includes coursework in the arts and humanities as well as the sciences. Professional studies will be consistent with those courses that satisfy the NAAB Student Performance Criteria and provide enough flexibility for students to pursue their special interests. The program will incorporate a strong faith and service component, as these are both hallmarks of our institutional mission and context.
There are no off campus facilities, other than those facilities located on the University's West Campus, as described previously. The program's first study abroad session is currently being planned for the summer of 2016.

Other Degrees Available from the College of Architecture, Visual Arts and Design
CAVAD offers Bachelor of Arts degrees in Graphic Design, Photography, Visual Arts and Film Studies.
*Please see Appendix 20 for the Required Courses – Professional vs GE/Non-Architectural Chart .
*Please see Appendix 21 for Minimum Credit Distribution within the Architecture Program.
*Please see Appendix 12-A for Suggested Architecture Path
*Please see Appendix 12-B for Architecture Program Matrix
*Please see Appendix 12-C for Architecture Program Outline

Minors or Concentrations Offered

There are currently no concentrations offered by the architecture program, but we plan to add concentration options in the very near future (Interior Design, Urban Design and an interdisciplinary option – Film Production Design).
The accomplishment of a minor alongside of an architecture curriculum has historically been challenging. However, CBU architecture students can pursue a minor in any of the other CAVAD disciplines (graphic design, photography, film, art) based on the common core of DES courses, our commitment to offering cross-disciplinary courses within CAVAD, and available general elective credits. Numerous other curricular paths that include minors have also been established.
Plans are currently underway for architecture majors to be able to build a business minor from the business courses already required in the curriculum, along with selected general education courses and electives.

Part Two (II): Section 3 - Evaluation of Preparatory Education

As CBU's architecture program is a 5-year, Single Institution program resulting in an M. Arch., there are no plans to rely on preparatory or pre-professional educational experiences to meet student performance criteria, except as is standard for transfers into the University (see below). All requirements will be met within the context of the 168 (min) units required for the M. Arch.
There are not currently extra admissions requirement for the architecture program, beyond what is required for the university as a whole. When students are accepted to the university, they can declare as architecture majors. University admission information is available in the website.

Transfer Student Work
University Policy
Students who transfer coursework will be held to institutional transfer policies and procedures which require that "students who have completed 24 or more units from a regionally accredited college or university [be] evaluated on the basis of their official college transcripts" (CBU Catalog, p.18). Students may transfer in no more than 100 semester units towards degree requirements at CBU. Of these 100 units, no more than 30 upper division units may be transferred and no more than 70 may be transferred from a community college. A maximum of 30 semester units is allowable from examinations. All previous college work is evaluated by the registrar to determine its relationship to the requirements of CBU programs. Only coursework completed with a grade C- or better is accepted in transfer. Transfer coursework must be at the same division level and must be degree applicable by the issuing institution (CBU Catalog, p. 49). Transfer course work within a particular major or program is carefully evaluated against course descriptions and syllabi from that program, which are on file with the minutes of the curriculum committees. If a question arises about the appropriateness of coursework for transfer, the director of the program or dean of the academic unit in which the program is housed is the final authority.

Architecture Program
In addition to grade and other requirements of the university for transfer work, all courses that are being transferred to replace courses that contribute to the fulfillment of NAAB SPCs will be carefully evaluated according to evidence of work that meets NAAB criteria for the designated SPC(s) in levels of achievement & understanding.

The architecture program will require a portfolio of work from any student wishing to transfer any architecture design studio or other design or design-related courses into the program. These courses will be evaluated according to course descriptions and syllabi from the CBU architecture program for quality and appropriateness, as well as evidence of work that meets NAAB criteria for the designated SPC(s) in levels of achievement & understanding.

The program has established articulation agreements with several regional community colleges that offer pre-architecture programs, such as Mount San Antonio College, East L. A. College, Citrus College and L.A. Harbor College.

Part Two (II): Section 4 - Public Information

This institution takes regulations pertaining to public information very seriously, and it is our policy to adhere completely to such regulations when designing promotional materials, creating language for the university catalog, posting information to the university website, providing information to prospective students, parents, and other stakeholders. Compliance with HERI disclosures are posted on the University website.

A website devoted to the College of Architecture, Visual Arts & Design, with a section devoted to the Architecture program has been constructed and contains detailed information concerning the program, curriculum and faculty, CBU accreditation information, NAAB accreditation information, career development information, public access to APRs and VTRs and other relevant information. It is our desire to promote transparency in all aspects of the accreditation process and provide ease of internal access as well as appropriate external stakeholder access to relevant information.

II.4.1 Statement on NAAB-Accredited Degrees

The university understands that when public information is made available, the following statement must be included, in its entirety, in the catalogs and promotional materials of the program. This information is currently available on our College website (CBU Architecture Accreditation) and was included in the '14-'15 University catalog, the new 2015-2016 Undergraduate Catalog (pgs. 64 & 65), and all catalogs to follow.

"In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within 6 years of achieving candidacy, if its plan is properly implemented. In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction. Please contact NCARB for more information.

California Baptist University, College of Architecture, Visual Arts & Design was granted candidacy for the

following professional degree program in architecture:

Master of Architecture (No Prerequisites required for admission / Minimum 168 credits required).

Next visit for continuation of candidacy: 2016. Projected year of initial accreditation: 2018."

*Please see Appendix 24 for Latest NAAB Candidacy Letter.

II.4.2 Access to NAAB Conditions and Procedures

Links to the 2015 NAAB Procedures for Accreditation, the 2009 NAAB Conditions for Accreditation and the 2014 NAAB Conditions for Accreditation are available through links on the accreditation page of the CBU Architecture program website.

II.4.3 Access to Career Development Information

Career development information is available on the Career Opportunities page of the CBU Architecture website and on the Career Center page of the CBU website.

II.4.4 Public Access to APRs and VTRs

The accreditation page of the CBU Architecture website states that "*The latest Architecture Program Report (APR) and Visiting Team Report (VTR) are available for view in the CAVAD Office, alongside copies of the latest NAAB Conditions for Accreditation, and Procedures for Accreditation.*"

II.4.5 ARE Pass Rates

N/A

II.4.6 Admissions and Advising

All relevant information on admissions, advising, financial aid and related can be found on the "Future Students" page of the CBU website.

II.4.7 Student Financial Information

Information on financial aid can be found on the "Financial Aid" page of the CBU website.
Information on Tuition, fees and related costs can be found on the "Tuition and Fees" page of the CBU website.

Part Three (III): Annual and Interim Reports

III.1.1 Annual Statistical Reports

Data on student demographics is aggregated by gender, race and ethnicity, financial aid status, and degree objectives. Data relative to student qualifications and degree objectives is gathered at admission and aggregated across categories such as class rank, degree objective, gender, and ethnicity. Students receiving financial aid are also tracked. The 2012-13 Enrollment and Persistence report analyzes retention and graduation data available including information on time to graduation, freshman to sophomore retention rates, and an analysis of effectiveness measures taken to ensure student success and retention.
*Please see Appendix 08 for Fall 2014 Freshman Profile
*Please see Appendix 09 for Fall 2014 Enrollment Facts
*Please see Appendix 34 for 2006-08 University Graduation Rates
*Please see Appendix 35 for 2011-13 University Retention Rates
*Please see Appendix 36 for FA14 Undergrad Diversity-Pell Grant Recipients

For the 2008 cohort, the graduation rate for all standard students who complete their degree within 150% of the "normal time to completion" (6 years) was 55%.

Faculty data is collected and reported in a variety of ways. Data Exhibits required for our annual accreditation report have changed somewhat over the years, but they provide information on the ethnic makeup of the faculty and give faculty headcount by school Department. These exhibits also aggregate data by gender, distinguish between full-time and part-time staff, and report faculty and staff turnover for the last five years.

The CBU faculty profile provides an overview of faculty composition. The first section of the Faculty Data report aggregates faculty by position to show the percentages of faculty promoted and granted tenure each year. Information on faculty to maintain licenses from US and other jurisdictions is captured in the annual Self Review, but this data is not compiled at the institutional level. Individual schools and departments who have need of such record-keeping do so in ways that are appropriate for their accrediting agency. That will be the case with licensing data on architecture faculty.
*Please see Appendix 03 A for 2014 University Faculty Demographics
*Please see Appendix 03 B for Fall 2014 Faculty Data

The Director of Institutional Research, Vicki Cleveland, maintains statistical information on program student characteristics and program faculty characteristics, in collaboration with the Office of the University Registrar, Office of the Provost, and the College of Architecture, Visual Arts and Design. The Director of Institutional Research is located within the Office of Institutional Research, Planning, and Assessment, and may be contacted at vdcleveland@calbaptist.edu, (951) 552-8650.
*Please see Appendix 37 for NAAB Data Verification
*Please see latest NAAB Annual Statistical Report on the Accreditation page of the CBU Architecture website.

III.1.2 Interim Progress Reports

N/A

Section 4. Supplemental Material

- Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program.
    - Course descriptions for all Architecture core curriculum, DES preparatory curriculum, and other courses offered outside of the architecture program from which SPC are being met can be found here.
- Studio Culture Policy
    - The architecture program has developed its Studio Culture Policy over the past 2 years. Dean Roberson crafted the first draft of the policy and then solicited input from all faculty and students in the program at that point to refine and ratify the initial policy in fall of 2013. Architecture faculty and student representatives are heavily involved in the continued development of this policy. The studio policy is presented and explained at the beginning of each school year, is communicated continually in multiple forms (hard copies handed out to students and posted in studios, linked on website) and is explained to and reconsidered each year by the students. Last year (14-15) was the first year that studio courses existed at CBU, so the students have a much better grasp of the concepts that the Studio Culture Policy refers to heading into the 15-16 school year than existed previously. Because of the continued growth of the program, the architecture program will, in the '15-'16 academic year, establish its first Student Advisory Council, composed of the class officers of each year of the program, who will function as the representative voice of the students in the further development of the Studio Culture Policy.
    - Studio Culture Policy
- Self-Assessment Policies and Objectives
    - According to University procedures, the architecture program has chosen a subset of its Student Learning Outcomes to assess every year for five years, so that the effectiveness of teaching all of the SLOs will be assessed in a five-year cycle. Each year, data collected in courses connected to the selected SLOs are examined and assessed in regards to an established benchmark. Results are then evaluated and a plan for improving performance is determined. At the end of the five-year cycle, program and university assessment administrators and an outside reviewer will review the entire program, including the yearly plans for implementation and their results. The results of this review inform faculty hiring, budget increases and other institutional long-range planning. This system is the established, university-wide assessment process. A draft of the Architecture Annual Assessment Report will be provided in the team room and can be viewed at the link provided below.

      For Architecture specifically, the iterative process of traditional design education is an ingrained self-assessment process that we fully embrace. Each review and jury is then not only a multi-voice assessment for the student, but also an ingrained peer-review for the faculty.
      Beyond this, CBU Architecture is committed to the process of having outside academics and the professionals review, assess and make recommendations on all of our individual courses, and our overall curriculum, each year.

    - Architecture Assessment Portfolio
- Policies on academic integrity for students (e.g., cheating and plagiarism)
    - Academic integrity is a major point of emphasis for the architecture program and our college, in that all of our programs are heavily image oriented and lend themselves

readily to plagiarism and manipulation. All CAVAD professors are instructed in the process of web-searching student produced images to ensure their originality.

  - See section Honor Code section of the Student handbook.

- Information resources policies including collection development
  - The collections staff at the Annie Gabriel Library have developed several policies and plans related to information resources and collection development. The AGL's Strategic Plan is updated twice annually and includes an extensive analysis of current and planned library resources and services. The Collection Development Handbook outlines general policies and strategies that guide the selection and preservation of resources. This document includes a discussion of various formats collected by the library, a summary of the criteria used to make collection acquisition decisions, as well as sections describing the status of the AGL's various subject collections (including Architecture). The library has policies describing cooperative agreements with library groups that significantly increase the resources it provides for its patrons. It belongs to a resource lending group comprised of regional university libraries called Camino (which complements the AGL's regular interlibrary loan services). The Camino libraries, in association with OCLC and SCELC, have developed a combined catalog and courier service which increase the discovery, speed, efficiency, and reliability of resource sharing and its processes. CBU library patrons have more than a million titles available to them as a result of the Camino service, most of which are accessible to patrons within 72 hours of the time they request them. The library offers a document delivery service that ships items from the library's print collection to students living outside of the Riverside area upon request, and it belongs to a local library group called the IEALC (Inland Empire Academic Libraries Cooperative), which allows CBU students to visit member libraries and directly borrow items from their collections.
- The institution's policies and procedures relative to EEO/AA for faculty, staff, and students.
  - The following statement is included on the online application for all faculty and staff positions: "State and Federal law permits California Baptist University to discriminate on the basis of religion in order to fulfill its purpose. The University does not discriminate contrary to either State or Federal law." The University Catalog carries this nondiscrimination statement: "In compliance with both state and federal law, California Baptist University does not illegally discriminate on the basis of any protected category, except to the extent it is necessary to fulfill its religious purposes, so as to be in compliance with the 2000 version of the Baptist Faith and Message" (excerpted from 2015-16 catalog pg. ii).
  - The architecture program has and will continue to advertise our job postings to a variety of outlets in order to reach a diverse audience, in an ongoing effort to ensure a diverse faculty. The program's first two hires (one full-time, one half-time) are both women.
- The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements.
  - See referenced section of the Employee handbook.
- The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.
  - See referenced section of the Employee handbook.
- Response to the Offsite Program Questionnaire (See *2015 Procedures,* Section 8)
  - N/A

- Other Informational Links
  - 2015-16 California Baptist University Undergraduate Catalog
  - California Baptist University 2015-2016 Student Handbook and Calendar
  - California Baptist University Visiting Team Report 6-2-14

