

**California Baptist University
College of Architecture, Visual Arts & Design
Department of Architecture**

Architecture Program Report for 2018 NAAB Visit for Initial Accreditation

Master of Architecture [168 credits]

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Section 1. Program Description

History and Mission of the Institution

California Baptist University began on [18 September 1950](#), when the Los Angeles Baptist Association opened the doors of California Baptist College (CBC) in El Monte, CA to 42 enrolled students who came seeking a liberal arts education in a Christian environment. The original mission statement outlined the need.

“The primary purpose of this corporation is to conduct regular four-year college courses in education, music, sciences and the liberal arts, and to grant certificates, diplomas and any and all degrees evidencing completion of any course of training, together with any and all honorary degrees and to provide training for Baptist youth and others desiring to be affiliated with Baptist theology and theological instruction and such other instruction as may be needful and advantageous in preparing and qualifying ministers and others for Christian work.”

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 over 9,900 students, with an upward growth trajectory anticipated for the foreseeable future. CBU currently offers baccalaureate degrees in multiple disciplines, master degrees in 31 programs, and 3 doctoral degrees. CBU is one of the largest private Christian Universities in the United States and as of 2018 the College of Architecture, Visual Art and Design is one of the largest design colleges in a Christian environment in the world.

The centrality of Christian faith and practice that was introduced in the founding Articles of Incorporation can be seen permeating the University in relation to its current [mission and purpose](#) which are designed to prepare students who are able to:

- Demonstrate spiritual literacy, including Biblical Christian faith and practice, Baptist perspectives, and the Christian's role in fulfilling the Great Commission.
- Respect diverse religious, cultural, philosophical, and aesthetic experiences and perspectives.
- Use critical thinking skills to demonstrate literacy: listening, speaking, writing, reading, viewing, and visual representing.
- Demonstrate competence in mathematical, scientific, and technological skills.
- Transfer academic studies to a profession and the workplace.
- Implement a personal and social ethic that results in informed participation in multiple levels of community.

This mission leads to the “Core 4” outcomes of all CBU students: Biblically Rooted, Globally Aware, Academically Prepared, and Equipped to Serve. These four pillars of California Baptist University, grounding students in a 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 nursing, health sciences, engineering and

others, the architecture program was introduced as an expansion of the professional offerings of the University.

As a symbol of the founding mission of the University, the campus entry is marked by a kugel (sphere) fountain in black granite, aquaplaning on a film of water in a pedestal. Etched on the surface of the kugel is the outline of the globe; and the inscription on the base is of Matthew 28:19-20, the Great Commission. Students pass the kugel on their way to freshman orientation and touch it 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 locally and globally. The tradition of touching the kugel symbolizes each student's commitment to live a life of purpose in accordance with his or her spiritual beliefs.

History and Place of CBU Architecture

The University's decision to begin an architecture program was based on evidence of the need for architecture programs at Christian institutions, a strong need for an architecture program positioned to serve the Inland Empire, and to reach into an increasing spectrum of disciplines the mission of CBU. 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. The program was developed based on these needs.

CBU trustees voted in May 2011 to combine existing programs in art and design with a new architecture major and established a College of Art, Design, Architecture, and Film. 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 the existing disciplines and launch others in their time. Dean Roberson's thorough experience across the full gamut of the architectural profession was the first step toward ensuring the architecture program would accurately and effectively address the professional requirements, challenges, and ongoing changes within the field.

Harnessing his professional experience and relationships, Dean Roberson consulted with the architecture community – both locally and nationally – in order to develop a deep understanding of what skills and qualities are most needed in the field. As a result of an extensive environmental scan and direct feedback, CBU Architecture defined its core values: nurturing creative thinking, developing effective communication, and establishing leadership skills. By seeking industry feedback and customizing the program to address its greatest needs, CBU Architecture built a foundation upon which its mission could thrive. 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 program was awarded initial candidacy with the NAAB in 2014, and continuing candidacy in 2016 following two formative and successful visits.

An outstanding faculty cohort has added to the great success of the program. Both experienced and energetic, Prof. Duemer and Dr. Papineau were added in 2013 and joined the Dean in stewarding the new program through initial development and offering of courses, student mentoring and advising, facility planning and development, and vision development. In 2015, practitioner Prof. Walder was hired and expanded design and technology coursework offerings. Dr. Niemann was added to the cohort of founding faculty in 2016, and then elevated to a dual role as the first Associate Dean of the College in 2017, meeting departmental and college

growth demands. In 2017, Prof. Kaiser was added to the faculty and serves in the role of Program Director, freeing the Deans office of the departmental administrative duties and providing more administrative focus to the department through the initial accreditation years. Following a very successful faculty search in the 2017-18 academic year, and at the time of writing the APR, the program is in the final rounds of a faculty search for possibly 2 new faculty members to join the cohort in fall 2018. Engineering professor Dr. Jong-Wha Kim has contributed to the curriculum regularly since 2014 and Dr. Yeeseok Kim began teaching at CBU in 2017 and teaches two structures courses as part of his regular load.

Facilities are critical for a new architecture program and the university has provided numerous iterations of adequate facilities along the way. From early studios and classrooms in the James Building, to expansion and resettling at the Health Sciences Campus, to the future ADAMs building (presented later in the APR), the program has occupied facilities that aided in its development. At the time of writing the APR, renovations to our first fully contiguous facility are being planned that will result in our relocation for the 2018-19 academic year into the ADAMs building. This will mark the first year that the entire program will be housed literally under one roof and is a significant step forward for the health, culture, and aspirations of the rapidly developing program. The program anticipates residing in the ADAMs building for the foreseeable future, as the College and University raise funds for, and imagines, a future contiguous College facility.

The positive response to the advent of the CBU Architecture program has surpassed expectations in terms of student enrollment growth, the interest of faculty and practitioners from around the world, and the excitement it has engendered in the Riverside/Inland Empire region among the public and the professional community as well as in the world of Christian higher education. It will begin the fall 2018 semester with approximately 160-180 students enrolled in first through graduate years. CBU Architecture has been the focus of a featured story in the national magazine 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, providing evidence of the public interest. The program is heavily involved with the AIA Inland California chapter (both faculty and students). Dean Roberson serves on the a wide range of theater, film, and art boards and organizations in the community as well as several advisory boards for local high school architecture programs.

Mission of CBU Architecture

"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."

Vision/Worldview of CBU Architecture

CBU's mission 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. It achieves this goal by integrating a Christian worldview to all areas of study. CBU employs faculty and staff that express a Christian worldview through a personal faith in Christ. The HR policy is mandated by the mission of the University and overseen by the President and Board of Trustees. The department of architecture, under the founding Deans guidance, have developed, and continue to support, a program that reflects the following core principles:

- **Serve:** The program enables students to explore existing opportunities, and to envision new

opportunities, to serve others through the built environment. It further seeks 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:** The program teaches students that it is a moral obligation to incorporate the values of integrity, innovation, creative excellence and good stewardship in all that architects 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, the program affirms 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, 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:** The program not only encourages students to experience other cultures, it teaches the importance of serving in a way that respects people, their culture, their environment, their resources, and their values. By teaching students to apply these same principles as architects, the resulting work will 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

Proximity of CBU Architecture

One of the unique advantages of the architecture program is its location within southern California and the region. CBU Architecture 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 the location provide students with access to a large potential student population, it also provides nearby access to some of the world's diverse urban and ecological laboratories, access to multiple forms of practice, not to mention a massive network of significant American architecture. CBU's location affords it a great opportunity to benefit from a rich blend of the historically significant pre-modern places and architectural heritage, some of the most innovative modern works, and a dynamic variety of contemporary works as well. Students and faculty travel the region on organized field trips and job site visits as well as firm tours and individual excursions. Within a two-hour drive, the architecture and cultural offerings of Los Angeles, the greater Pacific Coast, Palm Springs, and San Diego are at the fingertips of the College. The program is positioned well to serve people and the region of the Inland Empire by providing an outstanding context for architecture studies.

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 has teamed with the Natural Sciences, Music, and Behavioral Sciences departments to co-host guest lectures. Architecture in particular has close working relationships with Engineering and Construction Management, with which we will soon have access to building spaces in the new Engineering facility alongside College of Engineering students. CAVAD is teaming with Behavioral Sciences to offer an art therapy degree; and architecture is also positioned for collaboration with the College of Health Sciences and the School of Behavioral Science with regard to public health and the design of the built environment.

University's Benefit to the Program

Perhaps the greatest challenge we face as educators today is in recognizing the need to "“We are currently preparing students for jobs that don't yet exist...using technologies that haven't been invented...in order to solve problems we don't even know are problems yet” (Richard Riley, Former Secretary of Education). 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 visits. The Western Association of Schools and Colleges (WASC)

gave CBU a ten-year reaccreditation (see the 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 subsequent interim report by the University was submitted in 2013 and WASC affirmed progress made (see the WASC [action letter](#)). The university is preparing for its next scheduled site visit by WASC in fall 2018.

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 CBU has 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. WASC approved the delivery of the M.Arch. degree in 2013 (see the WASC [action report](#)).

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. We are currently connected to several ministries with worldwide reach where service opportunities exist. Some of our partners include [100 Fold Studio](#), [Engineering Ministries International](#), and an emerging CBU developed non-profit, CRUX Community Design Studio.

Liberal Arts Core Education

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 units of the M. Arch. build on this broad foundation and provide students with a specific lens through which to focus their discipline specific learning. The original design of the M. Arch. program was developed by the founding Dean, in conjunction with numerous advisors from academia and the architecture profession. It has subsequently undergone a number of reviews and refinements as a result of input from accreditors, professionals, new faculty, and students. 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 a robust orientation experience. 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 2017-18 academic year by Art Professor Simcoe, and the previous year by Art and Architecture Professor Dr. Papineau.

Student Outcomes, Retention, and Persistence

CBU devotes an extraordinary amount of attention to student success and outcomes. While the architecture program has not yet completed its sixth year, the year in which the first six-year cohort is evaluated in the major through IPEDS process, the university does publish all data regarding graduation rates and persistence through the Office of Student Success. Data on student achievement can be found [here](#).

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:

“Jesus replied, “You must love the Lord your God with all your heart, all your soul, and all your mind.’ This is the first and greatest commandment. A second is equally important: ‘Love your neighbor as yourself.’ The 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 share in developing such policies. The studio policy was originally developed and approved by the architecture students in fall of 2013. It 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. 2014-15 was the first year that upper level 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 that school year than existed previously. The students were asked by the department to review and update the studio culture policy in spring 2018. The students elect class representatives to populate the Student Advisory Council, functioning as the representative voice of the students in the establishment and development of program policies and guidelines.