Appendices

Appendix 01 – CBU Architecture Program Defining Perspectives Assessment Matrix

Defining Perspective Integration	A. Collaboration and Leadership	B. Design	C. Professional Opportunity	D. Stewardship of the Environment	E. Community & Social Responsibility
DES 110 - Design Thought Foundation I	X	X			X
DES 112 - Design Thought Foundation II	X	X	X		X
DES 120 - 2D Visual Expression	X	X			
DES 122 - 3D Visual Expressions		X			
ARC 205 - Introduction to the Profession	X		X		X
ARC 210 - Design Studio I	X	X		X	X
ARC 212 - Design Studio II	X	X	X	X	X
ARC 220 - Computer Modeling			X		X
ARC 240 - Architectural History I				X	X
ARC 242 - Architectural History II				X	X
ARC 290 - Statics & Strength of Materials		X		X	X
ARC 310 - Design Studio III	X	X	X	X	X
ARC 312 - Design Studio IV	X	X	X	X	X
ARC 380 - Thermal Environmental Systems		X		X	X
ARC 385 -Luminous & Environmental Systems		X		X	X
ARC 390 - Structural Analysis		X		X	X
ARC 392 - Adv. Structural Systems	X	X			X
ARC 410 - Design Studio V	X	X	X	X	X
ARC 412 - Design Studio VI	X	X	X	X	X
ARC 420 - Digital Fabrication		X	X		X
ARC 460 - Seminar Abroad	X	X			X
ARC 462-Architecture & Urbanism Abroad	X	X		X	X
ARC 465 - Theory 1	X	X			X
ARC 510 - Design Studio VII	X	X	X	X	X
ARC 511 - Thesis Research/Preparation		X	X	X	X
ARC 512 - Thesis Studio	X	X	X	X	X
ARC 570 - Professional Practice	X		X		X
ARC 580 - Adv. Sustainable Systems		X	X	X	X

Appendix 02 - Faculty Credentials Matrix

Term/Semester – Fall 2013-Spring 2015

			DES 110	DES 112	DES 120	DES 122	ARC 205	ARC 210	ARC 212	ARC 220	ARC 240	ARC 242	ARC 290	ARC 400	PHY 115
Mark A. Roberson	Vice President/Director of Design for Fender Architects 1997-2011. Dean of College of Architecture, Visual Art & Design – CBU: 2011-Current		X	X										X	
Susan N. Duemer	Visiting Associate Professor of Architecture – Judson University – 2009-2013 Assistant Professor for Architecture – College of Architecture, Visual Arts & Design – CBU: 2013-Current		X	X	X	X		X	X						
Dirk Dallas	Assistant Professor-Graphic Design/Design – College of Architecture, Visual Arts & Design – CBU: 2011-Current		X												
Katherine K Papineau, Ph.D.	Instructor – Modern Architecture History-Cal State Pomona 2012 Assistant Professor-Architecture/Art History – College of Architecture, Visual Arts & Design – CBU: 2013-Current										X	X			
Marco Eacrett	Managing Principal – HMC Architects: 2014 - Present. Board of Directors – HMC Architects: 2012 - Present. Adjunct Professor-Architecture – College of Architecture, Visual Arts & Design – CBU: 2014-2015						X	X							
Rick Jaeger	Architect / BIM Manager – TR Design Group: 2007 – present. Adjunct Professor-Architecture – College of Architecture, Visual Arts & Design – CBU: 2015									X					
Jong-Wha Bai, Ph.D., P.E.	Structural dynamics/earthquake engineering; Professional Engineer (CA); PhD at Texas A&M University: 2011, Visiting lecturer - Southern Methodist University: 2007-2010; Assistant/Associate professor - CBU: 2010-current												X		
Jim Buchholz, Ph.D.	Professor-Mathematics and Physics – College of Arts and Sciences – CBU: 1989-Current														X

Appendix 3-A
Faculty Composition

	2008	2009	2010	2011	2012	2013	2014
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
Full-Time Faculty	**146**	**163**	**171**	**210**	**242**	**270**	**295**
Male	84 (57.1%)	87 (53.0%)	91 (53.2%)	118 (56%)	138 (57.0%)	149 (55.2%)	164 (55.6%)
Female	62 (42.2%)	76 (46.3%)	80 (46.8%)	92 (44%)	104 (43.0%)	121 (44.8%)	131 (44.4%)
White	127 (86.4%)	139 (84.7%)	147 (86.0%)	170 (81%)	180 (74.4%)	199 (73.7%)	224 (75.9%)
Black or African American	1 (0.7%)	2 (1.2%)	2 (1.2%)	5 (2%)	6 (2.5%)	7 (2.6%)	8 (2.7%)
American Indian or Alaska Native	1 (0.7%)	1 (0.6%)	1 (0.6%)	1 (0.5%)			
Asian / Pacific Islander	9 (6.1%)	12 (7.3%)	12 (7.0%)	20 (10%)			
Asian					24 (9.9%)	26 (9.6%)	32 (10.8%)
Native Hawaiian or Other Pacific Islander					1 (0.4%)	1 (0.4%)	1 (0.3%)
Hispanic/Latino	8 (5.4%)	9 (5.5%)	9 (5.3%)	14 (7%)	7 (2.9%)	7 (2.6%)	19 (6.4%)
Two or More Races				0	15 (6.2%)	15 (5.6%)	6 (2.0%)
Race/Ethnicity Unknown					9 (3.7%)	15 (5.6%)	5 (1.7%)
Part-Time Faculty	2	2					
Male	1	1					
Female	0	0					
White	1	1					
Other Faculty -- Adjuncts	177	176	163	264	289	263	328

Appendix B – California Baptist University Fall 2014 Full-Time Faculty

Includes all full-time faculty appointments, including those whose primary role is instruction and administrators who teach.

Full-Time Faculty by Gender			
Faculty Title	Female	Male	Grand Total
Professor	19	58	77
Visiting Professor	1		1
Associate Professor	31	40	71
Assistant Professor	60	56	116
Librarian		1	1
Associate Librarian	3	2	5
Lecturer	17	7	24
Grand Total	131 44.4%	164 55.6%	295

Full-Time Faculty by Tenure Status				
Faculty Title	Tenured	Tenure Track (Not Tenured)	Non-Tenure Track	Grand Total
Professor	58	19		77
Visiting Professor			1	1
Associate Professor	16	55		71
Assistant Professor		116		116
Librarian			1	1
Associate Librarian			5	5
Lecturer			24	24
Grand Total	74 25.1%	190 64.4%	31 10.5%	295

Full-Time Faculty by Race/Ethicity									
Faculty Title	African American/ Black	American Indian/Alaska Native	Asian	Hispanic	Native Hawaiian/Pacific Islander	Two or More Races	White	Unknown	Total
Professor			10	1		3	62	1	77
Visiting Professor							1		1
Associate Professor	3		10	8		2	47	1	71
Assistant Professor	3		10	8	1	1	90	3	116
Librarian			1				1		2
Associate Librarian							4		4
Lecturer	2		1	2			19		24
Grand Total	8 2.7%	0 0.0%	32 10.8%	19 6.4%	1 0.3%	6 2.0%	224 75.9%	5 1.7%	295 100.0%

Full-Time Faculty Terminal Degree Status			
Faculty Title	Terminal Degree	Non-Terminal Degree	Grand Total
Professor	77		77
Visiting Professor	1		1
Associate Professor	69	2	71
Assistant Professor	67	49	116
Librarian	1		1
Associate Librarian	5		5
Lecturer	5	19	24
Grand Total	225 76.3%	70 23.7%	295

Student-to-Faculty Ratio:	17.5 to 1

Average Class Size:	24

Office of Institutional Research, Planning and Assessment

APPENDIX 05

{B1}		CALIFORNIA BAPTIST UNIVERSITY							{B1}
		2015-2016 BUDGET FORM					Architecture	1056	
							Cost Center Name	**Number**	
		A	B	C	D	E	(E-B)	(E/B)-1	
Expenditure Category	**Acct #**	**Orig Aprvd Budget $**	**Adjsted* Budget $**	**2014-2015 Dec '14 Act. $ (SPENT)**	**Estimated 12 Mos. $**	**Requested Budget Change $**	**2015-2016 Change $**	**%**	**Explanation**
Exempt Salaries **	6001	Leave Blank but provide separate listing of requirements on B2							
Non-Ex (Cler) Sals **	6002	Leave Blank but provide separate listing of requirements on B2							
Faculty-Full time	6010	Leave Blank (existing faculty are in budget; Provost's Office will budget for positions already approved)							
Faculty-Adjunct	6011								
Non-ex Overtime	6015						$ -	#DIV/0!	
Student Wages	6022	$ 3,100					$ -	#DIV/0!	Changed to new cost center
Supplies	6100	$ 5,000		$ 1,738		$ 1,000	$ (4,000)	#DIV/0!	
Advertising/Promotion	6105	$ 4,000		$ 1,087		$ 2,000	$ (2,000)	#DIV/0!	
Postage/Shipping	6110	$ 2,000		$ 100		$ 2,000		#DIV/0!	
Copying/Printing	6120	$ 4,000		$ 1,950		$ 2,000	$ (2,000)	#DIV/0!	
Memberships/Subsc	6140	$ 12,000		$ 10,250		$ 15,000	$ 3,000	#DIV/0!	
Books/Resources	6141	$ 1,000		$ 853		$ 2,000	$ 1,000	#DIV/0!	
Travel Expense	6150	$ 8,000		$ 3,716		$ 30,000	$ 22,000	#DIV/0!	
Telecommunication	6170	$ 6,000		$ 1,510		$ 1,500	$ (4,500)	#DIV/0!	
Permits/Fee	6181	$ 30		$ -		$ 500	$ 470	#DIV/0!	
Software	6182	$ 7,700		$ 1,050		$ 7,220	$ (500)	#DIV/0!	
Hospitality	6190	$ 5,000		$ 1,952		$ -	$ (5,000)	#DIV/0!	
Minor Equipment	6200	$ 44,500		$ 35,859		$ -		#DIV/0!	
Minor Eqp Rpr	6201	$ 200		$ -		$ 200		#DIV/0!	
Major Equipment	6210	$107,580		$101,741		$ 13,000	$ (94,580)	#DIV/0!	
Equipment Rental	6212	$ 1,500		$ 280		$ -		#DIV/0!	
Building Improvement	6242							#DIV/0!	
Contracted Svcs	6341	$ 3,000		$ 466		$ 5,000	$ 2,000	#DIV/0!	
Training/Devp	6371	$ 1,000		$ 1,485		$ 1,000		#DIV/0!	
Displays/Exhibits	6113	$ 500		$ 1,265		$ 1,500	$ 1,000	#DIV/0!	
TOTALS		**$216,110**		**$165,303**	**$0**	**$83,920**	**$ 83,920**	**#DIV/0!**	

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APPENDIX 06 -PRO-FORMA BUDGET
Master of Architecture

Enrollment	Year 1 (2013/14)	Year 2 (2014/15)	Year 3 (2015/16)	Year 4 (2016/17)	Year 5 (2017/18)	Year 6 (2018/19)
New Students – 1st Year	25	25	25	25	40	50
Returning Students – 2nd Year		20	20	20	28	32
Returning Students – 3rd year			16	16	16	23
Returning Students – 4th Year				15	15	15
Returning Students – 5th Year					13	13
Returning Students – 6th Year						5
Total Headcount	25	45	61	86	112	138
# of units 171-173						
Total number of units/year	34	37	39	30-33	30	30
Tuition Charges per unit, 3% annual increase	$ 951.	$ 979.	$ 1099.	$ 1132.	$ 1166.	$ 1201.
New Students – 1st Year	$ 808,350	$ 905,575	$1,071,525	$ 1,228,220	$ 1,399,200	$ 1,801,500
Returning Students – 2nd Year		$ 724,460	$ 857,220	$ 701,840	$ 979,440	$ 1,152,960
Returning Students – 3rd Year			$ 685,776	$ 561,472	$ 559,680	$ 828,690
Returning Students – 4th Year				$ 526,380	$ 524,700	$ 540,450
Returning Students – 5th Year					$ 454,740	$ 468,390
Returning Students – 6th Year						$ 180,150
Tuition Revenue	$808,350	$1,630,035	$2,614,521	$3,017,912	$3,917,760	$ 4,972,140
Lab Fee ($800 per term beginning Soph. year)		$32,000	$57,600	$81,600	$115,200	$140,800
Total Revenue	$808,350	$1,662,035	$2,672,121	$3,099,512	$4,032,960	$ 4,349,294
Full-Time Staff/Faculty (3% increase per yr)						
Adjunct Faculty (18 units/year)	$	$ 36,000 (2)	$ 74,160 (4)	$ 95,481 (5)	$118,013 (6)	$118,013 (6)
Full-Time Faculty (24 units/year)	$ 81,679	$165,808 (2)	$250,011 (3)	$334,216 (4)	$344,242 (4)	$354,569 (4)
Administrative Secretary	$ 43,200	$ 44,496	$ 45,830	$ 47,204	$ 48,620	$ 50,078
Benefits 20.0%	$ 23,800	$ 48,770	$ 74,047	$ 79,432	$ 102,724	$ 102,724
Full-Time Staff (Program Director/Dean)	$119,000	$122,570	$126,247	$130,034	$133,935	$137,953
Total Expenses	$267,679.	$417,644.	$570,295.	$686,367	$747,534	$763,337
Operations (3% increase per year)						
Renovation - Labs	$300,000	$ 250,000	$257,000	$265,225	$273,181	$281,376
Promotional Materials/Marketing	$ 4,274	$ 4,402	$ 4,534	$ 4,670	$ 4,810	$ 4,954
Travel	$ 11,330	$ 11,669	$12,020	$12,380	$ 12,751	$ 13,133
Computer/Software	$ 7,931	$ 8,169	$ 8,414	$ 8,666	$ 8,925	$ 9,192
Total Operations Expenses	$323,535	$ 274,240	$ 282,468	$ 290,941	$ 299,667	$308,655
Total Revenue	$808,350	$1,662,035	$2,672,121	$3,099,512	$4,032,960	$5,112,940
Total Expenses	$267,679	$ 417,644	$ 570,295	$ 686,367	$ 747,534	$763,337
Net Revenue	$ 217,136	$970,151	$1,819,358	$2,122,204	$2,985,759	$3,277,302

Appendix 07 – Projected Architecture Student Enrollment

The following breakdown is representative of anticipated student enrollment from the beginning of the program (2013) through a period six-years hence.