Part of the strategic plan of the program is to begin a formal visiting lecture and exhibit series to build upon a lecture-by-invitation and as individual courses demand approach. The program provides numerous learning opportunities outside of the classroom for both students and faculty. CAVAD has offered several guest lectures including: Marco Eacrett, Principal, PBK, 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, Rick Archer of Overland Partners, and Damon Hernandez, IDEAbuilder, Jeffrey Holmes – SOM & Woods Bagot, Nathan Kim – Gensler, Keith Bontrager – Bontrager, Ravi Swdney from RKS Designs, Peter Ochs, and John Justis.

Field trips to significant works, job sites, and regional offices are also a regular part of the CBU architecture student experience. Locations included: 5+ Design in Hollywood, CA, Modernism Week in Palm Springs, CA (which includes a private tour of the Siva House, by Hugh Kaptur and Albert Frey), the Salk institute in San Diego, CA, the Schindler-Chace House in Los Angeles, CA, the Getty Center, Inner City Arts by Michael Maltzan, Gensler Architects, Walt Disney Concert hall, and Our Lady of Angels Cathedral, among others.

The program faculty have presented and participated in various program specific conferences including: the Beginning Design Student Conference, the Now/Next/Future Conference, the Architecture Record Innovation Conference, the Licensing Advisors Summit, the ACSA annual and Administrators conferences.

Two emerging initiatives will also have a dramatic impact on student learning culture. Dr. Niemann has developed the first CBU Architecture Research Institute which is recognized by NCARB and already concluding its first year of operation. The Church Design Research Institute (CDRI) is a non-profit organization that directly engages with and participates in the development, planning, and practice of architecture as it relates to Church design. CDRI

provides design research and planning practices for the practice of church design in general, and provides design research, design, and planning services for congregations with limited budgets who are not able to obtain these services. Consequently, the work of CDRI directly influences the practice of church design, which in the American context numbers approximately 350,000 congregations; and is dedicated to aiding congregations within need. The emerging Institute website can be found [here](#). Similarly, Professor Walder is developing a non-profit architecture firm called CRUX Community Design Studio. CRUX aspires to be a research-based design collaborative working at the intersection of architecture and community. The studio provides a place for students, faculty, design professionals, and the public to engage a reflective practice of architecture. The purpose of this collaboration is to identify and implement methods of design which transcend dialectics common to contemporary architectural practice such as local or global, architect or citizen, and design or research. CRUX has secured 501c3 status and has recently completed design proposals for projects in Spain and Thailand.

I.1.3 Social Equity

Diversity

The university is bound by Title IX requirements with regard to faculty, staff, and students. Title IX includes equal opportunity employment and affirmative action. The university has a Title IX officer that conducts training of faculty and staff in all aspects of the regulations. All policies related to Title IX can be found [here](#). Current demographics data and trends can be found with regard to students, faculty, and staff [here](#).

CBU Faculty and Staff Diversity

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 intentional hiring agenda led by the Provosts office and the individual Colleges. The staff profile is similar. The faculty of CBU are relatively gender diverse, but seeks to improve in both gender and ethnic diversity.

CBU Student Diversity

Though the early history of CBU was characterized by young people from regional Baptist church affiliated families and backgrounds, trends in current student demographics show strong growth in the enrollment of minority students, first generation college students, and increasingly commuter/working students. CBU receives federal Title III and Title V funding and is designated as a Hispanic Serving Institution (HSI), reflecting our increased service to a diverse student population more reflective of the region as a whole. CBU has made it a priority to admit a diverse student body and provide equitable financial aid to support students of all means. A summary of Pell grant distribution can be accessed [here](#). A diverse population of students is likewise welcomed by the architecture program and the variety of experiences and backgrounds adds richness and depth to the cultural milieu of the program. Freshmen retention rates can be found [here](#).

Institutional Diversity Initiatives

The university seeks to intentionally engage in searches and recruiting strategies that can result in increased gender and ethnic diversity in all aspects of university life and seeks diverse applicant pools for faculty and staff positions. The university is committed to interviewing and hiring a diverse workforce. The university places importance on this by including diverse faculty and staff on search committees for open positions. Directors and Deans are encouraged to reach out to personal contacts and networks to populate candidate pools with diverse

candidates. The architecture program, although still in its early years, has already achieved some 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.

Architecture Diversity Efforts

The architecture program is completing a very successful international faculty search in 2017-18 where the four finalists for potentially two tenure track faculty lines include an African male, and African American male, a white female, and a Korean male. The success of this search had to do with a very intentional effort on part of the department to seek increased gender and ethnic diversity. With regard to student recruiting, the architecture program has participated in the [AVID](#) and [ACE Mentoring Program](#) in area high schools, which exposes and mentors high school students in opportunities for careers the creative and built environment disciplines. Our Summer Design Camps have included less advantaged regional youth, including participants from a special program of the Riverside County Correctional Services department, as part of an effort to create a vision for a career in architecture and design disciplines. So far our efforts to reach a diverse audience have been tremendously successful, as revealed in our student demographics. The program prioritizes scholarship and grant development as part of the strategic planning efforts. The NOMAS chapter of the CBU architecture program is very active and in 2017 participated in the NOMAS national student competition and placed with an honorable mention among 20 other schools of architecture. NOMAS leader travel was partly funded by the department and supporting grants from local offices to support and encourage these efforts.

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 job board, AIA, AIAIC, NOMAS, Archinect and others.

Non-discrimination Policy

CBU's *nondiscrimination policy* is stated in University catalogs and the student handbook, and as described below. [Sexual harassment and discrimination](#) policies are consistent with [Title IX](#) requirements. 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 [all 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.

I.1.4 Defining Perspectives

A. Collaboration and Leadership:

The CBU Architecture program believes scripturally-consistent teaching requires the inclusion of collaboration and leadership skills within its values, and also provides key insight into the definition and application of these values. In particular, we believe that Scripture calls for a unity of skills and gifts (collaboration) not as an end in itself, but as the definition of the church called to gospel witness (1 Cor. 2). Additionally, we believe that Scripture calls leaders to be ‘agents of reconciliation’ (2 Cor. 5) through the act of servant leadership (Matthew 20:28; Mark 10:42-25, John 13:12-15, Philippians 2:3-8).

Collaboration: The College of Architecture, Visual Arts, and Design seeks to create a broad culture of collaboration within the college and the university. As Apostle Paul teaches in 1 Corinthians 2, God has created man with varying and diverse gifts. Yet despite these differences, He calls diverse individuals to unify under Christ within the church for the service of the gospel witness. CAVAD’s culture of collaboration is grounded in this teaching. Diversity of disciplines and gifts – from within CAVAD and within the broader University – are intentionally unified through formal and informal activities, not as an end within itself, but for acts of reconciliation, creation, and ultimate witness of the gospel.

CAVAD has brought together its diversity of gifting in both formal curricular as well as co-curricular activities. Within the formal curricular requirements, a two course sequence, DES 110 – Design Thought Foundations I and DES 310 – Design Thought Practicum, architecture majors are introduced and provided opportunities to work in collaborative design groups while learning the dynamics of collaborative skills. Working alongside Graphic Design majors, Film majors, Fine Art majors, Photography majors, architecture students are asked to complete a full design process applied to a variety of project types. Previous projects have included urban design renewal interventions, Disney design competitions, homelessness social interventions, and more.

Additionally, the college offers a variety of special topic interdisciplinary courses. Previous topics have included Architecture in Film, Advanced Design for Emerging Media, AR / VR, and more are expected as the College expands its offerings.

The curriculum regularly integrates courses and faculty with the College of Engineering. The materials and methods course (ARC280) and structures courses (ARC393 and ARC493) are taught by Engineering faculty, and in most cases those faculty members are essentially acting as consulting engineers on studio projects. ARC280 is paired with ARC210, Design Studio I; and ARC310, Design Studio III and ARC410, Design Studio IV (our primary integration studio settings) are integrated with the lab portions of the two structures courses, ARC 393 and ARC493. The ARC312, Design Studio IV integrates studio subject matter from ARC385, Luminous and Sonic Environmental Systems. Students in the latter ARC410/ARC493 cluster benefit from structural engineering consulting as well as a significant integration of course content from ARC480, Advanced Sustainable Systems.

Diversity of gifts are also brought together for collaboration through informal curricular activities. Faculty regularly and intentionally seek cross-disciplinary studio based interaction. Faculty are involved with collaborative discussions and efforts toward establishing linkages with Art, Graphic Design, Photography, Theater, and Philosophy/Theology faculty on a regular basis.

Although these collaborative structures are key for learning and exploration, for CAVAD, scriptural demands on collaboration seek to move its products from self-serving exploration to applied reconciliation and gospel witness. Therefore, CAVAD and CBU intentionally provides and encourages extra-curricular collaboration opportunities which aligns with its service oriented mission. Architecture students participate in service projects with other students outside their major and college globally (International Service Projects – ISP). These opportunities, the mission of CBU, and the interest of the students who choose to study here reinforce a particular interest in architecture for the common good, public-interest design, and leadership in service to humanity through missions.

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. We recognize this need, while simultaneously recognize the need for effective leaders in the profession live ethically, serve their clients, participate in community, and bear witness to goodness, truth and beauty. Thus, the architecture program looks to the scriptural model of leadership exemplified by Christ in his teaching in Mark 10:42-25. In this teaching, Jesus explains that those who will be great must serve, and those who are first must be servant of all just as the Son of Man came to serve and not be served. Within the architecture program, students are provided opportunities to both explore and live out the model of servant leadership. Faculty and staff strive to model these attributes of leadership.

Our program 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. This emphasis on leadership is formalized within the curriculum, within the culture of the architecture department, and within extra-curricular student leadership opportunities.

Within the curriculum, ARC 370 Professional Preparation dedicates one third of the course to reading, teaching, and discussing principles of leadership, leadership models, and personal leadership formulation. Within this instruction, we 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 prepare our students for leadership success.

Within the culture of the architecture program, students are offered leadership opportunities which seek to provide formalized feedback structures for the program. These positions include formalized studio representative positions, student advisory council positions, and student recruitment representatives.

Additionally, students are offered the opportunity to serve as elected leaders of architecture student organizations including AIAS, NOMAS, Freedom by Design, and ACA (Association of Christians in Architecture). The student leaders of these organizations have played an

instrumental role in the creation of the culture of the department including the development and operation of mentoring structures, social events, professional development, and design competition opportunities.

Lastly, an emphasis in leadership education is placed on developing an entrepreneurial approach to the profession and the emerging economy. To accomplish this, we discuss case studies of how architecture is currently being applied to solve creative, humanitarian, and social challenges in a wide range of industries, many times through interdisciplinary models. We further challenge our students to identify and propose new real-world opportunities that will be discussed and evaluated. We desire our students to see themselves as pioneers who are well equipped to blaze new trails, finding new and meaningful applications for architectural knowledge gained at CBU and in their continuous educational development as graduates and practitioners.

B. Design:

The CBU Architecture Program is centered on a multi-faceted and holistic understanding of design rooted in biblical theology, Christian ethics, and missional / practical application. This approach considers the unique perspective of the individual designer (Romans 12:2), the necessary accumulation of objective truths and/or collective knowledge (Romans 1:19-20), and the global reconciliation impact of architecture to humanity (2 Corinthians 5). At CBU, design excellence is defined by a fullness in the reconciliation of these factors, in addition to the conventional expressions of design excellence found at other schools of architecture.

This understanding shapes the culture of design and curriculum through a valuing 1) the formation and renewed individual viewpoints through formal and informal scriptural education, and the breadth of the required and available liberal arts educational opportunities; 2) a design process informed by design thinking and design research which emphasizes empathy, analysis, research, generative strategies, ideation, evaluation, and communication; and 3) the belief that the purpose of architecture is to enhance human life, in all its diversity, rather than as an end to itself, thus requiring a deep consideration of human engagement with, and use of, the built environment.

This design culture is then reinforced and expanded 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 learning opportunities. These studios are the core of our curriculum, and provide integration between design and technical courses at multiple points. Design research instruction is also threaded throughout the design curriculum, culminating in a graduate thesis proposal and project largely defined by the student and developed with an intentional degree of independence.

C. Professional Opportunity:

CBU Architecture highly values both thorough preparation of our students for full spectrum of possible architectural practice 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, guest lecturing and speaking in classes. Our students visit architecture offices and construction sites. Our curriculum includes a required internship, and we have architects near and far providing

internships for our students. ARC370 Professional Preparation, which is a required third year course, leads the students through understanding of and registration for AXP, introduces the many branches of architectural service, introduces concepts of leadership, and leads students through preparing their first resume and portfolio. This course is the prerequisite for the required internship course, ARC491 Architecture Internship. Then, ARC 570 Professional Practice, a required graduate level course, provides detailed insights to the inner workings of an architecture office, and to the varied and vital responsibilities inherent in the profession. Through this required professional practice sequence, we strive to emphasize the importance of understanding the language, processes and purposes of professional architecture practice through providing students a real-world context for what they learn in the classroom.

The professional development of CBU architecture students also benefits from the presence of an engaged, informed Architect Licensing Advisor. Our advisor connects students with the information, resources and opportunities associated with NCARB and the Architecture Experience Program (AXP).

One of the express goals of our interdisciplinary activities (curriculum, guest lectures, activities) within the architecture program and CAVAD 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. Through these avenues, we also strive to expose our students to the wide variety of professional paths for which their skills and knowledge prepare them, and to the value of collaborative thinking, learning and working.

We believe our students need to understand the profession for which they are preparing 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 and advancing this vital profession. Therefore, it is of great importance for us to display, demonstrate and explain the connection between their academic curriculum, their faith understanding, and the profession that awaits them.

D. Stewardship of the Environment:

A biblically considered worldview calls us to be stewards of the creation that God has created, affirmed, and entrusted to us. Genesis Chapter 1 tells of the creation of the world, "In the beginning, God created the heavens and the earth." Following in Genesis chapter 2, God entrusts his creation to the care of the human race, and places a mandate on humanity to be stewards of this creation. This inherent responsibility places us as the caretaker of creation, and shapes our perspective on environmental stewardship.

In addition to the Biblical stewardship mandate found at the start of the Bible, the final chapters of the Bible reinforce the value of the material world alongside the spiritual world. Biblical eschatology teaches the reality of a "new heavens and new earth" at the final return of Christ. This teaching of a renewed, redeemed, and resurrected earth follows the example of the resurrected Christ, and speaks to a future reality when the fallen state of the world will be fully redeemed. Thus, through the model of Christ and the teachings of the "new heaven and new earth", the notion that 'spirit' is good and all material will pass away is nullified – effectively validating the goodness of material creation while simultaneously recognizing its need for redemption.

Therefore, our motivation and grounding for creation stewardship flows from the totality of the Christian story - from initial stewardship mandate to eschatological affirmation of a redeemed material / immaterial world. This grounding stands in contrast with a position of sustainability which finds its merit in a narrative of ultimate survival for the human race admits a larger overarching narrative of natural history. Or in other words, stewardship is not only important to us because we can observe the apparent effects of climate change and the effects of industrialization upon the ecosystem of the earth, but also because we have a spiritually guided view of the world. Thus, we seek to educate our students how to design our built environment in ways that fully considers the real considerations of climate change mitigation, is faithful to the joint importance of the material and immaterial world, and aligns with the scriptural mandate to care for creation. This education includes instruction on designing the built environment thoughtfully toward resource reduction, regeneration, and education of our future employers and clients on this 21st century concern.

The new ADAMs building does not involve enough renovation to qualify for LEED for Commercial Interiors, but all of the specifications related to the renovation have been guided by sustainable building practices like optimizing lighting electrical consumption through up/down fixtures with user driven lighting controls, employing task lighting, low/no VOC finishes and paint/sealants, and careful recycling programming (the campus is served by a single stream recycling program for waste management). Our expectation is the knowledge of the faculty and the context of the work space will contribute to a stewardship mindset that reflects the faith based mission of the university with regard to prevalent philosophies of stewardship already championed by a Christian worldview.

Professors Duemer, Walder, and Kaiser have each been involved in progressive architectural practices (SOM, Serena Sturm, EHDD) that specialize in green building and high performance architecture. History and theory courses, primarily delivered by Dean Roberson, Drs. Papineau and Niermann, integrate stewardship of the natural and built environment while considering theological and Christological considerations.

Finally, with regard to our courses that shine a light on this factor in the design enterprise, the building systems courses, ARC380 Thermal and Environmental Systems and ARC385 Luminous and Sonic Environmental Systems are integrated with design studio courses, considering stewardship as a component of integrative thinking. The ARC480 Advanced Sustainable Systems is an advanced, in-depth look at the far-reaching impact of stewardship in our work, the theology of the matter, and practice approaches to affect change in the natural and built environment. Each design studio is designed to integrate stewardship to varying degrees and in a variety of ways.

E. Community and Social Responsibility:

The philosophy of service learning is part of the foundational ethos of CBU and specifically of the architecture program. As scripture teaches, the two greatest commandments are to Love God with all your heart, soul, and mind; and to love your neighbor as yourself (Matthew 22:36-40).

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 understand that our responsibilities don't end with the completion of construction, and 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, through efforts such as Freedom by Design, and CRUX Community Design Studio, our newly formed non-profit project venue. The program has actively participated with the City of Riverside and other local and international partners, on design projects that allow our students to lend their architectural expertise in the service of their neighborhoods and nations. Our students have partnered with the City of Riverside in a re-design of several portions of the downtown core, as downtown becomes more accommodating to the growing residential population. Our program

has also been involved in a design project to redefine the perception on homelessness in Riverside, a priority initiative of the mayor. Our senior design students, in collaboration with senior graphic design students, are working with regional churches to provide high-impact, interdisciplinary design services that these organizations otherwise could not afford.

We have been inspired by the work of MASS Design Group and others, 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 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.

The learning objectives developed to date 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, resource usage, local/regional employment opportunities, and the impact of the process and the project on the daily life of those who use and experience it. This includes finding solutions that respect, honor, and involve those impacted as much as possible – in the decision-making processes, through respectful communication, throughout the life of the project.
- To learn the importance and impact of locally sourced supplies and materials and the impact of energy use, resource use and waste, all with the long-term view of the sustainability and resiliency of the buildings we create.

We are dedicated to the scriptural teaching of 'loving your neighbor as yourself', and the living out of this command through the proposition that architecture as a powerful opportunity and tool for service. As we explore the growing opportunities to serve our city and beyond, we are giving

our students the opportunity to see the impact of architecture and design, in action, in real-world scenarios. This focus is providing 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.

I.1.5 Long Range Planning

Long-range operational planning and assessment are integrally linked at CBU. Planning occurs at each level of the University, including a [Comprehensive University Plan](#), and Academic Affairs Plan, a CAVAD plan, and the Architecture Plan. 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. 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 and Goals

Strategic Goals are set at three levels with regard to the architecture program including: Department, College, and University. Planning for the Architecture Department is found in the Department of [Architecture Strategic Goals](#) and was begun in earnest during the 2017-18 academic year following a Blue Sky retreat, building upon the existing long range plan and goals of the program, and looking forward past initial accreditation. Prior to its development the department strategic planning was nested centrally in the CAVAD plan. The planning for CAVAD 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 and goal setting/tracking is a comprehensive university system and interconnected with other units and budgetary planning.

I.1.6.A Program Self-Assessment

In addition to the regular review of curriculum and programs, the faculty of the department meet regularly to discuss business of the program and conduct environmental scans to strengthen the existing program and introduce incremental improvements to the program. Through [monthly department meetings](#), [retreats](#), focused topical deep-dive discussions (such as developing a [pre-architecture studio content matrix](#), or strategies for continuing to improve the emerging thesis process), and informal discussions amongst themselves, students, advisory council and others, the level of discussion and enthusiasm for growth is outstanding and a strong characteristic of the program. With a young program, assessment is happening virtually at every department meeting and retreat. Tooling the curriculum is an on-going process, though it should be noted that that tooling is now slowing and becoming more about developing depth and refining than implementing curriculum for the first time. The NAAB process and a current WASC process are ensuring program self-assessment is taking place.

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. The architecture program is scheduled for its five-year review in 2018-19 academic year. Material related to that review process will be available to the visiting team at the time of their visit and will likely include a substantial evolution of the program SLO's.

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.

Section 2. Progress since the Previous Visit

The last visit to the CBU Architecture program was in 2016, resulting in a Continuation of Candidacy. The VTR noted several SPC that were Not Yet Met, primarily because courses had not yet been offered to cover the various criterion. One Condition, Human Resources I.2.1, was noted as “In Progress.” These items are discussed further below.

II.1.1 Student Performance Criteria

Visiting Team Report [2016]: SPC 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, and D.5 were each marked “Not Yet Met” and noted with a common expression “not yet taught” or in a few cases “being taught at the time of this report.”

Program Activities in Response [[Year of previous visit [2016] – Year of APR [2018]]: The entire curriculum has now been refined, delivered, and completed for the first cohort of graduates. Each new course has undergone student evaluations, informal discussions among students and faculty, and faculty cohort discussions toward the goal of improving the next academic year offerings. The program will now be able to demonstrate evidence for SPC that were listed as Not Yet Met in the previous visit, and are now met by the program.

I.2.1 Human Resources

Visiting Team Report [2016]:

“...the program will have to grow the depth and breadth of these resources (appropriate human resources to fully support student learning and achievement) incrementally as candidacy and full delivery of the program curriculum progress.”

“Although CBU policy stipulates that a typical faculty load is 60% teaching/20% research-creative practice/20% service, the team observed that, in practice, most faculty commitments differ from this metric.”

“The adjunct faculty role in program development may warrant further examination until the faculty cohort required to deliver the entire program is in place.”

“At this time, one faculty member is responsible for all formal academic advising. It will be necessary to change this model for advising as enrollment grows.”