Enrollment	**Year 1** 2013/14	**Year 2** 2014/15	**Year 3** 2015/16	**Year 4** 2016/17	**Year 5** 2017/18	**Year 6** 2018/19	**Year 7** 2019/20	**Year 8** 2020/21
New Students 1st Year	25	25	25	35	40	50	57	64
Returning Students 2nd Year		20	20	20	28	32	40	46
Returning Students 3rd Year			16	16	16	23	26	32
Returning Students 4th Year				15	15	15	21	24
Returning Students 5th Year					13	13	13	19
Total Headcount	25	45	61	86	112	133	157	185

APPENDIX 08 Freshman Profile

CALIFORNIA BAPTIST UNIVERSITY

Percent and number of first-time, first-year (freshman) students enrolled in Fall 2014 who submitted national standardized (SAT/ACT) test scores. Include information for ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores. Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa. The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above.

Percent submitting SAT scores	**82%**	Number submitting SAT scores	**896**
Percent submitting ACT scores	**38%**	Number submitting ACT scores	**416**

	25th Percentile	75th Percentile	Average	Median
SAT Critical Reading	420	550	485	480
SAT Math	420	550	484	480
SAT Writing	420	530	481	480
SAT Essay				
ACT Composite	18	24	21	21
ACT Math	17	24	21	21
ACT English	18	24	21	21
ACT Writing				

Percent of first-time, first-year (freshman) students with scores in each range:

	SAT Critical Reading	SAT Math	SAT Writing
700-800	0.78%	1.34%	1.23%
600-699	10.27%	11.94%	8.04%
500-599	34.04%	31.47%	32.48%
400-499	39.62%	38.84%	42.30%
300-399	14.29%	14.85%	15.29%
200-299	1.00%	1.56%	0.33%
Below 200	0.00%	0.00%	0.33%
Totals should = 100%	100.00%	100.00%	100.00%
	ACT Composite	**ACT English**	**ACT Math**
30-36	2.40%	5.29%	3.37%
24-29	28.85%	25.24%	29.81%
18-23	47.60%	42.31%	38.22%
12-17	20.67%	23.56%	27.64%
6-11	0.48%	3.13%	0.48%
Below 6	0.00%	0.48%	0.48%
Totals should = 100%	100.00%	100.00%	100.00%

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges (report information for those students from whom you collected high school rank information).

Percent in top tenth of high school graduating class	13%
Percent in top quarter of high school graduating class	40%
Percent in top half of high school graduating class	77%
Percent in bottom half of high school graduating class	23%
Percent in bottom quarter of high school graduating class	5%
Percent of total first-time, first-year (freshmen) students who submitted high school class rank:	63%

Percentage of all enrolled, degree-seeking, first-time, first-year (freshman) students who had high school grade-point averages within each of the following ranges (using 4.0 scale). Report information only for those students from whom you collected high school GPA.

Percent who had GPA of 3.75 and higher	23.47%
Percent who had GPA between 3.50 and 3.74	17.46%
Percent who had GPA between 3.25 and 3.49	18.40%
Percent who had GPA between 3.00 and 3.24	16.81%
Percent who had GPA between 2.50 and 2.99	20.19%
Percent who had GPA between 2.0 and 2.49	3.38%
Percent who had GPA between 1.0 and 1.99	0.28%
Percent who had GPA below 1.0	0.00%
Totals should = 100%	100.00%

Average high school GPA of all degree-seeking, first-time, first-year	**3.35**
Percent of total first-time, first-year (freshman) students who submitted high school GPA:	**97.00%**

Appendix 09 – California Baptist University Fall 2014 Enrollment Facts						
Category	**Undergraduate**		**Graduate**		**Total Enrollment**	
Full-time/Part-time Status						
Full-time	5,571	86.6%	788	51.8%	6,359	79.9%
Part-time	864	13.4%	734	48.2%	1,598	20.1%
Total	6,435	100.0%	1,522	100.0%	7,957	100.0%
Race/Ethnicity						
American Indian or Alaska Native	42	0.7%	15	1.0%	57	0.7%
Asian	309	4.8%	89	5.8%	398	5.0%
Black or African American	498	7.7%	167	11.0%	665	8.4%
Hispanic/Latino	2,075	32.3%	449	29.5%	2,524	31.7%
Native Hawaiian or Other Pacific Islander	68	1.1%	5	0.3%	73	1.0%
Nonresident Alien (International)	131	2.0%	44	2.9%	175	2.2%
Two or More Races	331	5.1%	30	2.0%	361	4.5%
Unknown Race/Ethnicity	363	5.6%	91	6.0%	454	5.7%
White	2,618	40.7%	632	41.5%	3,250	40.8%
Total	**6,435**	**100.0%**	**1,522**	**100.0%**	**7,957**	**100.0%**
Total Percentage Minority Groups	**51.6%**		**49.6%**		**51.3%**	
Gender						
Female	4,072	63.3%	1,131	74.3%	5,203	65.4%
Male	2,363	36.7%	391	25.7%	2,754	34.6%
Total	6,435	100.0%	1,522	100.0%	7,957	100.0%
Gender Ratio Women to Men	1.7	to 1	2.9	to 1	1.9	to 1
Housing Status						
Resident in CBU-Owned Housing	2,510	39.0%	38	2.5%	2,548	32.0%
Commuter	3,925	61.0%	1,484	97.5%	5,409	68.0%
Total	6,435	100.0%	1,522	100.0%	7,957	100.0%
First-time Freshmen						
Applied	4,321					
Admitted	3,334	77.2%	*of Applicants were Admitted*			
Enrolled	1,099	33.0%	*of Admissions were Enrolled on Official Census Date*			

Admissions Test Scores for First-time Freshmen				
	25th Percentile	75th Percentile	Mean	Median
SAT Critical Reading (82% reporting)	420	550	485	480
SAT Math	420	550	484	480
SAT Writing	420	530	482	480
ACT Composite (38% reporting)	18	24	21	21
ACT Math	17	24	21	21
ACT English	18	24	21	21

Admission High School Grade Point Average (GPA) for First-time, Full-time Freshmen	
GPA (on a 4.0 scale)	3.35
Percentage of FTFT reporting GPA	97%

Financial Aid for 2014-15	
Percentage of CBU Undergraduate Students who received institutional, government or private financial assistance	90%
Average Undergraduate Financial Aid Award	$16,344

Programs Offered	Undergraduate	Graduate
Majors	72	25
Minors	47	
Concentrations	150	45

Tuition & Fees for Full-Time Students Living On Campus				
Programs Offered	Undergraduate		Graduate	
Tuition	$27,612	*13-18 Units*	$10,674	*Average for 9 Units: Varies by Program*
Per Unit Tuition	$1,062		$593	*Average: Varies by Program*
Fees	$1,810		$710	*Additional Program Fees May Apply*
Room	$4,940		$7,460	
Board	$2,950	*150 meals*	$2,950	*150 meals*
Books & Supplies	$1,746		$1,164	
Transportation & Personal Exp.	$4,266		$2,106	
Total Cost of Attendance	$43,324		$25,064	

Retention Rate	
Percentage of First-time, Full-time Bachelor's students who entered Fall 2013 and returned Fall 2014	83%

Graduation Rate for First-time, Full-time Freshmen (Fall 2008 Cohort)	
Percentage who graduate within 4 years	40%
Percentage who graduate within 5 years	52%
Percentage who graduate within 6 years	55%

Degrees Conferred 7/1/13 - 6/30/14	Undergraduate	Graduate
	1,029	451

Appendix 10 - 2014 NAAB SPC Matrix

	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
	SPC expected to have been met in preparatory education																									
N/A																										
	SPC met in NAAB-accredited program																									
	Realm A								Realm B										Realm C			Realm D				
DES 110		•	•																							
DES 112	•	•	•				•																			
DES 120	•			•		•						•														
DES 122				O	•	•																				
ARC 205																						O			•	
ARC 210		•		•	O																					
ARC 212	•			•		O																				
ARC 220	•											•														
ARC 240	•		•				O																			
ARC 242							O												•							
ARC 290			•										•			•										
ARC 310		O	•	•				•		•									•	•	•					
ARC 312				•				•			O															
ARC 380			•							•				O	•		•				•					
ARC 385		•	•							•				•	•	•	O				•					
ARC 390													O			•										
ARC 392													O			O										
ARC 410	•	•		•	•				•	•	•	•	•	•	•	•	•			•	O					
ARC 412										O																
ARC 420	•	•	•									O								•						
ARC 460			•			•	•	O											•							
ARC 462			O			•	•	•											•							
ARC 465	•	•	O																							
ARC 491	•											•										•	O	•		•
ARC 510	O																									
ARC 511	•		•			•			O										O		•					
ARC 512	•	•		•														•		O			•			
ARC 570																		O						•	O	O
ARC 580			•			•		•			•			•	O	•			•							
Courses Offered Outside of Program																										
PHY 115			O	•								•	•	•		•										
BUS 505																								O		

O SPC Fully Met

• SPC Introduced, Partially Addressed or Reinforced

Appendix 11 - CBU Program USO Assessment Matrix

USO Integration	Biblically Rooted	Globally Minded	Academically Prepared	Equipped to Serve
Architecture Courses				
DES 110 Design Thought Foundation I	X	X	X	X
DES 112 Design Thought Foundation II	X	X	X	X
DES 120 2D Visual Expression			X	X
DES 122 3D Visual Expresions			X	X
ARC 205 Introduction to the Profession			X	
ARC 210 Design Studio I			X	X
ARC 212 Design Studio II			X	X
ARC 220 Computer Modeling			X	X
ARC 240 Architectural History I	X	X	X	
ARC 242 Architectural History II	X	X	X	
ARC 290 Statics & Strength of Materials			X	X
ARC 310 Design Studio III		X	X	X
ARC 312 Design Studio IV	X	X	X	X
ARC 380 Thermal Environmental Systems		X	X	
ARC 385 Luminous & Environmental Systems			X	
ARC 390 Structural Analysis			X	X
ARC 392 Adv. Structural Systems			X	X
ARC 410 Design Studio V			X	X
ARC 412 Design Studio VI	X	X	X	X
ARC 420 Digital Fabrication		X	X	X
ARC 460 Seminar Abroad	X	X	X	X
ARC 462 -Architecture & Urbanism Abroad	X	X	X	X
ARC 465 Theory 1			X	X
ARC 510 Design Studio VII			X	X
ARC 511 Thesis Research/Preparation			X	X
ARC 512 Thesis Studio		X	X	X
ARC 570 Professional Practice			X	X
ARC 580 Adv. Sustainable Systems	X	X	X	X
Core Courses From Outside of Architecture				
MAT 245 -Analytic Geometry & Calculus 1			X	
PHY 115 Physics for Architects			X	
BUS 357 Small Business Management			X	X
EGR 254 Materials Engineering		X	X	X

Appendix 12 A – Architecture Suggested Curriculum Path

ARCHITECTURE

CBU Architecture Suggested Curriculum Path (MArch/BA in Arch)

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR (MARCH PLAN)		FIFTH YEAR (M. ARCH PLAN)	
FALL SEMESTER		**FALL SEMESTER**		**FALL SEMESTER**		**FALL SEMESTER**		**FALL SEMESTER**	
GST050 Chapel	0	GST050 Chapel	0	GST050 Chapel	0	GST050 Chapel	0	ARC510 Design Studio VII	6
GST100 Focus	1	ARC210 Design Studio I	6	ARC310 Design Studio III	6	ARC410 Design Studio V	6	ARC511 Thesis Research & Preparation	3
ENG113 Composition (GE)	3	ARC240 Architecture History I	3	ARC350 Architecture Theory I	3	Basket D (GE)	3	ARC570 Professional Practice	3
DES110 Design Thought Foundations I	3	ARC290 Statics and Strength of Materials	3	ARC380 Thermal & Environ. Systems	3	Foreign Language (GE)	3	ARC5XX Advanced Architectural Elective	3
DES120 2D Visual Expression	3	Basket A (GE)	3	ARC390 Structural Analysis	3	Christian Studies (GE)	3		
MAT245 Analytic Geometry & Calculus I	4	Basket B (GE)	3	BUS357 Small Business Management	3				
Basket A (GE)	3								
TOTAL UNITS	**17**	**TOTAL UNITS**	**18**	**TOTAL UNITS**	**18**	**TOTAL UNITS**	**15**	**TOTAL UNITS**	**15**
SPRING SEMESTER		**SPRING SEMESTER**		**SPRING SEMESTER**		**SPRING SEMESTER**		**SPRING SEMESTER**	
GST050 Chapel	0	GST050 Chapel	0	GST050 Chapel	0	GST050 Chapel	0	ARC512 Thesis Studio	6
DES112 Design Thought Foundations II	3	ARC205 Introduction to the Profession	1	ARC312 Design Studio IV	6	ARC412 Design Studio VI	6	ARC580 Advanced Sustainable Systems	3
DES122 3D Visual Expression	4	ARC212 Design Studio II	6	ARC385 L & S Environmental Systems	3	Foreign Language (GE)	3	ARC5XX Advanced Architectural Elective	3
ENG123 Intermediate Composition (GE)	3	ARC242 Architecture History II	3	ARC392 Advanced Structural Analysis	3	Christian Studies (GE)	3	BUS505 Entrepreneurship: The New Venture	3
PHY115 Physics for Architects	4	ENG254 Materials Engineering	3	ARC460 Seminar Abroad	3	ARC420 Digital Fabrication	3		
Basket B (GE)	3	ARC220 Computer Modeling	3	Basket C (GE)	3				
TOTAL UNITS	**17**	**TOTAL UNITS**	**16**	**TOTAL UNITS**	**18**	**TOTAL UNITS**	**15**	**TOTAL UNITS**	**15**
		SUMMER SEMESTER		**SUMMER SEMESTER**		**SUMMER SEMESTER**		**M. ARCH.**	
		ISP/Christian Studies (GE)	3	ARC462 Architecture & Urbanism Abroad	3	ARC491 Architecture Internship	1-3	**UNDERGRAD CORE CURRICULUM**	**93-95**
				(MArch only)				**GRADUATE LEVEL CURRICULUM**	**30**
				Basket C (GE)	3			**GE/NON-ARC UNITS**	**48**
		TOTAL UNITS	**3**	(BA in Arch plan)	3			**TOTAL UNITS**	**171-173**
				TOTAL UNITS	**3**	**TOTAL UNITS**	**1-3**		