Program Activities in Response [[Year of previous visit [2016] – Year of APR [2018]]: The program has made good strides in developing HR since the last visit. Three additional full time tenure track faculty have been hired and one additional shared administrative assistant in the Dean’s office. In addition, an Associate Dean position and a Director of Architecture administrative positions have been developed and staffed. The current FTE student to faculty ratio is approximately 20:1 (105:5). The ratio remains similar in 2018-19 with an anticipated two additional full time tenure track faculty expected to join the faculty cohort, resulting in a 22:1 FTE ratio (160:7).

The program continues to balance the requirements of starting a new program, and the additional service implied, with scholarship and research expectations. The presence of a graduate program further elevates the expectation of research among the faculty. The development of the Church Design Research Institute (with NCARB Community Design Studio Status since Spring 2017 / Summer

2017 and currently 3 students are volunteering with the Institute for intern credit, engaging the profession, connecting broadly outside of California and doing great work.) and the CRUX Community Design Studio are two faculty initiatives launched in the past two years.

Adjunct faculty remain a small but critical component of staffing in our program. Local architect and principal Adrian Xavier is an anchor in support of the program through teaching second year studios and providing input to the continued development of the program through largely informal means. Adjunct faculty development and expansion remains a long term goal of the program as it continues to mature.

Academic advising is shared among the full cohort of faculty and the Department is investigating the possibility of central advising playing a more interconnected role with the department advising structure, possibly including a dedicated staff person. This will provide the kind of advising consistency and quality control that will help the rapidly growing student body.

Causes of Concern

While the 2016 VTR did not specifically list “Causes of Concern,” the program scanned the VTR for possible concerns as part of its self-assessment, and summarizes them here, with corresponding Program Activities in Response.

1. Transitional Facilities

Program Activities in Response [[Year of previous visit [2016] – Year of APR [2018]]: This concern is largely addressed because the program will be located in the contiguous dedicated ADAMs building beginning in the 2018-2019 academic year.

2. Faculty research and faculty diversity

Program Activities in Response [[Year of previous visit [2016] – Year of APR [2018]]: Faculty research capacity is slowly starting to take form now that the introductory years of the program are behind it. Faculty overloaded with department service are beginning to develop and strengthen their research and practice agenda. Diversity of the faculty continues to be a challenge, though the finalists for full time tenure track appointments in 2018-19 are African and African-American. Still, a continued effort to diversify further with women and Hispanic ethnic diversity will continue to be a goal of future faculty searches.

3. Realms B, C, and D, Matrix tweak

Program Activities in Response [[Year of previous visit [2016] – Year of APR [2018]]: This concern is largely addressed because the entire curriculum has now been rolled out and delivered to the first graduating cohort of students. The SPC matrix has been adjusted to better align course content and outcomes with SPC requirements.

4. Long range planning

Program Activities in Response [[Year of previous visit [2016] – Year of APR [2018]]: Long range planning had taken place during the early stages of development of the program and new College. The faculty took part in a long range planning/strategic planning retreat in January 2018 that resulted in an updated planning document that is explained in section I.1.5.

5. Permanent Facilities

Program Activities in Response [[Year of previous visit [2016] – Year of APR [2018]]: This concern is largely addressed because the program will be located in the contiguous dedicated ADAMs building beginning in the 2018-2019 academic year.

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 dynamic economic and higher education climates, faculty hiring at CBU continues to substantially grow offerings and consequently the number of faculty and staff each year. While many other institutions have a freeze on hiring, CBU has been hiring faculty in double-digits for the past nine 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. Our current [faculty matrix](#) includes the primary faculty responsible for delivering the professional program.

Mark Robertson, M. Arch. 1 University of Southern California, 1989, B.A.	
Susan Duemel, M. Arch. 1 University of 2004	
Dr. Katherine Papineau, PhD History of Art and Architecture, UC Santa Barbara, 2013	
Caleb Walder, M. Arch. 1 University of Illinois Urbana-Champaign, 2008, B.A.	
Dr. Matthew Niermann, PhD Architecture, Design Studies, 1 University of Michigan, 2016, B.A.	
Keelan Kaiser, M. Arch. 1 University of Nebraska-Lincoln, 1993, B.A.	
Adrian Xavier, B. Arch. 1 SCI-Arch, 1999, Principal and Adrian-Gaus Architects, B.A. 1 Regular Adjunct Professor	
Dr. Dreesook Kim, PhD Structural Control and Identification, 1 Texas A&M University, 2007	
Dr. Jong-Wal Jai, PhD Civil Engineering, 1 Texas A&M University, 2011, Ph.D.	

ARC120	Design Communications								
ARC122	Design Fundamentals								
ARC210	Design Studio I								
ARC240	Architectural History I								
ARC212	Design Studio II								
ARC220	Computer Modeling								
ARC242	Architectural History II								
ARC280	Materials and Methods								
ARC310	Design Studio III								
ARC380	Thermal/Environmental Systems								
ARC370	Professional Preparation								
ARC312	Design Studio IV								
ARC393	Structural Analysis								
ARC385	Luminous and Sonic Environ. Systems								
ARC460	International Design Seminar								
ARC462	International History/Theory Seminar								
ARC410	Design Studio V (Integrated Studio)								
ARC480	Advanced Sustainable Systems								
ARC493	Advanced Structural Analysis								
ARC412	Design Studio VI								
ARC500	Architectural Theory I								
ARC491	Architecture Internship								
ARC510	Design Studio VII								
ARC511	Thesis Research I/Prep								
ARC570	Professional Practice								
ARC512	Thesis Studio								



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.

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courses or team taught courses, are weighted accordingly and this will usually result in a slight overload which is accounted for by overload contract. The ISTI courses are offered as either part of the base load of a faculty member or an overload per negotiation with the program director and faculty member. Thesis courses (prep and studio), are the equivalent of mini-studios and are weighted according to the number of students mentored (it should be noted that at the time of writing the APR, assessment of the first year of offering thesis is underway and the model of delivery will likely continue to evolve).

A program like CBU architecture, that operates at the smaller end of the scale of many architecture programs, favors a community atmosphere. It is the case with workload and faculty expectations that smaller class sizes are managed intentionally to create more opportunities for tutorial learning and experience. Studios are limited to a 16:1 ratio, seminars 20:1, and lectures 30:1 (with some rare exceptions). Freshmen studios have a higher ratio but are complemented by graduate teaching assistants, at a 10:1 ratio for Freshman/GTA's. Regular reviews, in a wide variety of types (one-on-one desk reviews, small group pin ups, large group juries, interaction with resident and visiting faculty, consultation with and review by regional professionals, and peer-to-peer review are all part of the collaborative and interactive culture of CBU architecture.

Faculty hiring has been consistently addressed by the university administration and a regular flow of new faculty has occurred parallel to the student enrollment growth. At the time of writing the APR, the program is interviewing three finalists for up to two full time faculty positions beginning in fall 2018. Additional administrative staff was added in 2017-18. Expanded budget to support student work assistants has occurred parallel to the growth of the unit.

Architect Licensing Advisor

Professor Caleb Walder is the NCARB ALA advisor to the students and has attended the Architect Licensing Advisors Summits. Many of the faculty contribute to NCARB and Certificate discussions due to the fact that many of the faculty are licensed in CA or other jurisdictions and hold certificates themselves.

Human Resource Development Policy / Opportunities

Ongoing professional development for faculty and staff is provided in several ways. The CBU and CAVAD 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. In addition, part of the purpose of the Department Fall Retreat is the professional development of the community within the Department, reinforcing collaboration and sharing, as well as encouraging each other in individual research agenda.

Faculty who wish to pursue development opportunities and research 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 wish to attend but not present at a conference. Where possible, faculty who serve in programs which require outside licensure or accreditation are encouraged to apply and are given priority. Faculty actively used the development funds, as reflected in the following breakdown:

Basic Break-Down of Faculty Development Activity for 2016-17 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 (CCCCU) 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 CCCC 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.

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 sparse 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, over sixty faculty and staff have benefited or are benefiting from this program. Staff are also eligible to obtain a bachelor's 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 Faculty section of the [Faculty Handbook](#) (v. 2014 is the current version in use at the time of writing the APR).

Promotion /Tenure Policy

Criteria used for determining rank, reappointment, tenure and promotion are included in section 3.200 of the Faculty section of the [Faculty Handbook](#).

Faculty are evaluated in four areas: teaching, scholarship (and/or creative activity), service to the institution, and service to the community. Faculty are required to submit annual self-review portfolios as part of the merit pay and tenure and promotion process. The annual 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. The Dean forwards annual review letters to the Provost after reviewing the annual recommendation with the faculty member in a one-on-one meeting. If the faculty member is applying for tenure or promotion, the faculty led Tenure and Promotion Committee also reviews the portfolio and letters from the annual reviews 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, no faculty have been awarded tenure, though at the time of writing the APR, Dean Roberson is under review for tenure, and additional faculty will follow in the next few years as the program reaches the second half of its first decade. CAVAD faculty have been successful in earning tenure following the policies of the university.

Non-Faculty Staff

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

Karen Heinze, Administrative Secretary – CAVAD
Laura Peretta, Receptionist – CAVAD
Steve Emerson, Library Director/Architecture Collection

Additionally, central campus staff assist the program through IT services, student advising and counseling, and the registrar's office.

Benefits

Both faculty and staff are eligible to take advantage of a generous medical insurance and retirement plan provided by the [CBU Benefits Program](#). The benefits are comparable to other universities in the region and within architecture programs nationwide.

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. The ASC also 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.

CBU Tutoring and Community Service

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 Advising

The advising model of the university is central, mostly a holdover from earlier generations of the university when it existed as a smaller college. As the institution has grown, colleges and faculty have assumed a greater role in academic and personal advising and mentoring of students. This duplicity adds to the confusion of a typical college student, especially complicated

professional programs like architecture, and even more so programs that are continuing to develop, as has been the case with the architecture program. CAVAD is in the process of establishing a college-based academic advising model that will bring academic advising within the college and help to streamline advising at a more local level for students. The program is underdevelopment at the time of writing the APR, but CAVAD expects the program to be rolled out somewhere in the 2018-2020 window, and to be staffed with a dedicated staff person.

Internships

The architecture program requires internships of all M.Arch. students, ARC491 Architecture Internship, during the summer of the fourth year (though a student could optionally take this course earlier). Students are prepared for this internship experience by taking the prerequisite course, ARC370 Professional Preparation in the spring of the third year. Dean Roberson and Professor Kaiser share in the professional preparation course delivery depending upon their schedules, and consequently the management and guidance of students through internship opportunities.

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.”

I.2.2 Physical Resources

CBU Campus

The [CBU campus](#) occupies contiguous space along the 91 Freeway southwest of downtown Riverside, CA. A rapidly developing and growing campus population warrants a rapidly growing campus facilities system. Within the past 5 years the campus has built a recreation center, an events center, a College of Engineering, a College of Health Sciences, and conducted a significant amount of renovation and improvements to the existing campus. The university is currently developing a new campus master plan to guide its future development and growth projections. Narrative accounts of the campus master plan, their content and timelines can be

found on the [Comprehensive University Plan \(CUP\)](#) under the Current University Strategic Goals, many of which have to do with growth and facilities.