SENIOR YEAR (BA IN ARCH PLAN)			
FALL SEMESTER		**BA IN ARCHITECTURE**	
GST050 Chapel	0	**UNDERGRAD CORE CURRICULUM**	**90**
ARC410 Design Studio V	6	**GE/NON-ARCH UNITS**	**48**
Basket D (GE)	3		
Foreign Language (GE)	3	**TOTAL UNITS**	**138**
Christian Studies (GE)	3		
TOTAL UNITS	**15**		
SPRING SEMESTER			
GST050 Chapel	0		
ARC412 Design Studio VI	6		
Foreign Language (GE)	3		
Christian Studies (GE)	3		
TOTAL UNITS	**12**		

NAAB Candidacy:
In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. the National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2 year term of accredition, depending on the extent of its conformance with established educational standards. Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree. The NAAB grants candidacy status to new programs that have developed viable plans for achieving within 6 years of achieving candidacy, if its plan is properly implemented. In order to meet the educatio requirement set forth by the National Cuoncil of Architectural Registration Boards, an applicant for an NCARB Certificate mus hold a professional degree in architecture from a program accredited by the NAAB. the degree must have been awarded not more than two years prior to initial accreditation. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the eduation requirement for registration in a specific jurisdiction. Please contact NCARB for more information. California Baptist University Architecture Program was granted candidacy for the following professional degree program in architecture: M.Arch (168 credits min.) - 2013; Next visit for continuation of candidacy: Spring 2014; Projected year of initial accreditation: 2018

Appendix 12 – BA in CBU Architecture Program Matrix

Student Name: _____ Advisor _____ Date: _____

Year		FALL				SPRING				SUMMER	
	GST 1050	Chapel	0		GST 1050	Chapel	0				
	GST 1001	Focus	1		DES 2112	Design Thought: Foundations II	3				
1	DES 2110	Design Thought: Foundations I	3		DES 2122	3D Visual Expression	4				
	DES 2120	2D Visual Expression	3		PHY 2115	Physics for Architects	4				
Total ARCH Units:	MAT 2245	Analytic Geometry & Calculus I	4								
22		**Total**	**11**			**Total**	**11**				
	GST 1050	Chapel	0		GST 1050	Chapel	0				
2	ARC 2210	Design Studio I	6		ARC 2205	Introduction to the Profession	1				
	ARC 2240	Architecture History I	3		ARC 2212	Design Studio II	6				
	ARC 2290	Statics & Strength of Materials	3		ARC 2242	Architecture History II	3				
Total ARCH Units:					EGR 2254	Materials Engineering	3				
					ARC 2220	Computer Modeling	3				
28		**Total**	**12**			**Total**	**16**				
	GST 1050	Chapel	0		GST 1050	Chapel	0		ARC 3462	Architecture & Urbanism Abroad	3
3	ARC 3310	Design Studio III	6		ARC 3312	Design Studio IV	6				
	ARC 3380	Thermal & Environ. Systems	3		ARC 3385	Lt & Environmental Systems	3				
	ARC 3390	Structural Analysis	3		ARC 3392	Adv. Structural Analysis	3				
Total ARCH Units:	BUS 3357	Small Business Management	3		ARC 3460	Seminar Abroad	3				
36		**Total**	**18**			**Total**	**15**			**Total**	**3**
	GST 1050	Chapel	0		GST 1050	Chapel	0		ARC 3491	Architecture Internship	var 1-3
4	ARC 3410	Design Studio V	6		ARC 3412	Design Studio VI	6				
Total ARCH Units:	ARC 3465	Architecture Theory I	3		ARC 3420	Digital Fabrication	3				
16-18		**Total**	**6**			**Total**	**9**			**Total**	**var 1-3**
	ARC 5510	Design Studio VII	6		ARC 5512	Thesis Studio	6				
5	ARC 5511	Thesis Research & Preparation	3		ARC 5580	Adv. Sustainable Systems	3				
Total ARCH Units:	ARC 5570	Professional Practice	3		BUS 5505	Entrepreneurship: New Venture	3				
30		**Total**	**15**			**Total**	**15**				

		Credit Areas
	%	Required Professional
	%	Required General Education
	48	Required GE Credits
	39	Elective GE Credits
	%	Professional Electives
		Total Credits

BA in Architecture

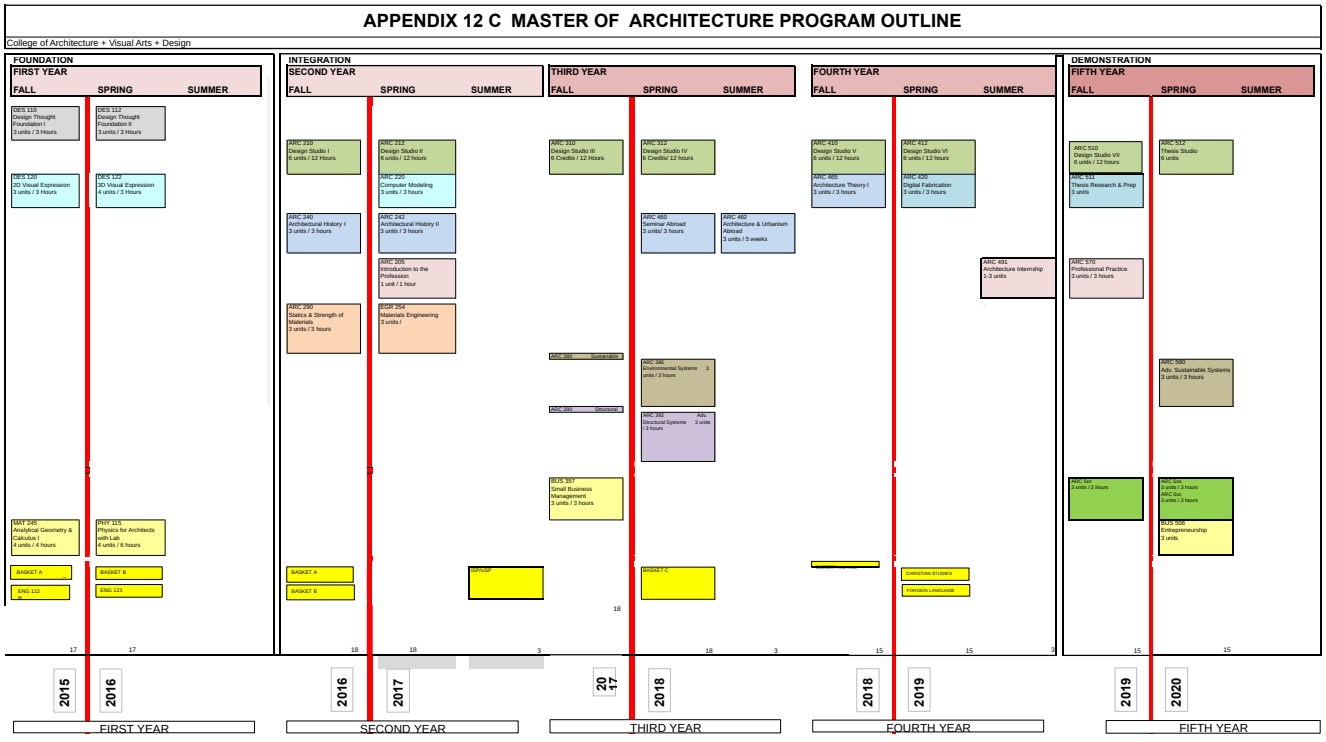
Undergrad Core Curriculum	90
GE/Non-Arch Units	48
Total Units	138

General Electives			General Education Electives	
			Basket A	3
			Basket B	3
			Basket B	3
			Basket C	3
			Basket D	3
			ENG 2113	3
			ENG 2123	3
			SP/Christian Studies	3
			Christian Studies	3
			Christian Studies	3
			Foreign Language	3
			Foreign Language	3
TOTAL			TOTAL	39

Professional Electives	
ARC	6
ARC	6
TOTAL	6

M.ARCH.

Undergrad Core Curriculum	93-95
Graduate Level Curriculum	30
GE/Non-Arch Units	48
Total Units	**171-173**


APPENDIX 12 C MASTER OF ARCHITECTURE PROGRAM OUTLINE
College of Architecture + Visual Arts + Design
FOUNDATION
FIRST YEAR
FALL
SPRING
SUMMER
INTEGRATION
SECOND YEAR
THIRD YEAR
FOURTH YEAR
DEMONSTRATION
FIFTH YEAR
2015
2016
2017
2018
2019
2020
FIRST YEAR
SECOND YEAR
THIRD YEAR
FOURTH YEAR
FIFTH YEAR

Appendix 13 - 2014-15 Faculty Learning Communities

1. Doctoral Planning Team – DE Jacobs
   Dates to be set after the DNP/ASHS WSCUC visit 9/24.

2. Doctoral Support – Tracy Ward
   Fourth Thursdays beginning 9/24. Noon. Business Conference Room

3. *Faith, Hope, and Poetry: Theology and the Poetic Imagination* (Malcolm Guite) – Toni Dingman
4. *Forgotten Songs: Reclaiming the Psalms for Christian Worship* (Wells & Neste Eds.) – Glenn Pickett
   Mondays 3-4:00.

5. *Jesus Christ and the Life of the Mind* (Mark Noll) - Scott Key
   Wednesdays 2:30 to 3:30..

6. Learn-Serve-Lead: A Learning Community devoted to developing people's leadership Intelligence - John Shoup
   Monthly:S22, O20, N17, J26, F23, M30 Tillery reading clinic 2:30- 3:30

7. *On the Unseriousness of Human Affairs* (James V. Schall) - Tim Mosteller
   Brownbag Fridays, Chick-fil-A patio 12 to 1

8. *Perspectives on the World Christian Movement* 1 & 2 – Jeff Lewis, DE Jacobs.
   Returners-Tuesdays 12:30 - 2 Provost's Conference room

   Formal w/ certificate Mondays 4-6 beginning 9/29. TBA. Contact DE Jacobs if interested.

9. SOFAP – First Year Faculty Seminar on Faith in the Academic Professions
   Scott Key, DE Jacobs – **2nd and 4th Thursdays 3:30-5:30 (see syllabus on Blackboard)**

10. *The Twilight of the American Enlightenment: The 1950s and the Crisis of Liberal Belief* (George Marsden) – Mark Blincoe **Tuesdays 3:30 J274**

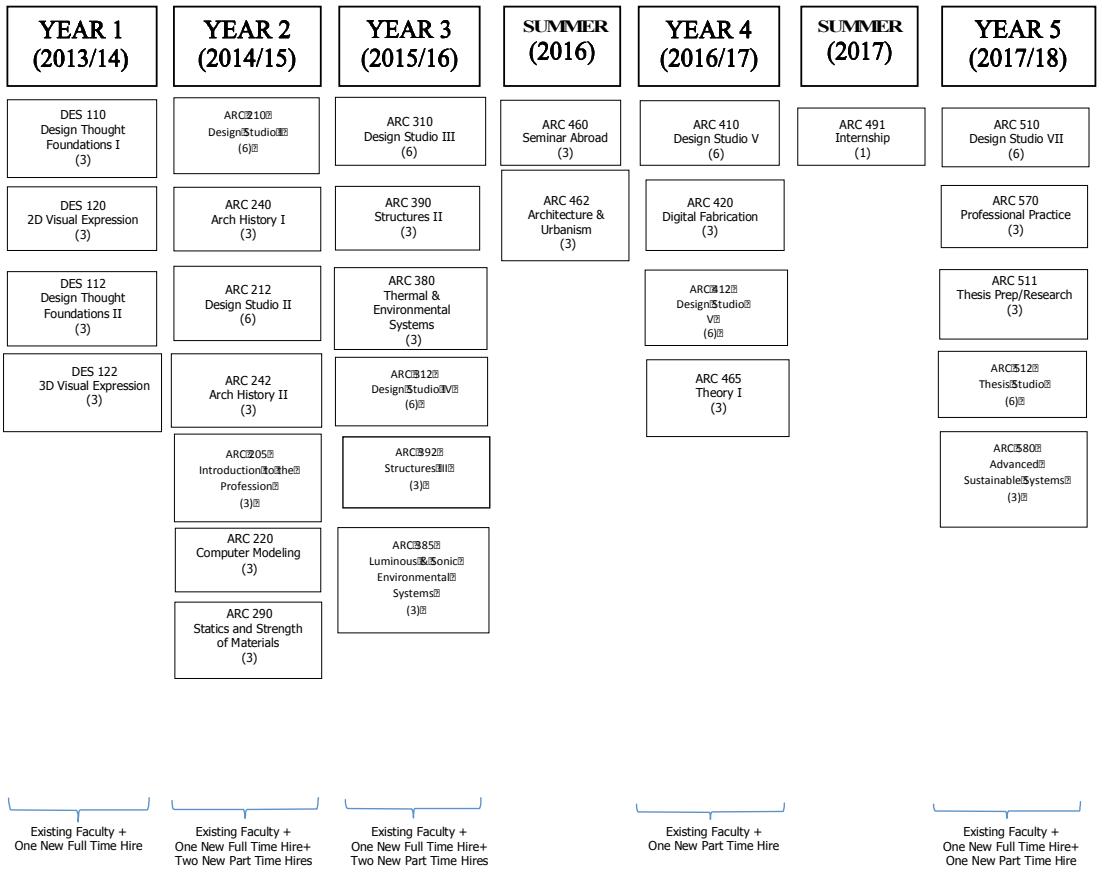
11. UEGE (University Educators for Global Engagement) Roundtable - Rebecca Meyer **9/30 Wanda's 12:00 and 4:00. Come to either. Will solidify recurring time when we see which one works best.**

12. *Where the Conflict Really Lies: Science, Religion, and Naturalism* (Alvin Plantinga) – Patrick Schacht
   Every other Friday beginning 9/12 @ 9:15-10:15 AM Check with Patrick for location

13. *Engaging our world: Christian Worldview from Ivory Tower to Global Impact* – Tracy Ward and DE Jacobs. **8-9AM Wanda's Thursdays beginning 10/6**

APPENDIX 14
Course Offerings & Faculty Hiring Plan

The following outline is representative of the proposed architecture courses to be offered within a five-year sequence. One additional full-time faculty will be needed during the first year of the program. Thereafter, an additional full-time faculty position will be required in the second, third and fifth years of the program, with additional positions being added commensurate with enrollment.



APPENDIX 15

California Baptist University Fall 2014 Architecture Major Freshman Profile		
	# of Students	**% of Total Students**
Ethnicity		
African American/Black	0	0%
Asian	2	9%
Hispanic/Latino	3	13%
Nonresident Alien	10	43%
PacificIslander/NatHawii	1	4%
Two or More Races	2	9%
Unknown Race/Ethnicity	1	4%
White	4	17%
Total	**23**	**100%**
Gender		
Female	12	52%
Male	11	48%
Total	**23**	**100%**
Admit GPA		
Average	3.1	
Standard Deviation	0.62	
Median	3.15	
Number Submitting GPA	22	
ACT Composite Score		
Average	24	
Standard Deviation	4.74	
Median	24	
Number Submitting Admit Score	5	
SAT Math and English		
Average	1147	
Standard Deviation	165.9	
Median	1230	
Number Submitting Admit Score	11	

Appendix 16-A Faculty Development & Micro Grant Funding Activity for Faculty

Dr./Prof.	Last Name	First	ID #	Dept./ School	Event	Role
Dr.	Anacker	Gayne	222250	College of Arts & Sciences	CS Lewis Summer Institute, Oxbridge 2014-Cambridge, ENG	Presenter
Dr.	Bai	Jong-Wha	460027	Civil Engineering Dept.	10th U.S. National Conference on Earthquake Engineering, Anchorage, AK	Presenter
Dr.	Barnes	Jeff	502743	History and Government Dept.	2014 Noel-Levitz National Conference on Student Recruitment, Marketing, and Retention-Chicago, IL	Attendee
Dr.	Blincoe	Mark	463218	History and Government Dept.	Leeds International Medieval Congress-Leeds, UK	Presenter
Dr.	Brand-Butler	Angela	180976	School of Music	CS Lewis Summer Institute, Oxbridge 2014-Cambridge, ENG	Attendee
Dr.	Bowden	Greg	560544	Online and Professional Studies	Association of Leadership Educators 2014 Annual Conference-San Antonio, TX	Attendee
Dr.	Brook	Eric	98404	History and Government Dept.	Odyssey Seminar-Washington, DC	Presenter
Professor	Carter	Deborah	380937	School of Nursing	Nurse Education Today Conference-Cambridge, UK	Presenter
Dr.	Cate	Jeff	115215	School of Christian Ministries	International Meeting of the Society of Biblical Literature-Vienna, AT	Presenter
Dr.	Crosby	Robert	537076	Online and Professional Studies	International Conference on Information Communication Technologies in Education-Kos, GR	Presenter
Dr.	Dingman	Toni	59653	Modern Languages and Literature Dept.	CS Lewis Summer Institute, Oxbridge 2014-Cambridge, ENG	Presenter
Dr.	Flores	William	280125	Modern Languages and Literature Dept.	96th Annual Conference of the American Association of Teachers of Spanish and Portuguese-Panama City, PA	Presenter
Dr.	Foist	Rod	503571	Electrical & Computer Engineering Dept.	First Year Engineering Experience Conference 2014-College Station, TX	Presenter
Professor	Goodman	Julie	359924	School of Behavioral Sciences	National Social Science Association Summer Seminar-San Diego, CA	Presenter
Dr.	Handojo	Virgo	180144	School of Behavioral Sciences	17th European Conference on Personality-Lausanne, CH	Presenter
Dr.	Hernandez	Patricia	549656	Online and Professional Studies	2014 Association for Education in Journalism and Mass Communication-Montreal, YUL	Attendee
Dr.	Higley	John	159728	History and Government Dept.	Executive Program in Counter-Terrorism-Los Angeles, CA	Attendee
Dr.	Howard	Beverly	14710	School of Music	Hymn Society Annual Conference-Columbus, OH	Attendee
Dr.	Johnson	Karin	96665	School of Education	International Society for Technology in Education 2014 Conference-Atlanta, GA	Attendee
Dr.	Jung	Helen	419510	Civil Engineering Dept.	First Year Engineering Experience Conference 2014-College Station, TX	Presenter
Dr.	Key	Scott	14722	School of Christian Ministries	CS Lewis Summer Institute, Oxbridge 2014-Cambridge, ENG	Presenter
Professor	Lewis	Jeff	140985	School of Christian Ministries	Cross Cultural Mission Perspectives Consultation-Addis Ababa, ET	Speaker
Dr.	Lu	James	97075	Modern Languages and Literature Dept.	34th International Conference on "Critical Thinking and Education Reform"-Berkeley, CA	Attendee
Dr.	Minton	Carol	201966	School of Behavioral Sciences	2014 American Sociological Association Annual Meeting-San Francisco, CA	Attendee
Dr.	Mosteller	Timothy	312580	School of Christian Ministries	European Philosophical Society for the Study of Emotions Inaugural Conference-Lisbon, PT	Presenter
Professor	Nelson	Karin	568561	School of Business	American Accounting Association Annual Meeting-Atlanta, GA	Attendee
Professor	Ni	Liya	419512	Electrical & Computer Engineering Dept.	International Symposium on Radio-Frequency Integration Technology-Hefei, CN	Presenter
Dr.	Ruvalcaba	Noe	514201	Modern Languages and Literature Dept.	96th Annual Conference of the American Association of Teachers of Spanish and Portuguese-Panama City, PA	Presenter
Dr.	Staley	Owen	223807	Modern Languages and Literature Dept.	2014 International Conference on New Horizons in Education-Paris, FR	Presenter
Dr.	Stewart	Kyle	550412	Natural and Mathematical Sciences Dept.	Santa Cruz Galaxy Formation Workshop-Santa Cruz, CA	Speaker
Dr.	Wallace	Douglas	532482	School of Behavioral Sciences	2014 American Sociological Association Annual Meeting-San Francisco, CA	Attendee
					Micro-grants from 13-14	
					TOTALS:	

Starting Balance	$330,000.00		#REF!

Faculty Development Funds
Summaries

Appendix 16 B 2 Faculty Development Funds Summary

	Academic Year 2012-2013				Academic Year 2013-2014			
Semester	**SR 12**	**FA 12**	**SP 13**	**SU 13**	**SR 13**	**FA 13**	**SP 14**	**SU 14**
# Orig. Rqsts	19	59	70	34	22	56	94	38
# Final Funded	17	49	62	29	14	46	81	32
Total $$ Requested	$32,367	$79,204	$71,843	$56,439	$40,395	$74,451	$109,893	$72,644
Total $$ Awarded	$25,973	$68,066	$57,976	$56,439	$25,024	$62,147	$82,228	$47,816
# Cancellations	1	1	3	2	0	0	0	4
# Denials	1	0	1	0	8	4	10	1
# Academic Year Original Requests / Final Funded				182/157				210/173
Total Academic Year Requested				$239,853				$297,383
Total Academic Year Awarded				$208,454				$217,215

	Academic Year 2014-2015				Academic Year 2015-2016			
Semester	**SR 14**	**FA 14**	**SP 15**	**SU 15**	**SR 15**	**FA 15**	**SP 16**	**SU 16**
# Orig. Requests	31	61	tbd	tbd				
# Final Funded	28	53	tbd	tbd				
Total $$ Requested	$83,228	$75,876	tbd	tbd				
Total $$ Awarded	$64,723	$61,106	tbd	tbd				
# Cancellations	1	3	tbd	tbd				
# Denials	1	4	tbd	tbd				
# Academic Year Original Requests / Final Funded				92/81				
Total Academic Year Requested				$159,104				
Total Academic Year Awarded				$125,829				

Note: SP 15 and SU 15 summaries are not yet complete; 2014-2015 totals are awaiting those data

Appendix 17
CBU Architecture Retention Plan

Reasons for Attrition:

1. Teaching & Learning (faculty/student interaction)
2. Academic Preparation
3. Cognitive and Academic Skills
4. Motivational
5. Psychosocial
6. Financial
7. Institutional & Organizational

Long Term Strategies to address these Issues:

Teaching and Learning – will create strategies that can improve retention by examining instructional and classroom (faculty-student interaction) processes for student centeredness, friendliness, inclusiveness, ways to support and encourage faculty development and will review related instructional practices for effectiveness.

Academic Preparation – will create strategies that impact retention by addressing and improving the academic readiness of our students.

Cognitive and Academic Skills – will create strategies to improve our students' cognitive (thinking, problem solving) and college readiness (note taking, time management, expectations of college) skills.

Motivational – will examine institutional processes and create strategies that can increase retention by improving or positively impacting student motivation, potentially increasing their engagement with and connection to Madison College.

Psychosocial – will create strategies that can impact retention by addressing and improving students' connection to the college through social and emotional support resources (i.e. social engagement/interaction; peer support).

Financial – will create strategies that can impact retention by addressing and improving students' understanding of the financial aid process, the value of a college education, the cost of attrition/withdrawing, and financial literacy.

Institutional and Organizational – will create strategies that can improve retention by examining institutional processes for student centeredness, friendliness, assessing our climate for inclusiveness, and reviewing similar practices for effectiveness.

Near-Term Implementable Classroom Procedures:

- Learn the name of each student as quickly as possible and use the student's name in class.
- At the end of each class, ask one student to stay for a minute to chat (compliment them on something; tell them you missed them if they were absent).
- Provide feedback early in the semester and often.
- Conduct individual, in-person meetings with each student at some point in the semester.
- Ask students to pick up quizzes, tests, or assignments from your office instead of in class. This creates a chance to speak with students one-on-one and informally.
- Contact students if they miss class and engage Student Services.

- Seek feedback from your students periodically.
- Attend your students' extracurricular events and programs.
- Lend some of your books and resources, and share useful websites. Seek recommendations from them.
- Provide your phone number, email, and office hours.
- Pair students during the first class meeting and switch every five minutes to help them get to know one another.
- Give respectful answers to all questions and provide positive reinforcement whenever possible.
- Add to student ideas instead of dismissing them out of hand.
- If a student tells you something in confidence, respect that confidence and avoid making value judgments. (In case of emergencies, contact appropriate emergency service.)
- Celebrate student successes.
- Keep expectations clear and high.
- Incorporate technology in communicating with students. Provide expectations for communicating with faculty over email. Set class standards for social media interactions.
- Provide a showcase for student projects. Invite family and friends.

CBU Architecture initiatives for Retention:

1. Provide individual registration advising each semester.
2. Introduce specific architectural content earlier in the first year.
3. Beginning of school year, Christmas and end of year celebrations.
4. Engage and partner with parents as early as possible.
5. Follow up on At-Risk students as identified by the ASC.
6. Engage upper level students as mentors for lower level students.
7. Encourage early involvement in AIAS.
8. Provide and encourage involvement in Monday Architecture Family Dinners.
9. Involve students in leadership opportunities, student recruiting and summer design camp.
10. Survey students who choose to leave the program early and take note of their stated reasons, as well as their academic performance.
11. Promote CBU's full range of academic support services.
12. Procure new streams of financial aid for architecture students.
13. Designate DES120 and DES122 as "Learning Community" courses, meaning that freshmen architecture students will interact with their academic advisor(s), share extra-curricular activities, and have a home-base for learning college classroom policies, practices and expectations, learning about scheduling, time-management, procuring books and supplies, academic support, financial aid, campus and city navigation and so forth.

Appendix 18
CBU Architecture Policy on Use & Integration of Digital Media in Architecture Curriculum

Many see Parametric Modeling (PM) and Building Information Modeling (BIM) as the future of the architecture profession. However, the shelf life of technology is increasingly short. Hand drawing was the dominant (and only) technology of the architecture profession for millennia. CAD then dominated the industry for 30-40 years. BIM is the tool of choice of the present, and at least the near future. But for how long?

CBU Architecture believes in digital technology, just as the analog technology that preceded it, as a tool for developing and delivering design thought, but not to be confused for or substituted for the thought itself. We therefore believe in preparing our students to be creative thinkers, with the ability to adapt to the tools at hand. We believe this mind-set will allow our students to be less dependent on any particular tool, and to be ready to embrace technological innovation and ever more rapid advancement.

We will therefore introduce our students to the concepts behind a wide range of digital media tools, as opposed to just teaching them to use any particular one or set. And, we will introduce them to technologies to come, as we look beyond the now.

We will, however, continue exploring the use of fabrication/scanning techniques and related methodologies as media tools that should be integrated into the entirety of the design process and not simply as tools for the development of final production representation. We believe that the progression of the technology of the tools we use should be understood as integrated opportunities to harness here-to-fore impossible to attain data, information and knowledge, to unlock new avenues of exploration.

We also embrace the concept that the use of multiple media reinforces the project understanding and that translating the design project from one medium to another can lead to new directions and encourage project refinement.

We believe that advanced digital technology will facilitate our desire for multidisciplinary design project opportunities. And, we believe this technology will allow us to effectively promote curricular integration between technical courses (Environmental Systems, Structural Systems, Material & Building Systems, and Professional Practice), Communication courses (Computer Modeling, Digital Fabrication), and Design Studios (Architectural and Multidisciplinary).

Appendix 19
CBU Architecture Hiring Policy

New, full-time, tenure track faculty candidates will be graded according to the following scale:

Relevant Teaching Experience =	30 possible points
Relevant Industry Experience =	30 possible points
NAAB Accreditation Experience =	10 possible points
Other Relevant Experience =	10 possible points
Faith Integration Experience/Potential =	10 possible points
Overall potential for personal growth and program engagement =	10 possible points
Total =	100 possible points

If a candidate fails to achieve a total score of at least 60 points, that candidate will not be considered for a full-time, tenure track position. However, that candidate can be considered for an adjunct or lecturer position.