Architecture Program Facilities

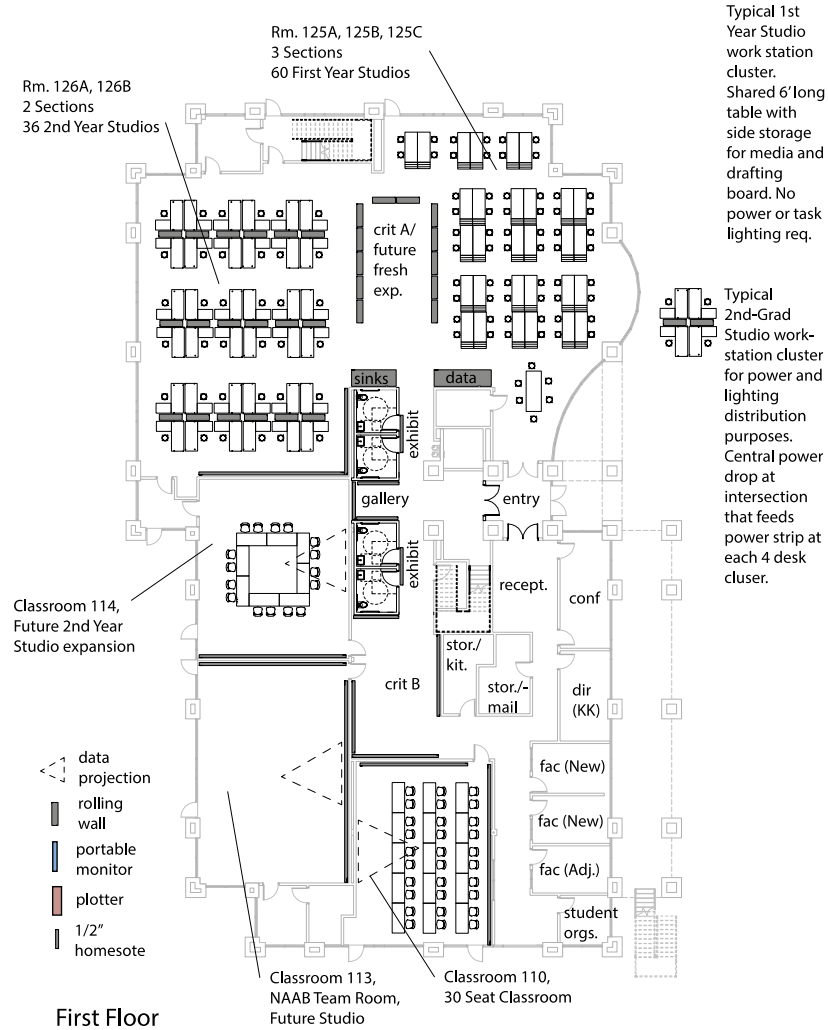
The CBU architecture program has resided in multiple locations over its first five years. From start up in the James building, to its current home of James and the Health Science Campus, to its future home of the ADAMs building, the program has been housed adequately to deliver professional education. The program has had very good support from the university administration at every stage of development. In the fall of 2017, CBU began planning the relocation of the architecture program to the ADAMs building (currently occupied by the School of Engineering). The university pledged \$1.5M toward the project. CBU Architecture developed a comprehensive [architectural program](#) that guided the design and renovations of the ADAMs building. The space requirements are summarized here:

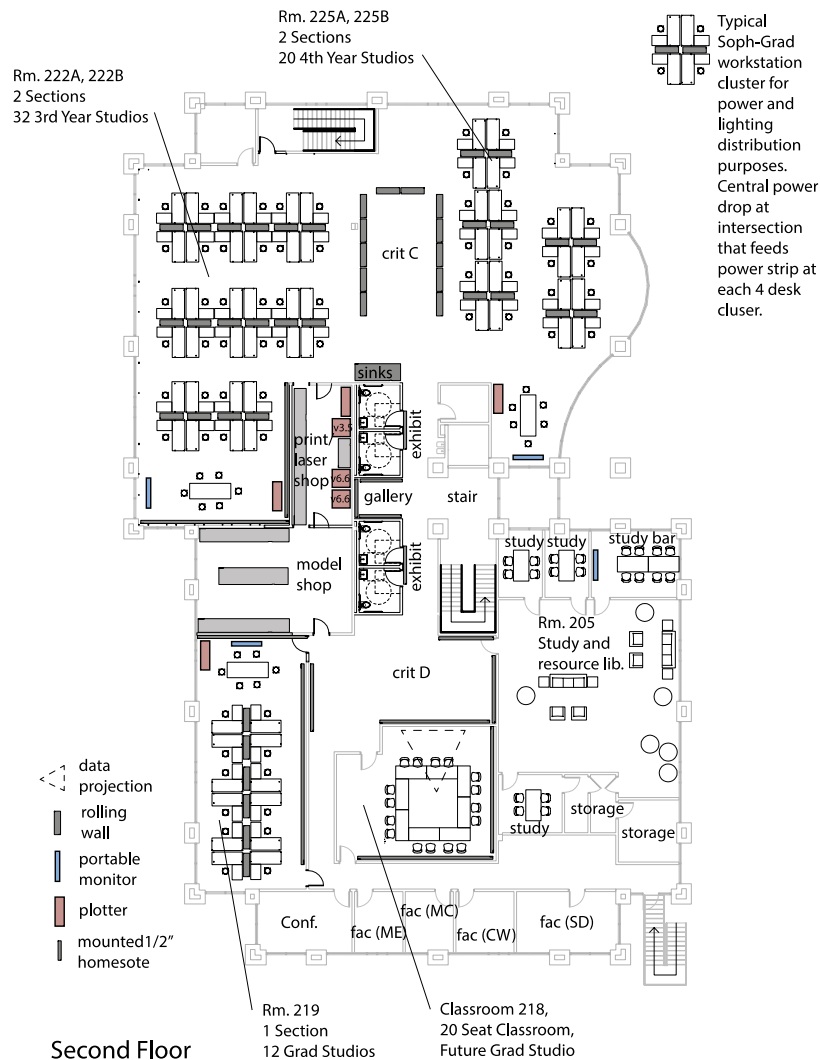
3 Freshmen Studios (60)	@	1000 s.f. each	3000 s.f.
3 Sophomore Studios (50)	@	1200 s.f. each	3600 s.f.
3 Junior Studios (36)	@	1200 s.f. each	3600 s.f.
3 Senior Studios (36)	@	1500 s.f. each	4500 s.f.
2 Graduate Studios (24)	@	1500 s.f. each	3000 s.f.
3 Public Critique Spaces	@	500 s.f. each	1500 s.f.
1 Large Classroom (40 seat)	@	1000 s.f.	1000 s.f.
1 Medium Clssrm (20 seat)	@	600 s.f.	..600 s.f.
2 Grad. Sem. Rms (16 seat)	@	350 s.f. each	700 s.f.
4 Study Rooms (4 seat)	@	120 s.f. each	480 s.f.
10 Faculty Offices	@	. 120 s.f. each	1200 s.f.
2 Admin. Offices	@	. 150 s.f. each	300 s.f.
1 Micro Model Shop (dirty lab)@ w/ desktop power tools, vented spray booth, storage		750 s.f.	..750 s.f.
1 Micro Digital Shop (clean lab)@ w/ 2 makerbots, 3 lasercutters printer/plotters, storage		500 s.f.	500 s.f.
1 Reception/Traveling Exhibit/@ Library/Special Collection/ Program Lounge		1200 s.f.	1200 s.f.
1 Entry Linear Gallery/Exhibit @ an identity exhibit/signage/ display area immediately upon entry to second floor		1000 s.f.	1000 s.f.
1 Critique Chairs/Exhibit Stor. @		200 s.f.	200 s.f.
1 Archive Room	@	1000 s.f.	1000 s.f.
Total Net			28,130 s.f.

With a focus on studio spaces that will allow for growth, seminar and classrooms, and key micro shop spaces to support small scale studio making, the new facility will suit the professional needs of the program for the next 5-10 years while a more substantial facility is planned, funded, and developed for CAVAD. The most current ADAMs renovation plans and photographs of progress can be accessed [here](#). The plans were developed by campus facilities staff and a local architect with consultation from the department. 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. Critique spaces are present throughout the facility and conducive to the various forms of pin up and review customary in architecture programs. The ADAMs facility is expected to support a student population of 225-250 students and faculty of 8-10 when fully occupied. The program also has access to a new state of the art College of Engineering facility designed by the LA office of Gensler which is where digital media, materials, and structures courses will be taught. A BIM lab will be available to the students in the architecture program. Engineering and Construction Management shops support any larger scale building projects beyond the scope of the micro model shops in ADAMs.

The following ADAMs concept renovation plans are under development at the time of writing the APR, but are included for reference. Work is expected to be complete at the end of the summer 2018 for use in the fall semester 2018. The ADAMs facility will be the first location where all of the architecture program is housed under one roof.





CBU Campus IT Systems

The university's primary network is LancerNet. Established in 1996, the network was re-designed 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 Spring 2018, ITS supports more than 1,500 staff and faculty and a student body of approximately 10,000. Of this, about 5,000 reside on campus and many take some form of online courses or programs. In addition to an average of three technology devices per student, LancerNet also supports more than 700 instructional and general use computers and more than 1,500 desktops, laptops, tablets and IP phones assigned to faculty and staff.

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 850 access points supporting 802.11n with movement towards 802.11ac (gigabit wireless)
- Over 175 virtual and physical servers including VDI deployment
- 2-gigabit of bandwidth for internet access (expanding to 3 gigabit over summer 2018)
- 125 Terabytes of Storage Array capacity (SAN)
- High definition video conferencing with Telepresence & Webex
- Blackboard Learning Management System including a 24x7 online tutoring service
- Office365 student email & access to Microsoft Office products
- CrashPlan & Dropbox for desktop backup and document sharing
- Cisco Unified Communications VOIP phone system
- Jenzabar CX/JX ERP System & Student Portal (JICS)
- Many other technologies that provide seamless access to information, resources, & services

I.2.3 Financial Resources

The university has demonstrated a complete commitment 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 [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. A summary of the longitudinal CBU Performance Indicators of the university that includes summary financial data can be reviewed [here](#).

Program Finances

The program currently derives most of its operational funding 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. Students pay a semester program fee, similar to students in the other professional programs of engineering and nursing. The program has received some direct donations, and continues to grow its network of supporting architecture offices and patrons toward the development of scholarships and specialized equipment/programming. Some grant efforts have been started in conjunction with individual efforts of the faculty and their research agenda. These are all expected to grow increasingly in the future, especially with the recent adjustments in the administrative structure of the College.