Exceptions to the above can be made in special circumstances at the discretion of the dean of CAV

Appendix 20 -

CBU Architecture Courses Required for Professional Content & Required for General Education

General Education Requirements:	**(40)**
GST 050 – Chapel	(0)
GST 100 – Focus	(1)
ENG 113 – Composition	(3)
ENG 123 – Intermediate Comp.	(3)
GE Basket A	(6)
GE Basket B	(6)
GE Basket C	(3)
GE Basket D	(3)
ISP/Christian Studies	(9)
Foreign Language I	(3)
Foreign Language II	(3)

Professional Requirements: Non-Architectural Content	**(13)**
BUS 357 – Small Business Mgmt.	(3)
BUS 505 – Entrepreneurship: The New Venture	(3)
EGR 254 – Materials Engineering	(3)
MAT 245 – Analytic Geometry & Calculus I	(4)

Professional Requirements Architectural Content	**(112-114)**
DES 110 Design Though Foundations I	(3)
DES 112 Design Thought Foundations II	(3)
DES 120 – 2D Visual Expressions	(3)
DES 122 - 3D Visual Expressions	(4)
ARC 205 – Intro into the Profession	(1)
ARC 210 – Design Studio I	(6)
ARC 212 – Design Studio – II	(6)
ARC 220 – Computer Modeling	(3)
ARC 240 – Architecture History I	(3)
ARC 242 – Architecture History II	(3)
ARC 290 – Statics & Strength of Materials	(3)
ARC 310 – Design Studio III	(6)
ARC 312 – Design Studio IV	(6)
ARC 380 – Thermal & Env. Systems	(3)
ARC 385 – Luminous & Sonic Env. Systems	(3)
ARC 390 – Structural Analysis	(3)
ARC 392 – Advanced Structural Systems	(3)
ARC 410 – Design Studio V	(6)
ARC 412 – Design Studio VI	(6)
ARC 420 – Digital Fabrication	(3)
ARC 460 – Seminar Abroad	(3)
ARC 462 – Architecture & Urbanism Abrd.	(3)
ARC 465 – Theory I	(3)
ARC 491 – Architecture Internship	(1-3)
ARC 510 – Design Studio VII	(6)
ARC 511 – Thesis Research/Preparation	(3)
ARC 512 – Thesis Studio	(6)
ARC 570 – Professional Practice	(3)
ARC 580 – Adv. Sustainable Systems	(3)
PHY 115 – Physics for Architects	(4)

Appendix 21 – Minimum Credit Distribution

General (non-architecture) Studies Semester-Credit-Hour Minimum		**Professional Studies**	
Required courses with non-architectural content	53	Required courses with architectural content	112-114
Elective courses with non-architectural content	6-9	Elective courses with architectural content	6

Appendix 22 - CBU Architecture Program Student Learning Outcomes

CBU Architecture graduates are expected to:

1. Employ Critical Thinking Skills.

    1.1 Students will raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards. (NAAB A.2.)

2. Demonstrate facility with the wider range of Communication Skills.

    2.1 Students will read, write, speak and listen effectively. (NAAB A.1.)
    2.2 Students will use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process. (NAAB A.3.)
    2.3 Students will make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design. (NAAB A.4.)

3. Research and Analyze multiple theoretical, social, political, economic, cultural and environmental contexts.

    3.1 Students will gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes. (NAAB A.5.)
    3.2 Students will examine and comprehend the fundamental principles present in relevant precedents and make choices regarding the incorporation of such principles into architecture and urban design projects. (NAAB A.7.)
    3.3 Students will demonstrate knowledge of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors. (NAAB A.9.)
    3.4 Students will demonstrate knowledge of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects. (NAAB A.10)
    3.5 Students will demonstrate the role of applied research in determining function, form, and systems and their impact on human conditions and behavior. (NAAB A.11.)

4. Demonstrate overall Design sensibilities and Problem Solving skills.

    4.1 Students will effectively use basic architectural and environmental principles in design. (NAAB A.6.)
    4.2 Students will employ the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design. (NAAB A.8.)
    4.3 Students will prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria. (NAAB B.1.)

4.4 Students will respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design. (NAAB B.4.)

4.5 Students will produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating SPCs A.2, A.4, A.5, A.8, A.9, B.2, B.3, B.4, B.5, B.8, B.9. (NAAB B.6.)

5. Comprehend Building Technology, including the technical aspects of design, systems and materials, and be able to apply that comprehension to their services.

5.1 Students will design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities. (NAAB B.2.)

5.2 Students will design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency. (NAAB B.3.)

5.3 Students will apply the basic principles of life-safety systems with an emphasis on egress. (NAAB B.5.)

5.4 Students will apply the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools. (NAAB B.8.)

5.5 Students will apply the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems. (NAAB B.9.)

5.6 Students will apply the basic principles and appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources. (NAAB B.10.)

5.7 Students will apply basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems. (NAAB B.11.)

5.8 Students will apply the basic principles of and select appropriate construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse. (NAAB B.12.)

6. Appreciate the role of Professional Practice, including their role in the implementation of design decisions, and the impact of such decisions on the environment.

6.1 Students will demonstrate an understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting. (NAAB B.7.)

6.2 Students will demonstrate an understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains. (NAAB C.3.)

6.3 Students will demonstrate an understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods. (NAAB C.4.)

6.4 Students will demonstrate the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice. (NAAB C.5.)

6.5 Students will demonstrate an understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations,

professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws. (NAAB C.7.)

7. Integrate their Christian worldview and their profession through service to their Community through learning to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills

7.1 Students will work in collaboration with others and in multi- disciplinary teams to successfully complete design projects. (NAAB C.1.)

7.2 Students will demonstrate an understanding of the relationship between human behavior, the natural environment and the design of the built environment. (NAAB C.2.)

7.3 Students will practice the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities. (NAAB C.6.)

7.4 Students will comprehend the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice. (NAAB C.8.)

7.5 Students will understand the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors. (NAAB C.9.)

Appendix.23.-.WASC Annual Report Longitudinal Recapitulation

Student FTE	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
On-Campus UNDG	2,448	2,837	3,010	3,176	3,838	4,463.7	4,020	4,532	4,979
On-Campus GRAD	595	601	701	760	811	937.7	934	1,035	1,182
Off-C & DL UNDG (OPS)	169	135	111	70	40	24.6	934	1,265	1,456
Off-C & DL GRAD (OPS)	51	32	36	8	12	28.0	143	312	340
Total FTE All Prgms	3,263	3,605	3,858	4,014	4,701	5,454	6,124	7,188	7,937
Total Headcount	3409	3775	4013	4105	4,715	5,413	6,031	7,144	7,957
# Degree Programs	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Bachelor Programs	45	45	46	49	53	55	67	71	72
Masters Programs	12	11	13	13	13	13	14	17	25
# Off Site Locations	7	5	6	6	6	2	3	2	3
Annual Tuition/Fees	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
UNDG Tuition-Trad	17,680	19,236	20,930	21,866	22,854	23,998	25,090	26,312	27,612
UNDG Tuition-DCP/OPS	10,440	10,680	10,920	10,920	11,256	11,256	11,496	11,880	12,264
Grad Tuition-Avg	7,812	7,992	8,172	8,352	8,532	8,712	9,886	10,081	10,644
UNDG FT Trad Fees	1,350	1,400	1,400	1,400	1,800	1,810	1,810	1,810	1,810
UNDG FT DCP Fees	500	510	510	510	710	710	710	710	710
Financial Information	2006	2007	2008	2009	2010	2011	2012	2013	2014
Change in UR Assets	552,705	6,464,205	37,022	-3,207,217	5,544,913	9,035,486	15,180,031	13,046,155	
Unrestr Net Assets	Not Rptd	17,564,764	18,379,672	15,172,455	19,050,598	28,086,084	43,266,115	56,312,270	
Temp Restr Net Asts	Not Rptd	3,952,432	3,369,255	1,572,866	2,222,472	7,507,868	3,058,125	3,214,259	
Prm Restr Net Asts	Not Rptd	10,075,034	9,035,841	11,492,880	11,789,418	12,414,246	12,571,911	13,340,226	
Stu Loan Default Rt	3.6%	3.4%	3.9%	8.1%	7.2%	4.4% Draft			
Composite Fin Ratios	Not Rptd	3.8	1.8	1.2	2.6	3.8	3.3		

Appendix 24 - NAAB Candidacy Letter

National Architectural Accrediting Board, Inc.

April 30, 2013

Dr. Ronald L. Ellis
President
California Baptist University
8432 Magnolia Avenue
Riverside, CA 92504

1101 Connecticut Avenue, NW
Suite 410
Washington, DC 20036

tel 202.783.2007
fax 202.783.2822

www.naab.org
info@naab.org

Dear Dr. Ellis:

At the April 2013 special session of the National Architectural Accrediting Board (NAAB), the board reviewed the *Application for Candidacy* for the California Baptist University, College of Architecture, Visual Arts and Design.

As a result, the proposed professional architecture degree program,

Master of Architecture

has been accepted as eligible for candidacy. A visit for initial candidacy has been added to the Visit List for spring 2014. This visit will be conducted under the provisions of the NAAB *2009* Conditions for Accreditation and Section 3 of the NAAB Procedures for Accreditation, *2012 Edition, Amended*.

The *Architecture Program Report (APR) for Initial Candidacy* is due in the NAAB office six months before the date of the visit. The format and content of the *APR* is described in detail in Section 3.

The Board wishes to express its support for newly-developing programs by encouraging administrators and faculty to take advantage of the resources available within the community of program administrators, department chairs, and deans represented by the members of the Association of Collegiate Schools of Architecture. The annual ACSA Administrators Conference and the ACSA Annual Meeting can be a source of rich discussion and advice for emerging programs. Further, the NAAB offers a full range of programs and workshops at both of these conferences that may be of value to the faculty and administrators at California Baptist University.

A letter with the name of the proposed chair for this visit will be forthcoming. Once California Baptist approves the chair, you will be able to set the date for the visit.

If the program wishes to postpone its visit for initial candidacy to the fall of 2014, please submit a request at your earliest convenience.

Very truly yours,

Theodore C. Landsmark, M. Env.D., J.D., DFA (Hon)., Ph.D.
President

cc: Mark Roberson, Dean
Shannon Kraus, FAIA, Eligibility Reviewer

Enc.

Appendix 25 - WASC Approval Memorandum

Western Association of Schools and Colleges
Accrediting Commission for Senior Colleges and Universities

Substantive Change Action Report

Proposal Information:

Proposal Review Date	July 31, 2013
Institution	California Baptist University
Type of Substantive Change	New Degree
Program Name / Location	Master of Architecture
ALO	DawnEllen Jacobs
WASC Staff Liaison	Brenda Barham Hill
Committee Reviewers	Stephen Varvis, R. William Cash

Committee Action and Date (See Attached)

- ☑ Interim Approval on 7/31/2013
- ☐ Refer to Commission (No visit) on _____

Additional Information[1] (See Attached):

- ☑ Notification of Implementation
- ☐ Federal Site Visit Required
- ☐ International Visit Required
- ☐ Fast Track
- ☐ Non Compliance

[1] **Items checked or listed above must be fulfilled in order to finalize Substantive Change Approval**

Commission Approval and Date (For Institutional Tracking)[2,3]:

- ☐ Approved on _____

Implementation of an approved change must occur within two years of Commission approval. If the change will be implemented more than two years after th approval date; contact your WASC Staff Liaison to determine if the change requires re-approval.

- ☐ Not Approved on _____

[2] Commission approval of a new degree program signifies that the program is covered by the WASC accreditation of the institution as a whole. Approval by W should not be represented, in marketing materials or any other forms of communciation, as program-specific accreditation, such as that bestowed by specializ professional, or programmatic accrediting organizations.

[3] Record the date that the Commission took action on this Substantive Change proposal for your records.

Findings of the Committee:

Commendations:

1. The panel commends CBU for working closely with NAAB and its standards as it develops the proposed Master of Architecture degree program.

2. The proposal provided evidence that CBU has been responsive to prior WASC substantive change proposals.

3. The Master of Architecture proposal presented a clear description of program development and approval which the panel found informative and easy to follow.

Recommendations:

1. Future substantive change proposals for programs that have a general education component should provide more information regarding the specific requirement and how general education learning outcomes are assessed within the context of the degree program.

Retain this document and attachments for your permanent records

Page 1 of 2

APPENDIX 26

CALIFORNIA BAPTIST UNIVERSITY BENEFITS PROGRAM 2015

The benefits program for California Baptist University is as follows through 12/31/2015. All full-time faculty and staff are eligible for benefits the first day of the month following their date of hire.

Term Life Insurance: CBU pays the entire premium amount for the employee at two times their annual rate of compensation. Also paid by CBU will be $5,000 term life for spouse and $10,000 term life for each eligible child.

Medical Health Benefits: CBU pays a major portion of the employee only coverage and assists the employee with dependent coverage. Employee contributions are available through payroll deductions on a pre-tax basis. Current plans are Kaiser and Health Net.

Dental: there are two options for dental, DeltaCare (DHMO) and PPO. CBU pays the Dental DHMO employee premium. All dependent coverage is the responsibility of the employee. Employee contributions are available through payroll deductions on a pre-tax basis. Current carrier is Delta Dental.

Vision: CBU pays the employee premium. All dependent coverage is the responsibility of the employee. Employee contributions are available through payroll deductions on a pre-tax basis. Current carrier is EyeMed Vision Care.

Long Term Disability: this program is paid for entirely by CBU; employees are automatically enrolled.

Section 125-Reimbursement Plan: this plan, administered by Igoe Administrative Services, allows employees to authorize pre-tax payroll deductions for any or all of the following two categories to reduce gross earnings and obtain a reduced tax-withholding obligation:

1. Childcare reimbursement for a day-care provider.
2. Medical reimbursements for those costs not covered by medical, dental, or vision insurance.

Retirement Plan: CBU offers two plans:

☆403(b) and Roth 403(b) with GuideStone Financial Resources of the Southern Baptist Convention. CBU matches a two for one on the 403(b) program. Minimum requirement of 2% of employees' base earnings means CBU will match at 4% up to a maximum of 8% of employee's annual earnings.

☆403(b) with TIAA CREF non-matching retirement plan.

Voluntary supplemental benefit program: CBU offers various non-contributory voluntary supplemental insurance plans administered by Aflac:

✓Accident Indemnity ✓Specified Health Event ✓Disability Income Protection ✓Cancer Indemnity Plan ✓Hospital Protection

Appendix 27 - Qualifications to Proceed to M. Arch. Track

Students must successfully meet the following minimum qualifications by the end of their third year to proceed on to the fourth year of the M. Arch. degree track:

Students must show satisfactory progress towards the M. Arch. degree by having completed the following courses and achieved a minimum overall GPA of 2.75 by the end of the first semester of their third year.