A five year pro forma of the financial revenue and expenses of the program was developed early in the program history. The following table includes the first five years of operations and

projects the next five years as the program reaches its next milestones of full capacity within the new ADAMs facility (click the table to expand):



	Foundation Years 1-5, Completed					Development Years 6-10, Projected				
	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)	Year 9 (2021/22)	Year 10 (2022/23)
New Students – 1 st Year	24	30	35	36	48	60	70	70	70	70
Returning Students – 2 nd Year		21	16	17	26	35	45	55	55	55
Returning Students – 3 rd Year			12	15	18	20	30	36	45	45
Returning Students – 4 th Year				9	14	15	18	26	25	32
Returning Students – 5 th Year					10	10	12	18	20	23
Total FTE Students	24	51	63	77	116	143	175	205	215	225
# of units 35 units/year	35	35	35	35	35	35	35	35	35	35
Tuition Charges per unit, 3% ave. increase/yr	\$1,012.00	\$1,062.00	\$1,099.00	\$1,137.00	\$1,171.00	\$1,206	\$1,206	\$1,206	\$1,206	\$1,206
New Students – 1 st Year	\$885,500	\$1,115,100	\$1,346,275	\$1,432,620	\$1,967,280	\$2,532,600	\$2,954,700	\$2,954,700	\$2,954,700	\$2,954,700
Returning Students – 2 nd Year		\$669,060	\$615,440	\$636,720	\$1,065,610	\$1,477,350	\$1,899,450	\$2,321,550	\$2,321,550	\$2,321,550
Returning Students – 3 rd Year			\$423,155	\$557,130	\$450,835	\$844,200	\$1,266,300	\$1,519,560	\$1,899,450	\$1,899,450
Returning Students – 4 th Year				\$358,155	\$409,850	\$633,150	\$759,780	\$1,097,460	\$1,055,250	\$1,350,720
Returning Students – 5 th Year					\$368,865	\$422,100	\$506,520	\$759,780	\$844,200	\$970,830
Tuition Revenue	\$885,500	\$1,784,160	\$2,384,830	\$2,984,625	\$4,262,440	\$5,909,400	\$7,386,750	\$8,653,050	\$9,075,150	\$9,497,250
Lab Fee (\$650 per semester)		\$50,700	\$59,800	\$94,900	\$135,200	\$92,950	\$113,750	\$133,250	\$139,750	\$146,250
Total Revenue	\$885,500	\$1,834,860	\$2,444,630	\$3,079,525	\$4,397,640	\$6,002,350	\$7,500,500	\$8,786,300	\$9,214,900	\$9,643,500
Full-Time Staff/Faculty (3% ave. increase/yr)										
Adjunct Faculty (18 units/year)		\$ 34,299 (2)	\$ 105,983 (3)	\$17,149 (1)	\$ 17,663 (1)	\$ 18,192 (1)	\$ 37,476 (2)	\$ 38,600 (2)	\$ 39,758 (2)	\$ 40,951 (2)
Full-Time Faculty (24 units/year)	\$200,679 (2)	290,828 (3)	\$ 381,231 (4)	\$422,070 (4.5)	\$503,749 (5.5)	\$667,107 (7.5)	\$778,736 (8.25)	\$872,872 (9.25)	\$899,058 (9.25)	\$1,026,140 (10.25)
Administrative Secretary	\$43,200	\$44,496	\$45,830	\$47,204	\$48,620	\$50,078	\$51,580	\$53,128	\$54,722	\$56,363
Receptionist					\$18,000	\$29,000	\$29,870	\$30,766	\$31,689	\$32,640
Benefits 20.0%	\$23,800	\$48,770	\$74,047	\$79,432	\$102,724	\$102,724	\$108,980	\$112,249	\$115,617	\$119,085
Total Expenses	\$267,679	\$418,393	\$607,091	\$565,855	\$690,756	\$867,101	\$1,006,642	\$1,107,615	\$1,140,844	\$1,275,179
Total Operations Expenses (12% ave. increase/yr)	\$84,500	\$212,000	\$250,480	\$112,400	\$123,700	\$435,150	\$150,000	\$175,000	\$200,000	\$225,000
Total Revenue	\$885,500	\$1,834,860	\$2,444,630	\$3,079,525	\$4,397,640	\$6,002,350	\$7,500,500	\$8,786,300	\$9,214,900	\$9,643,500
Total Expenses	\$267,679	\$418,393	\$607,091	\$606,698	\$807,642	\$867,101	\$1,006,642	\$1,107,615	\$1,140,844	\$1,275,179
Net Revenue	\$617,821	\$1,416,467	\$1,837,539	\$2,472,827	\$3,589,998	\$5,135,249	\$6,493,858	\$7,678,685	\$8,074,056	\$8,368,321



The operational funding history and projection is summarized as follows:

2013-2014 Actual	\$84,500
2014-2015 Actual	\$212,000
2015-2016 Actual	\$250,480
2016-2017 Actual	\$112,400
2017-2018 Actual	\$123,700
2018-2019 Requested	\$435,150
2019-2020 Projected	\$150,000
2020-2021 Projected	\$175,000
2021-2022 Projected	\$200,000
2022-2023 Projected	\$225,000

Funding spikes are primarily a result of furniture and library acquisition at start up, and also a significant furnishings component in 2018-19 as a result of relocation into the ADAMs facility. The incremental increase of the projected operating budget is tied to the projected growth of student and faculty populations and their impact on the normal operating expenses.

2013-2014	Students: 24	FTE Faculty: 1	FTE Staff: .5
2014-2015	Students: 51	FTE Faculty: 2.5	FTE Staff: .5
2015-2016	Students: 63	FTE Faculty: 3.5	FTE Staff: .5

2016-2017	Students: 77 FTE Faculty: 4.5	FTE Staff: .5
2017-2018	Students: 116 FTE Faculty: 5.5	FTE Staff: 1
2018-2019	Students: 143 FTE Faculty: 7.25	FTE Staff: 1
2019-2020	Students: 175 FTE Faculty: 8.25	FTE Staff: 1
2020-2021	Students: 205 FTE Faculty: 9.25	FTE Staff: 1.5
2021-2022	Students: 215 FTE Faculty: 9.25	FTE Staff: 1.5
2022-2023	Students: 225 FTE Faculty: 10.25	FTE Staff: 2

Faculty FTE counts take into consideration any administrative release time associated with faculty (Roberson, Neirmann, Kaiser), and any partial appointments (Papineau). FTE Staff include administrative assistance provided by staff and student administrative assistants, generally shared among CAVAD and the departments. Increasing numbers of assistants can be assumed as the program continues to grow, particularly post-ADAMs facility, based on university growth predictions and their affect upon the unit. Student enrollment records are available at the start of each academic year [here](#). (For the purposes of this report, student population is based upon headcount as nearly all students are studying full time. The student FTE is calculated at CBU in a way that calculates any student credit load over 12 hours as an 1.08 FTE and inflates the FTE over the headcount in the enrollment records.)

Student Financial Aid

The university provides various avenues, levels and amounts of aid to both undergraduate and graduate students through [University Financial Aid](#). 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 strategies for a scholarship fund in honor of the late, local Modern architect Clinton Marr. Students must apply for these program funds and they are competitively awarded. The graduate program is supported by six graduate teaching assistantships currently with plans to grow this in the future as enrollments grow.

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 additional volumes, thus meeting its goal of amassing 5,000 Architecture and Design titles by 2017. To date, there are roughly 2,566 NA titles and additional 2,500 titles in supporting fields. The resources devoted to the development of the architecture collection is summarized here, and is keeping pace with the growth of the program.

1617	\$15,310
1516	\$15,388
1415	\$17,844
1314	\$22,490
1213	\$11,423

In addition, the library spends about \$12,500 on the Architecture Source database, and an additional \$2,500 per year to maintain access to the Avery Index to Architecture Periodicals. [Digital journals](#) are accessible by the CBU community. Part of the long term plan is to develop a print periodicals collection, now that the ADAMs building is coming online. Part of the facility includes a large study center where the periodical collection is planned to be housed.

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 group study rooms. 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.

Space is an issue facing the Annie Gabriel Library; and the campus masterplan is moving forward with an expansion of the facility in the next two years. 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 SCELCL, 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 [SCELCL](#) (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

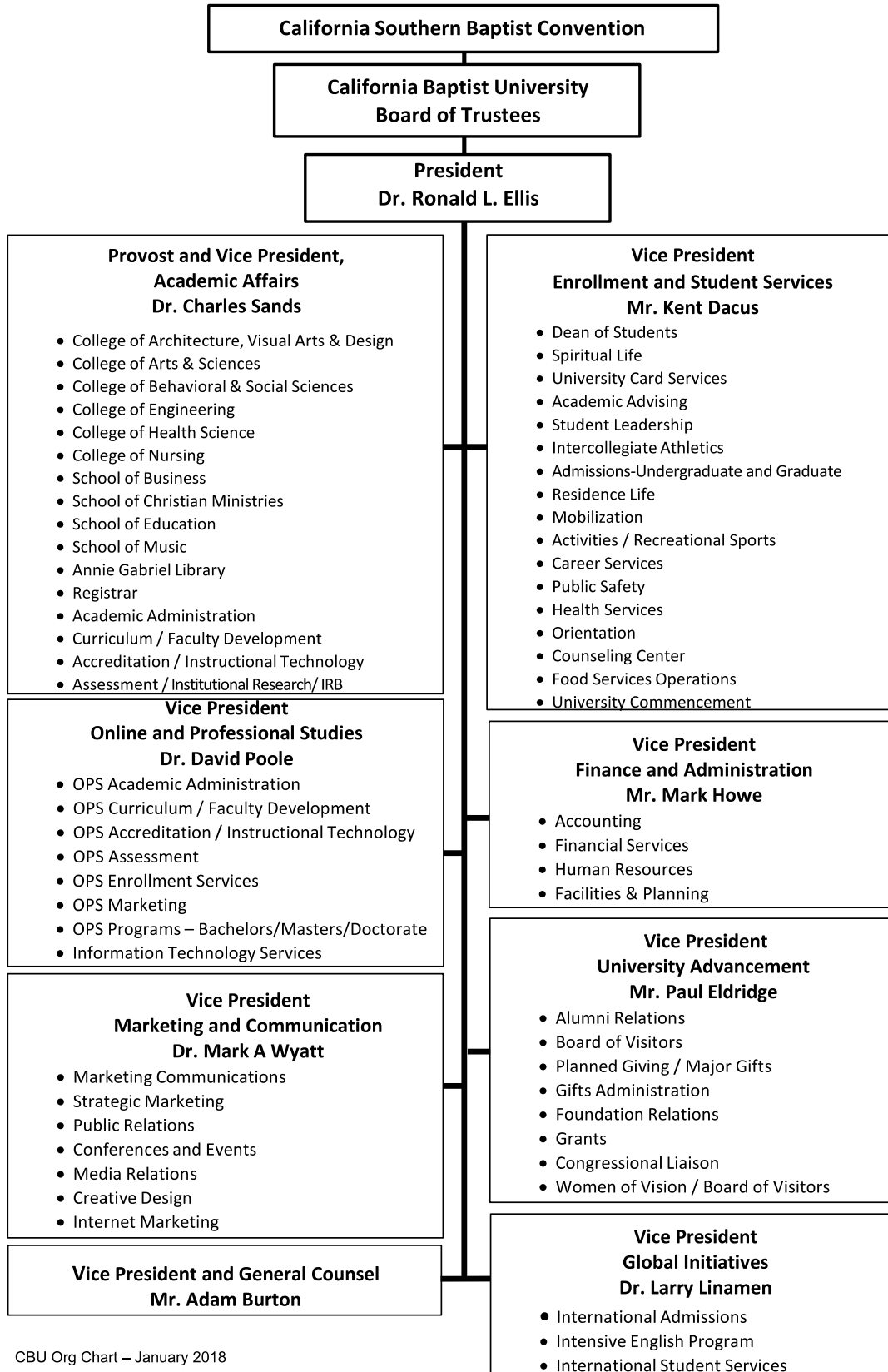
University Structure and Governance

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 Convention's 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

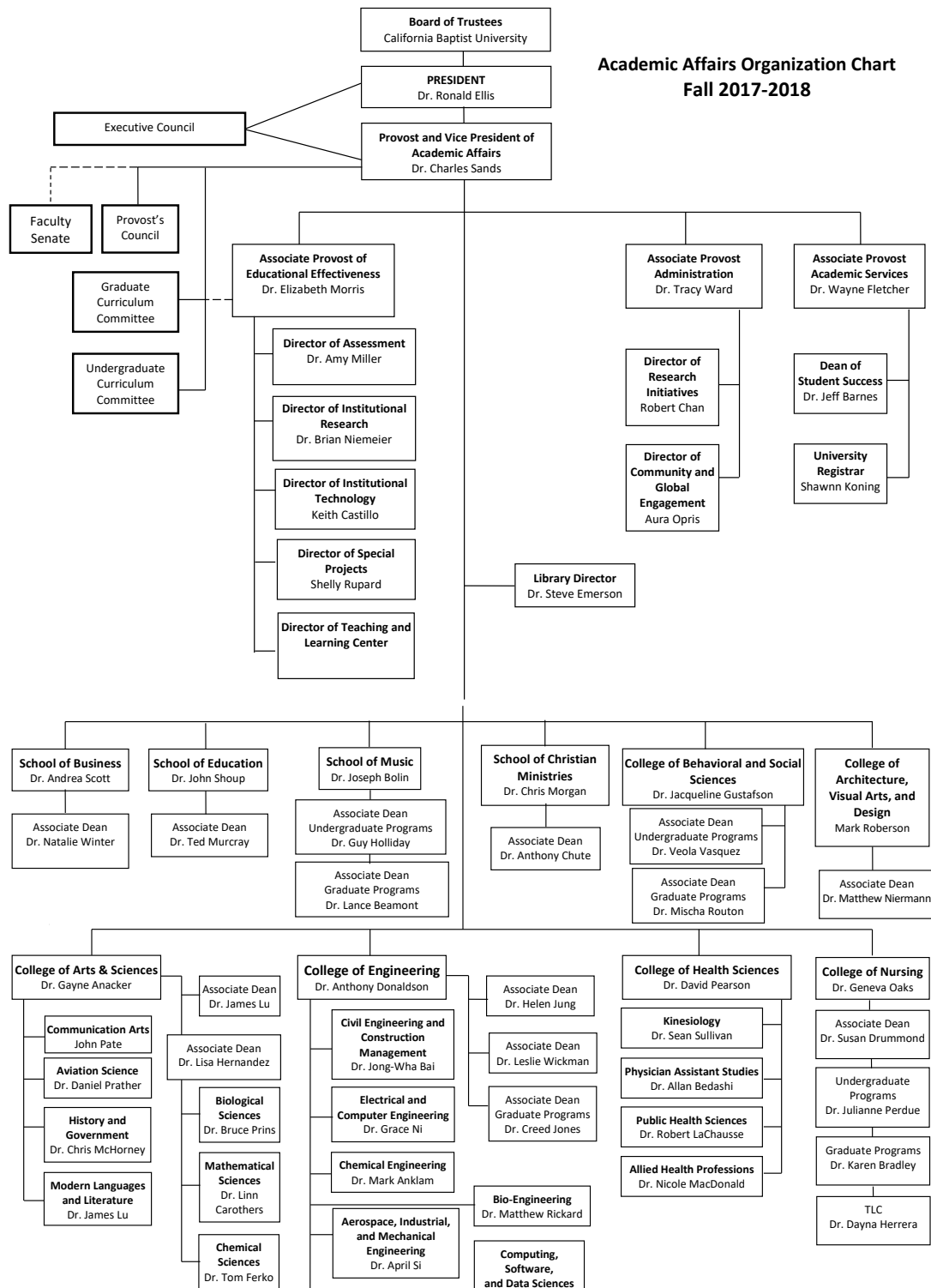
integrity of the institution. It selects and evaluates the chief executive officer, approves the purposes of the institution, and concerns itself with provision of adequate funds. It establishes broad institutional policies, and delegates to faculty and administration the responsibility to administer 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. 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 others which are part of the system of governance for the university.

Administrative Structure

President Ronald Ellis 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, Mark Roberson, reports to the university Provost, Dr. Chuck Sands, one of the eight Vice Presidents. The various programs of the College are led by Program Directors, all under the Deans supervision.



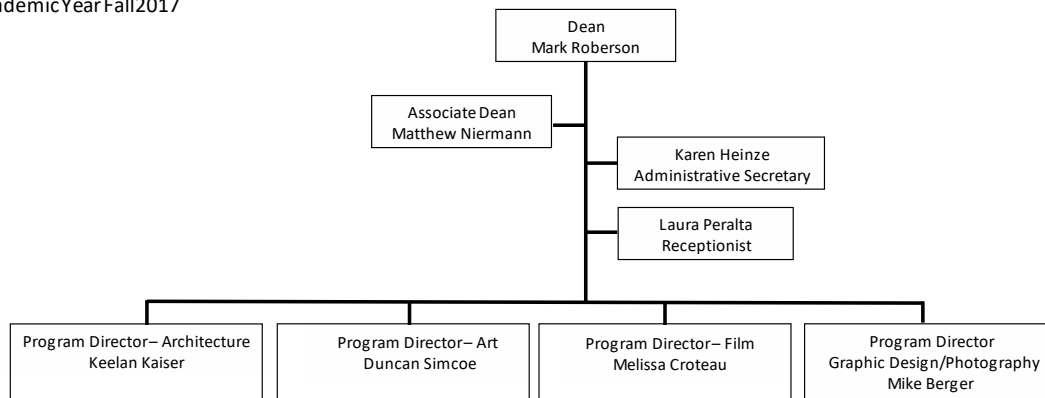
CBU Org Chart – January 2018



The Dean is assisted by an Associate Dean, Matthew Niermann, who shares the administrative load of the College. A new Director for Architecture, Keelan Kaiser, was added to the other CAVAD directors in 2017. The Architecture Program Director reports to the Dean of the College.

The architecture program and the College share an administrative secretary and receptionist. Additional student-worker assistance is added as needed.

CAVAD Organization Chart
Academic Year Fall 2017



The Architecture Director is responsible for the leadership of the professional program, and manages the unit based on the university expectations and the additional needs of the professional program. The Director is a leader among peers and largely a facilitator, sometimes vision-caster, in the CBU model. Due to its size, the faculty function largely as a committee of the whole, thought that may change in the future as needed. The Director conducts monthly organizational meetings of the program and periodic retreats as needed for program development. All faculty report to, and are assessed annually, by the Dean.

II.1.1 Student Performance Criteria

The CBU architecture program is built on an accelerated 5-year M.Arch. program. The program assumes light, introduction to A-Realm SPC in the beginning years, followed by a more substantial execution of SPC, CBU Student Learning Objectives (SLO), academic inquiry, and professional content in the later years. Years three and four comprise the bulk of SPC, while SLO are found throughout the entire curricular experience. This frees up the first two years as preparatory in nature (particularly with a regular contingent of transfer students), while strengthening the fifth year of studies for more advanced investigation and inquiry. We have shaped the program to support the graduate student as an emerging adult learner beginning a transition to practice or advanced study.

NAAB Student Performance Criteria

The [SPC matrix](#) demonstrates the areas of the curriculum where SPC are nested and met by all graduates of the program. Areas that are met are in dark orange, where areas that are touched upon but not met are in the light orange.



2018 CBU Student Performance Criteria Matrix

Realm A	Realm B	Realm C	Realm D
A.1 Professional Communication Skills (A) A.2 Design Thinking Skills (A) A.3 Investigative Skills (A) A.4 Architectural Design Skills (A) A.5 Ordering Systems (A) A.6 Use of Precedents (A) A.7 History and Global Culture (U) A.8 Cultural Diversity and Social Equity (U)	B.1 Pre-Design (A) B.2 Site Design (A) B.3 Codes and Regulations (A) B.4 Technical Documentation (A) B.5 Structural Systems (A) B.6 Environmental Systems (A) B.7 Building Envelope Systems and Assemblies (U) B.8 Building Materials and Assemblies (U) B.9 Building Service Systems (U) B.10 Financial Considerations (U)	C.1 Research (U) C.2 Integrated Evaluation and Decision-Making Design Process (A) C.3 Integrative Design (A)	D.1 Stakeholder Roles in Architecture (U) D.2 Project Management (U) D.3 Business Practices (U) D.4 Legal Responsibilities (U) D.5 Professional Conduct (U)

Course	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
ARC120 Design Communications																										
ARC122 Design Fundamentals																										
ARC210 Design Studio I																										
ARC240 Architectural History I																										
ARC212 Design Studio II																										
ARC220 Computer Modeling																										
ARC242 Architectural History II																										
ARC280 Materials and Methods																										
ARC310 Design Studio III																										
ARC380 Thermal Environmental Systems																										
ARC370 Professional Preparation																										
ARC312 Design Studio IV																										
ARC393 Structural Analysis																										
ARC385 Luminous and Sonic Environmental Systems																										
ARC460 International Design Seminar																										
ARC462 International History/Theory Seminar																										
ARC410 Design Studio V (Integrated Studio)																										
ARC480 Advanced Sustainable Systems																										
ARC493 Advanced Structural Analysis																										
ARC412 Design Studio VI																										
ARC350 Architectural Theory I																										
ARC491 Architecture Internship																										
ARC510 Design Studio VII																										
ARC511 Thesis Research Prep																										
ARC570 Professional Practice																										
ARC512 Thesis Studio																										

* SPC can be noted as met by a maximum of 2-3 courses, so each column can contain a maximum of two orange blocks.
 ** Introductory courses do not likely meet SPC requirements by themselves. Since CBU cannot monitor the quality of SPC being met by transferring students, introductory courses should not include SPC.
 *** Electives, topics and thesis studios, and internship are difficult to consistently maintain SPC and should not include SPC at all.
 **** SPC must be assigned to the courses where the best evidence of SPC are met through specific exercises, projects, papers, and/or exams.