DES 110	Design Thought Foundations I
DES 112	Design Thought Foundations II
DES 120	2D Visual Expression
DES 122	3D Visual Expression
ARC 205	Introduction to the Profession
ARC 210	Design Studio I Spatial Issues
ARC 212	Design Studio II Programmatic Issues
ARC 220	Computer Modeling
ARC 240	Architectural History I
ARC 242	Architectural History II
MAT 245	Analytic Geometry and Calculus I
PHY 115	Physics for Architects
ARC 290	Statics & Strength of Materials
EGR 254	Materials Engineering
ARC 310	Design Studio III Urban Design
ARC 380	Thermal and Environmental Systems
ARC 390	Structural Analysis

Students must also have completed the following courses, or be enrolled in these courses for the second semester of their third year:

ARC 312	Design Studio IV Housing
ARC 385	Luminous and Sonic Environmental Systems
ARC 392	Advanced Structural Analysis

All students will be reviewed as to their disposition regarding the achievement of the qualifications to proceed to the M. Arch. during the first semester of their third year (5th semester). This review will be completed after their 5th semester grades are posted and their 6th semester registration is complete.
All students who meet the qualifications will be conditionally notified of their status during their 6th semester, and will be able to continue to pursue the M. Arch track provided they maintain their qualified status for the duration.
Students who fail to meet the minimum qualifications by the time the review is complete must meet with the dean, chair or appointed advisor to determine how best to proceed. If the student has achieved the required GPA but has not completed all the required courses, that student may be advised to complete the required courses and proceed on to the M. Arch. If the student has completed the required courses but not achieved the minimum GPA, that student may be advised to repeat specific courses to achieve the minimum GPA, and then be re-evaluated as to suitability to proceed to the M. Arch. If the student has not made satisfactory progress towards completion of the required courses or GPA, that student may be advised to end their pursuit of the M. Arch degree and instead to pursue the four year, non-professional Bachelor of Arts in Architecture degree plan.
Students who qualify to continue to pursue the M. Arch. degree may also choose, at the end of their third year, to not pursue the M. Arch degree and to opt to complete the non-professional Bachelor of Arts in Architecture degree plan.

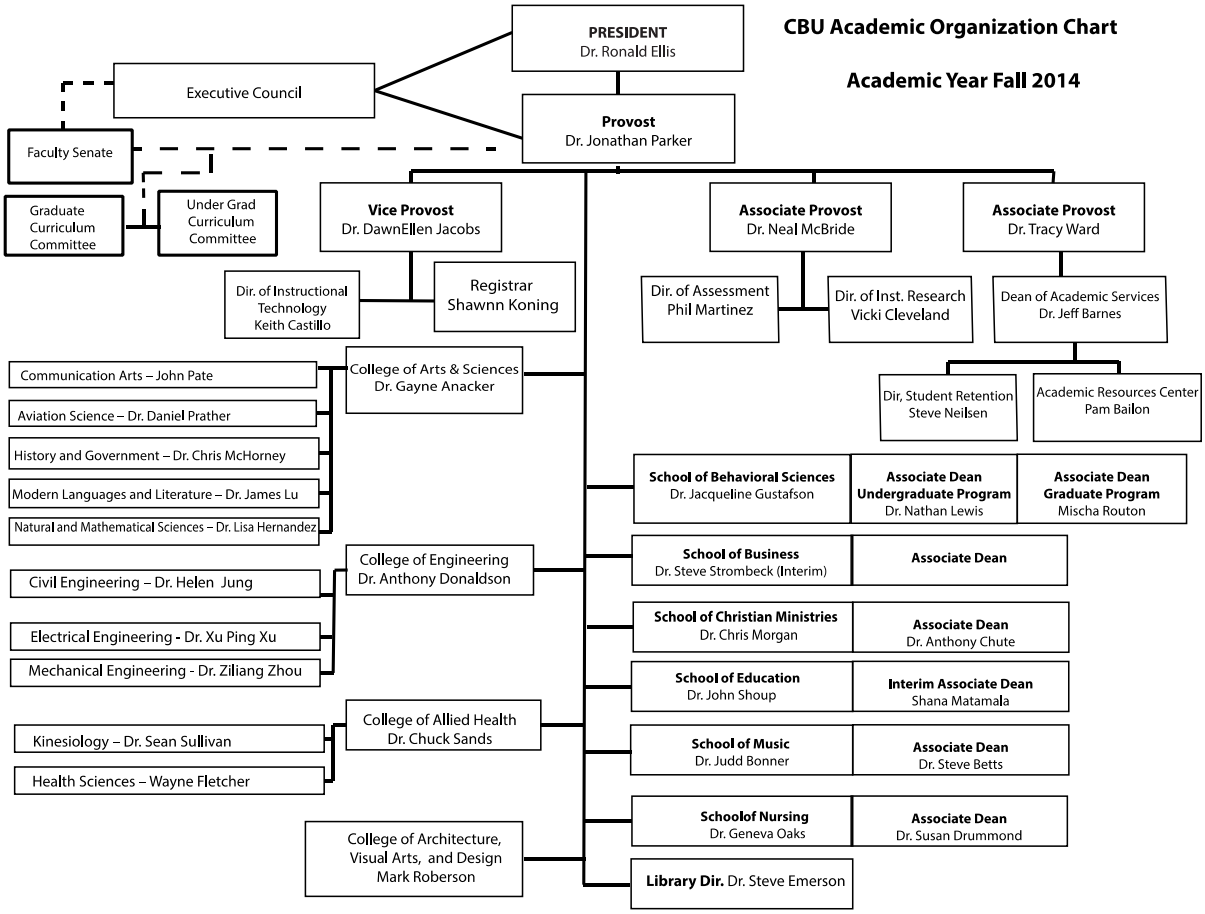
All students will be continually monitored and reviewed at the end of each semester in regards to course completion and GPA. Students will be advised before the beginning of their second year and third year on the status of their progress towards the M. Arch. degree track. Students will also receive a juried competency evaluation based on the student's final project for Design Studio III, which should be taken in the 5th semester.

Students who continue in the M. Arch. program must maintain satisfactory progress to remain enrolled in the M. Arch program, through successful completion of the M. Arch. core courses and maintaining a 2.75 cumulative GPA throughout the 4th year program requirements.

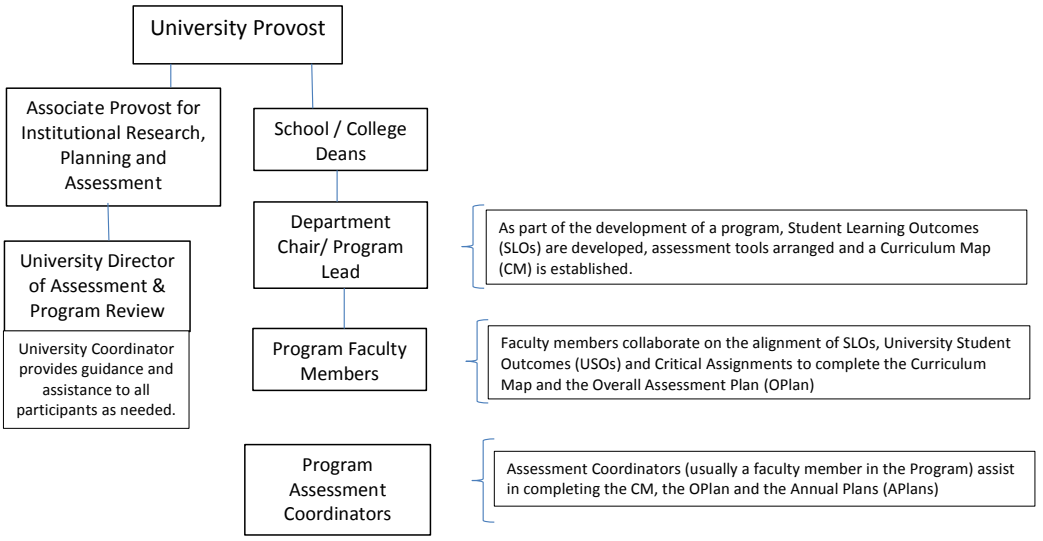
Masters in Architecture Degree Requirements:

- Complete all undergraduate graduation requirements
- Complete at least 168 semester units of credit, at least 39 of which must upper division (300 and 400 level courses) and at least 30 of which must be graduate level (500 level courses)
- Earn a cumulative grade point average of at least 2.75 overall
- Earn a cumulative grade point average of at least 3.0 in all graduate level courses
- Complete requirements with no grade below B- in the graduate level courses and no grade below C- in all other major field of study courses

Appendix 30


CBU Academic Organization Chart
Academic Year Fall 2014
PRESIDENT
Dr. Ronald Ellis
Executive Council
Provost
Dr. Jonathan Parker
Faculty Senate
Graduate Curriculum Committee
Under Grad Curriculum Committee
Vice Provost
Dr. DawnEllen Jacobs
Associate Provost
Dr. Neal McBride
Associate Provost
Dr. Tracy Ward
Dir. of Instructional Technology
Keith Castillo
Registrar
Shawnn Koning
Dir. of Assessment
Phil Martinez
Dir. of Inst. Research
Vicki Cleveland
Dean of Academic Services
Dr. Jeff Barnes
Dir, Student Retention
Steve Neilsen
Academic Resources Center
Pam Bailon
College of Arts & Sciences
Dr. Gayne Anacker
Communication Arts – John Pate
Aviation Science – Dr. Daniel Prather
History and Government – Dr. Chris McHorney
Modern Languages and Literature – Dr. James Lu
Natural and Mathematical Sciences – Dr. Lisa Hernandez
School of Behavioral Sciences
Dr. Jacqueline Gustafson
Associate Dean Undergraduate Program
Dr. Nathan Lewis
Associate Dean Graduate Program
Mischa Routon
College of Engineering
Dr. Anthony Donaldson
Civil Engineering – Dr. Helen Jung
Electrical Engineering - Dr. Xu Ping Xu
Mechanical Engineering - Dr. Ziliang Zhou
School of Business
Dr. Steve Strombeck (Interim)
Associate Dean
School of Christian Ministries
Dr. Chris Morgan
Associate Dean
Dr. Anthony Chute
School of Education
Dr. John Shoup
Interim Associate Dean
Shana Matamala
College of Allied Health
Dr. Chuck Sands
Kinesiology – Dr. Sean Sullivan
Health Sciences – Wayne Fletcher
School of Music
Dr. Judd Bonner
Associate Dean
Dr. Steve Betts
Schoolof Nursing
Dr. Geneva Oaks
Associate Dean
Dr. Susan Drummond
College of Architecture, Visual Arts, and Design
Mark Roberson
Library Dir. Dr. Steve Emerson

Appendix.31.-.University Personnel Involved in Assessing Student Learning Outcomes / Program Evaluation



Annual Assessment of Student Learning Outcomes and Publication of Annual Reports. The APlans reflect a more detailed description of that year's portion of the OPlan. The Program Assessment Coordinators, in conjunction with Program faculty members complete assessment of student outcomes as described in the APlan, aggregate the data from these assessments, and complete the Annual Report. This Annual Report serves notes actions for continuing improvement of the program and also serves as the start point for the next year's APLAN. These plans are provided to the University Director of Assessment & Program Review who evaluates them and provides the results of the evaluations to the Department Chairs, Assessment Coordinators and Deans. The Associate Provost is also informed and provides information up to the Provost for further use in providing guidance to Deans, etc.

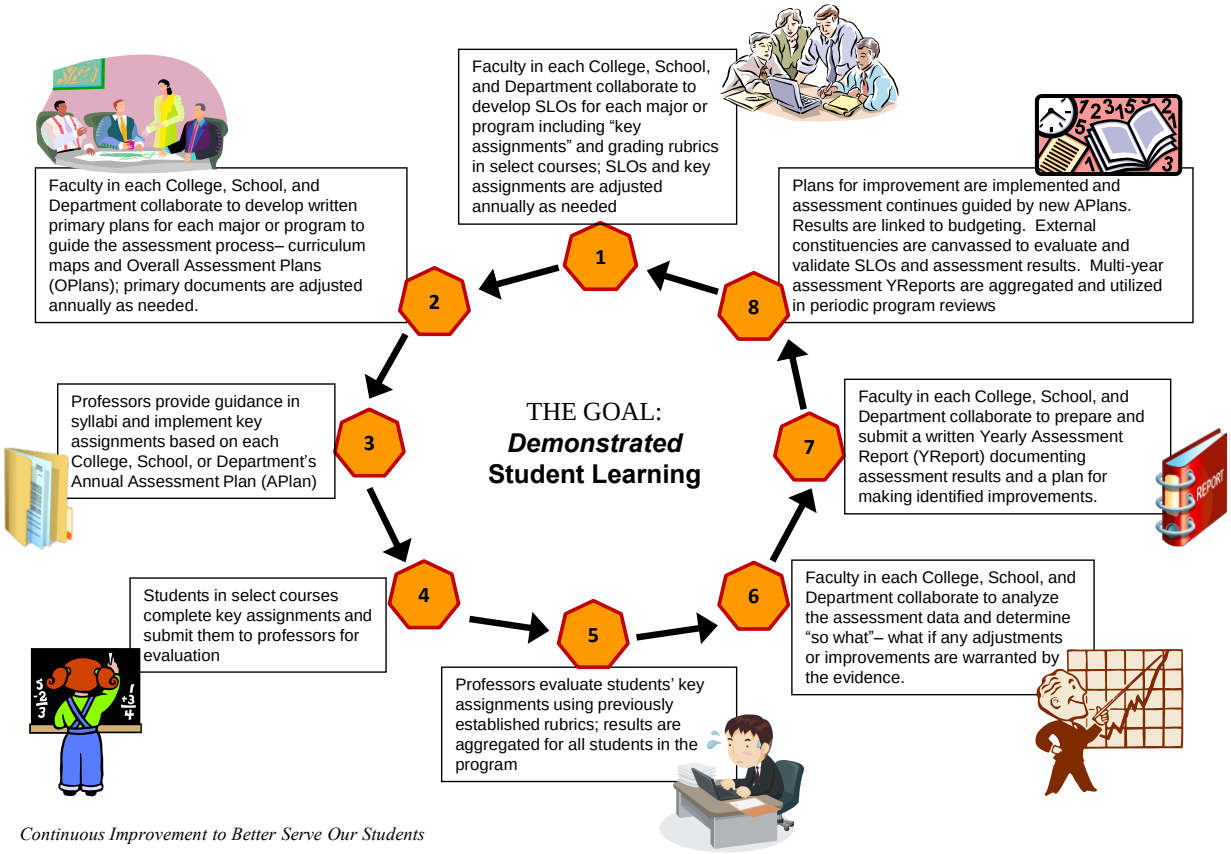
Periodic Program Review. Each program completes a periodic Program Review (usually every five years) that longitudinally reviews the previous period's assessment reports as well as all other components of the program. These reports are also provided to the Director of Assessment who, along with two appointed Program Review Liaisons from the University Assessment Committee, completes an analysis of the reports. These analyses are converted into a Report from the Assessment Committee that is provided to the above-noted leadership for comment and action as necessary.

Appendix 32

Appendix 32

CBU's Student Learning Outcomes Annual Assessment Process

OFFICE OF INSTITUTIONAL RESEARCH, PLANNING, AND ASSESSMENT (OIRPA)



Continuous Improvement to Better Serve Our Students

Appendix 33 - NON PROFIT DATA AND RESULTING RATIOS

Annual Report Question		2014	2013	2012	2011	2010	Notes
Calculation of Expendable Net Assets:							
Unrestricted net assets		78,504,456	56,312,270	43,266,115	28,086,084	19,050,598	
Plant assets, net		226,845,276	187,731,246	156,953,227	147,922,950	113,975,088	
Plant debt	minus	203,179,285	167,523,967	143,125,940	161,658,503	116,436,635	
Net investment in plant (plant assets minus plant debt)		$ 23,665,991	$ 20,207,279	$ 13,827,287	-$ 13,735,553	-$ 2,461,547	
Temporarily restricted net assets		10,292,656	3,214,259	3,058,125	7,507,868	$ 2,222,472	
Temporarily restricted net assets for plant projects	minus	764,949	481,752	198,555	3,895,131	$ 168,778	
Expendable Net Assets		$ 64,366,172	$ 38,837,498	$ 32,298,398	$ 45,434,374	$ 23,565,839	
Gross Tuition and Fees		$ 169,080,786	$ 143,278,925	$ 118,882,488	$ 98,942,006	$ 79,859,154	
Total Student Aid		$ 38,150,085	$ 33,664,966	$ 27,119,982	$ 23,512,255	$ 17,625,574	
Total long-term debt		203,179,285	167,523,967	$ 143,125,940	$ 161,658,503	$ 116,436,635	
Permanently restricted net assets		$ 13,659,907	$ 13,340,226	$ 12,571,911	$ 12,414,246	$ 11,789,418	
Total operating expenses		$ 134,067,095	$ 118,058,109	$ 105,415,518	$ 88,257,620	$ 76,974,040	
Change in total net assets		$ 29,590,264	$ 13,970,604	$ 10,887,953	$ 14,945,710	$ 6,491,057	
Total net assets at beginning of the year		$ 72,866,755	$ 58,896,151	$ 48,008,198	$ 33,062,488	$ 26,571,431	
Net tuition and fees		$ 130,930,701	$ 109,613,959	$ 91,762,506	$ 75,429,751	$ 62,233,580	
Unrestricted operating revenues		$ 156,259,281	$ 131,104,264	$ 120,595,549	$ 97,293,106	$ 82,518,953	
Net purchase/sales of investments		$ 120,304	-$ 448,039	$ 212,770	-$ 444,271	-$ 5,638	
Principal scheduled to be paid next fiscal year		$ 9,377,764	$ 6,756,334	$ 5,379,454	$ 5,003,741	$ 3,269,616	
Interest - this year		$ 9,821,211	$ 8,272,812	$ 7,728,636	$ 7,360,380	$ 6,538,239	
Depreciation expense		$ 10,217,034	$ 8,726,064	$ 7,776,907	$ 6,656,208	$ 5,904,833	
Capital expenditures		$ 49,246,689	$ 36,606,313	$ 15,564,783	$ 40,604,070	$ 14,749,210	

RATIOS	2014	2013	2012	2011	2010	Notes
Primary Reserve Ratio						Trend s/b stable or increasing.
Expendable Net Assets: Total Expenses (x)	0.48	0.33	0.31	0.51	0.31	Value below .15X should be investigated.
Return on Net Assets Ratio						Look at three-year trend.
Return on Net Assets (%)	40.61%	23.72%	22.68%	45.20%	24.43%	Less than CPI or HEPI merits investigation.
Net Tuition and Fees Contribution Ratio						Trend should be stable or declining.
Net Tuition and Fees Contribution Ratio (%)	97.66%	92.85%	87.05%	85.47%	80.85%	Ratios greater than 60% indicate sensitivity to enrollment patterns.
Net Operating Revenues Ratio						Look at three-year trend.
Net Operating Revenues Ratio (%)	14.20%	9.95%	12.59%	9.29%	6.72%	Negative trends s/b investigated.
Viability Ratio						Trend s/b stable or increasing.
Expendable Net Assets: Long-Term Debt (x)	0.32	0.23	0.23	0.28	0.20	Value below 1.0x merits further investigation.
Debt Service Coverage Ratio						Look at two-year average.
Debt Service Coverage (x)	2.20	2.00	2.34	1.86	1.83	Low ratio or declining trend merits further investigation.
Physical Asset Reinvestment Ratio						Evaluate on multi-year basis.
Capital Spending Ratio (x)	4.82	4.20	2.00	6.10	2.50	Investigate if substantially below 1x.
Federal Composite Score						1.5 to 3.0 financially responsible without further oversight; 1.0 to 1.4
Federal Composite Score	2.50	2.40	3.30	3.80	2.60	financially responsible but additional oversight is required; –1.0 to .9 not financially responsible.
Tuition Discount Rate						
Combined for all students	0.23	0.23	0.23	0.24	0.22	

Appendix 34 – 2006-08 University Graduation Rates

Appendix 34

cbu | California Baptist University

STUDENT RIGHT-TO-KNOW ACT

SIX-YEAR GRADUATION RATES

First-time, Full-time Undergraduate Students who Completed a Bachelor's Degree within 6 Years (150 percent of normal time), as reported in the IPEDS Graduation Rate Survey (GRS).

Fall Cohort	2008	2007	2006	3-Yr Average
All First-time, Full-time Bachelor's Students	**55%** 242 of 437	**58%** 284 of 489	**59%** 256 of 435	**57%** 782 of 1,361
Men	**54%** 88 of 164	**54%** 106 of 196	**57%** 96 of 167	**55%** 290 of 527
Women	**56%** 154 of 273	**61%** 178 of 293	**60%** 160 of 268	**59%** 492 of 834
American Indian/Alaska Native	**50%** 1 of 2	**33%** 1 of 3	**75%** 3 of 4	**56%** 5 of 9
African American/Black	**22%** 8 of 37	**60%** 12 of 20	**53%** 17 of 32	**42%** 37 of 89
Asian	**50%** 6 of 12	**64%** 7 of 11	**55%** 6 of 11	**56%** 19 of 34
Hispanic/Latino	**49%** 46 of 93	**53%** 44 of 83	**44%** 34 of 77	**49%** 124 of 253
Native Hawaiian or Other Pacific Islander	**N/A** 0 of 0	**N/A** 0 of 0	**N/A** 0 of 0	**N/A** 0 of 0
Nonresident Alien	**76%** 16 of 21	**13%** 1 of 8	**33%** 6 of 18	**49%** 23 of 47
Race/Ethnicity Unknown	**47%** 9 of 19	**36%** 8 of 22	**57%** 13 of 23	**47%** 30 of 64
Two or More Races	**75%** 3 of 4	**86%** 6 of 7	**67%** 2 of 3	**79%** 11 of 14
White	**61%** 153 of 249	**61%** 205 of 335	**66%** 175 out 267	**63%** 533 of 851
Recipients of a Federal Pell Grant	**56%** 108 of 192	**63%** 112 of 179	**58%** 81 of 140	**59%** 301 of 511
Recipients of a subsidized Stafford Loan who did not receive a Pell Grant	**52%** 65 of 125	**57%** 138 of 242	**64%** 109 of 170	**58%** 312 of 537
Students who did not receive either a Pell Grant or a subsidized Stafford Loan	**58%** 69 of 120	**50%** 34 of 68	**53%** 66 of 125	**54%** 169 of 313

For additional information regarding California Baptist University Graduation Rates, you may contact:

Office of Institutional Research, Planning, and Assessment
ir@calbaptist.edu (951) 552-8650

Office of the University Registrar
registrar@calbaptist.edu (951) 343-4566

Appendix 35 – 2011-13 University Retention Rates

Appendix 35

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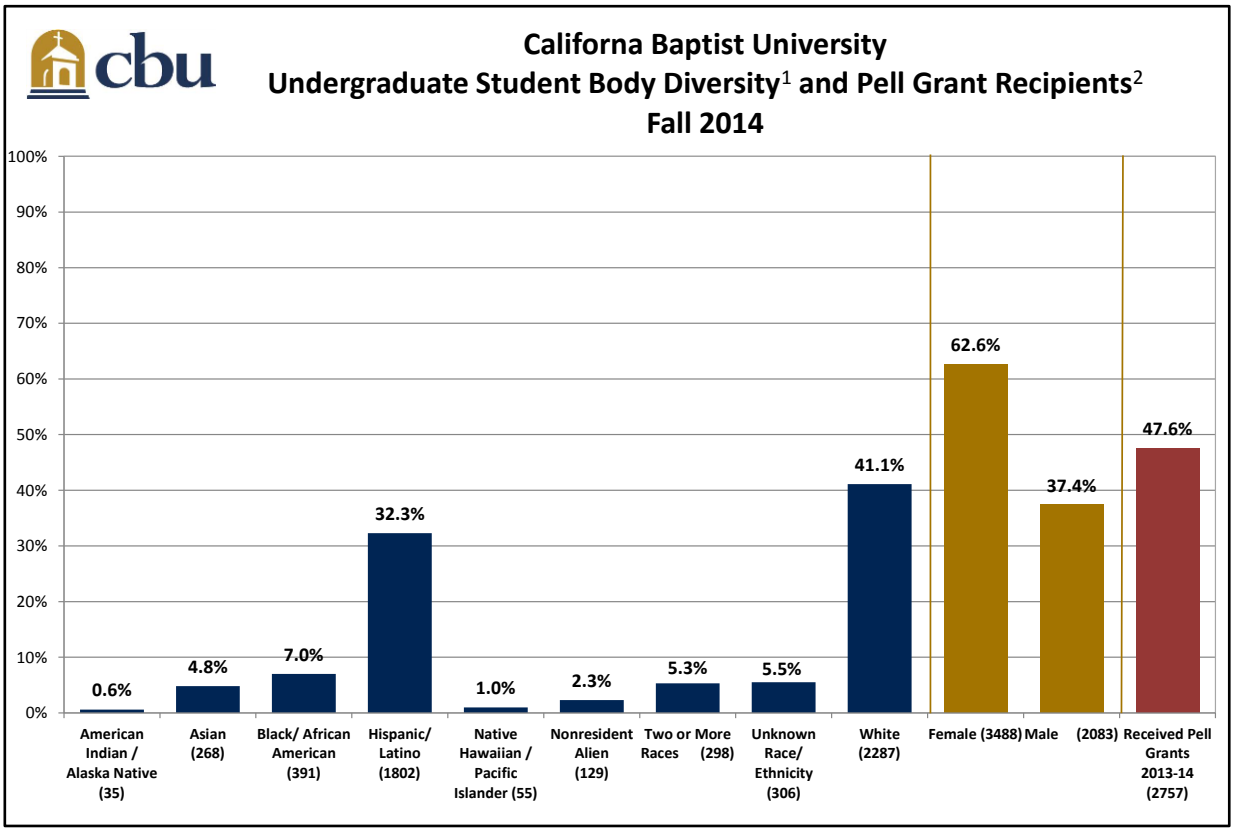
RETENTION RATES

First-time Bachelor's Students Enrolled on Official Census Date the Following Fall, as reported on IPEDS Fall Enrollment Reports.

Fall Cohort	2013	2012	2011	3-Yr Average
All First-time Bachelor's Students	**81%** 807 of 993	**76%** 689 of 909	**77%** 611 of 790	**78%** 2,107 of 2,692
Men	**81%** 313 of 389	**76%** 269 of 352	**76%** 236 of 312	**78%** 818 of 1,053
Women	**82%** 494 of 604	**75%** 420 of 557	**78%** 375 of 478	**79%** 1,289 of 1,639
American Indian/Alaska Native	**83%** 5 of 6	**67%** 2 of 3	**62%** 8 of 13	**68%** 15 of 22
African American/Black	**69%** 47 of 68	**54%** 38 of 71	**70%** 48 of 69	**64%** 133 of 208
Asian	**80%** 33 of 41	**81%** 42 of 52	**66%** 33 of 50	**76%** 108 of 143
Hispanic/Latino	**80%** 297 of 369	**73%** 219 of 300	**75%** 156 of 209	**77%** 672 of 878
Native Hawaiian or Other Pacific Islander	**88%** 14 of 16	**38%** 3 of 8	**100%** 2 of 2	**73%** 19 of 26
Nonresident Alien	**83%** 10 of 12	**100%** 17 of 17	**93%** 14 of 15	**93%** 41 of 44
Race/Ethnicity Unknown	**92%** 23 of 25	**74%** 20 of 27	**85%** 50 of 59	**84%** 93 of 111
Two or more races	**79%** 34 of 43	**79%** 27 of 34	**83%** 5 of 6	**80%** 66 of 83
White	**83%** 344 of 413	**81%** 321 of 397	**80%** 295 of 367	**82%** 960 of 1,177

Appendix 36 – Fall 2014 Diversity/Pell Grant Recipients

Appendix 36



[1] Student Body Diversity data is from the IPEDS Fall Enrollment Survey for full-time undergraduate students enrolled on census date Fall 2014. **N=5571.**

[2] Pell Grant Recipient data is from the IPEDS Student Financial Aid Survey for all undergraduate students enrolled on census date Fall 2013. **N=5797.**

Office of Institutional Research, Planning and Assessment

http://www.calbaptist.edu/explore-cbu/offices/office-institutional-research-planning-and-assessment/institutional-research/

Appendix 37 – NAAB Data Verification Letter

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September 4, 2015

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1101 Connecticut Avenue, NW, Suite 410
Washington, D.C., 20036

As the Director of Institutional Research for California Baptist University, I, Vicki D. Cleveland, maintain statistical information on program student and faculty characteristics, in collaboration with the Office of the University Registrar, Office of the Provost, and the College of Architecture, Visual Arts and Design. All student and faculty statistical data submitted to the NAAB is accurate and consistent with reports that are submitted to other national and regional agencies, including the National Center for Education Statistics (IPEDS reports), and the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC).

Vicki S. Cleveland 9/4/2015

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