CBU 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 and are part of the university-wide system of course and program development and assessment.

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.

For comparison purposes, the program uses an [SLO matrix](#) to measure and assess student learning objectives following the university assessment model.

2018 CBU Student Learning Outcome Matrix



ARCHITECTURE



DES110	Design Thought Foundation
DES120	Design Thought Practicum
ARC120	Design Communications
ARC122	Design Fundamentals
ARC210	Design Studio I
ARC240	Architectural History I
ARC212	Design Studio II
ARC220	Computer Modeling
ARC242	Architectural History II
ARC280	Materials and Methods
ARC310	Design Studio III
ARC380	Thermal Environmental Systems
ARC370	Professional Preparation
ARC312	Design Studio IV
ARC393	Structural Analysis
ARC385	Luminous and Sonic Environmental Systems
ARC460	International Design Seminar
ARC462	International History/Theory Seminar
ARC410	Design Studio V (Integrated Studio)
ARC480	Advanced Sustainable Systems
ARC493	Advanced Structural Analysis
ARC412	Design Studio VI
ARC450	Architectural Theory I
ARC491	Architecture Internship
ARC410	Design Studio VII
ARC411	Thesis Research Prep
ARC470	Professional Practice
ARC412	Thesis Studio

I	I,P	I,P				I,P
I	I,P	I,P				I,P
P			I,P			I,P
P			I,P			I,P
P			I,P			I,P
P	P,D	P,D				P,D
P			I,P			I,P
I,P	I,P					
P	P,D	P,D				P,D
			I,P	I,P		
			I,P	I,P		
P	P,D	P,D	P,D			P
			I,P,D	I,P,D		P
P	P,D	P,D	P,D			P
P,D	P,D			P,D		
			I,P,D	P	I,P,D	
			P,D			P,D
			P,D			P,D
D	D	D	D	D	I,P	D
		I,P,D	P			P
P,D	P,D			P,D		
D	D	D	D	D	P	D
I,P,D						I,P,D
	D				D	D
D	D	D	P			P
P	D	D	P			P
					P,D	P,D
D	D	D	D	D	P	D

CAVAD Student Learning Outcomes (SLO)

1. Employ critical thinking skills
2. Demonstrate facility with the wider range of professional communication skills.
3. Research and analyze multiple theoretical, social, political, economic, cultural and environmental contexts.
4. Demonstrate overall design sensibilities and problem solving skills
5. Comprehend building technology, including technical aspects of design, systems and materials, and be able to apply that comprehension to their services.
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.
7. 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 includes collaboration, business, and leadership skills.

I = Introduced
P = Practiced
D = Demonstrated



The strategies and objectives of the curriculum and program result 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.

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, and leaders of, that future practice. And we believe we have succeeded and will continue to grow because of the work of Christ in our lives and the purpose with which we live.

We believe that our purpose allows us to produce young architects who care deeply about making efficient, innovative, socially responsible, aesthetically responsive, engaging, context-based, communal architecture. It perhaps is a deviation from the more common self-expressive and self-glorifying aspects of the highly celebrated creative, though we believe it has great

merit. We strive to teach and model a spirit of collaboration and healthy competitiveness; a forward-thinking posture, always anticipating the possibilities of the profession. Our hope is to produce graduates who are equipped to adapt to constantly changing technologies, resources, and economic realities, while serving their communities well. We aspire to teach and model a Christian theistic worldview and work out what that means for the Christian and the architect in the twenty-first century.

Pedagogy and Methodology used to Address Realm C

The program includes multiple threads of the curriculum, including design, technology, and theory, to feed the eventual intermediate and advanced lectures/seminars and integrative studio. The combination of ARC 410, Design Studio V, ARC493, Advanced Structures, and ARC480, Advanced Sustainable Systems, are the courses where the intent of C3 is largely met by the program, while ARC412, Design Studio VI, is a studio experience that focusses heavily on research and client interaction as a strong additional studio/research meeting the broader intention of integration and program specificity implied by Realm C. It is the expectation of the program that at the end of these four courses a student has acquired the intent of Realm C and the SPC contained therein. Specific to the culture and aspiration of CBU, one can observe a focus on integration of technology, design, critical process, theological considerations, and servant leadership.

Methodology for Assessing Student Work (“high achievement” vs. “minimum passing”)

Course grading and assessment by faculty follows university standards for assessment as is common within the WASC regional accreditation expectations. A standard scale of F, D-, D, D+, C-, C, C+, B-, B, B+, A-, A is utilized by all architecture courses (with the exception of ARC491- Architecture Internship which is pass/fail). With regard to high achievement and minimum passing, the program understands the high achievement as student work that falls within the B+ and higher range, that work that is very good to exceptional. Work that falls within the C to B range is considered minimum passing or competent. The program does not award credit for architecture or design courses with C- or below; students are required to repeat a course with a C- or below per catalog policy. Additionally, at the graduate level, all courses require a B or better to be considered passing. Work that falls in the A- to A range in graduate courses is considered high achieving, and work in the B to B+ range is considered minimum passing.

II.2.1 Institutional Accreditation

California Baptist University is accredited by the Western Association of Schools and Colleges (WASC). Its 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 University is in the process of preparing for WASC accreditation visit in fall 2018.

The [M. Arch degree](#) was approved by the WASC Senior College and University Commission on 6 August, 2013.

II.2.2 Professional Degrees & Curriculum

Degree Offered

CBU offers a [M. Arch. degree program](#), which requires a minimum of 168 semester credit hours in academic coursework, of which a minimum of 30 semester credit hours are at the graduate level in academic coursework in professional studies and electives.

Undergraduate required general education:	46 credit hours
Undergraduate required major courses:	92 credit hours
Graduate required major courses:	30 credit hours

Alternatively, a student can choose to opt out of the M.Arch. degree program and complete the BA degree in Architecture as a non-accredited institutional baccalaureate degree. Students who choose to opt out of the M.Arch. program complete an application for graduation which allows for course substitutions in the senior year excluding select spring semester architecture courses. If a student happens to choose to re-apply for the M.Arch. degree program at some later date, they are readmitted with the remaining architecture courses required as preparatory courses before beginning the 500-level courses that complete the M.Arch. program.

Electives

Students are required to complete 12 credit hours of electives in the program. The structure consists of one elective at the 400-level and three at the 500-level. Electives can be clustered together to form concentrations or taken independently.

Other Degrees Available from the College of Architecture, Visual Arts and Design

CAVAD offers Bachelor of Arts degrees in Fine Art, Graphic Design, Interior Design, Photography, and Film. Additional programs are in the pipeline to increase the breadth and depth of the CAVAD offerings and expand the College to be the largest of its kind in the world.

Minors or Concentrations Offered

The accomplishment of a [Minor](#) alongside of an architecture curriculum has historically been challenging. However, CBU architecture students have access to 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 campus wide minors are available to any architecture student.

Concentrations in architecture are comprised of a combination of undergraduate electives and graduate electives. Concentrations currently draw largely from campus program resources outside of the College to provide a cross-disciplinary opportunity for students. Programs in theology, construction, engineering, social sciences, are leveraged for content that can shape our graduates in unique ways, even in an accelerated five-year program. Current [concentrations](#) include: Religion & The Built Environment, Construction Management, Architectural Representation, and Human Factors in Design. As the faculty continues to grow, other concentrations in architectural technology and architectural theory are likely.

Off Campus Studies

The program requires an international study tour in Italy for a five-week period at the end of the third year of studies. The courses ARC460, International Design Seminar, and ARC462, International History/Theory Seminar, comprise the study tour coursework. The program partners with an international study abroad organization, [ACCENT](#), which assists in travel,

lodging, and on-ground transportation in support of the coursework. The tour, in its first three years of operation, has included 13-15 students and 2 faculty members. The purpose of the study abroad experience as noted in the course descriptions: The course offers students an opportunity to learn and discuss historical and contemporary European theory and criticism, from Vitruvius and Alberti to contemporary figures; raises and addresses architectural questions of composition, society, politics, and environment. Students spend the majority of their tour in Florence and Rome, with day trips and excursions coordinated by the faculty mentors. Students create observational drawing, journals, photography, and essays. SPC and SLO are complemented by this course, but neither SPC's or SLO's are solely dependent upon the course to allow for a student to petition to opt out of the course for an alternative experience due to situations beyond their control, whether financial or familial, etc. However, the course fee structure that governs the architecture majors includes a component of the fees necessary to fund the tour such that the students only out of pocket expenses related to the trip are food and spending money. All travel, lodging, ground travel, admissions, etc. is covered through the architecture program fee structure that begins in first year of studies.

MOOC's and Non-Conforming Degree Titles

The program currently does not enlist MOOC or Online courses at this time, nor does it use non-conforming degree titles.

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

CBU architecture program is an accelerated 5-year, primarily single institution program resulting in an M. Arch. degree. Students have the opportunity to transfer into the program at any of the lower levels. While the program is only five years old, it is starting to solicit interest from around the Inland Empire by students beginning their studies at regional community colleges. The university has established [articulation agreements](#) with several regional community colleges. The program does have [architecture-specific articulation agreements](#) with schools such as Mount San Antonio College, East L. A. College, Harbor College, and Citrus College, and students seeking transfer credits are currently reviewed based on the pre-approved conditions for beginning courses.

Architecture Transfer Policy

The architecture program requires transcripts and 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 are evaluated according to course descriptions and syllabi from the CBU architecture program for quality and appropriateness. The program avoids SPC conflicts related to transfer content by keeping the SPC primarily in years three-five. It is not possible to transfer courses into the CBU architecture program in these years unless a student transfers from a NAAB accredited program. In such cases, the student transcript and portfolio will be complimented by a course syllabus that will be assessed in conjunction with examples of work found in the portfolio to ascertain whether SPC are met through the coursework. In cases where students cannot demonstrate either comparable coursework content and/or SPC successfully demonstrated, the course will not transfer. To date, CBU architecture has not had any transfer students in this category, but one can assume students will transfer into the program at some point in the future.

University-Specific Transfer Policies

University transfer policies are similar to those found at most universities. 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. 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. 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.

Future M.Arch. Applicants from Outside CBU

The architecture program has already had, and expects continued interest in the M.Arch. degree program from outside applicants with BA/BS degrees from other institutions, especially once accreditation is granted. As part of the long term planning, the department is developing a Track II for the M.Arch. degree program that will provide a route of study for such applicants. The general approach to this degree track will be a three-year program (years three-five), including one or both history survey courses, and a summer session of preparations (boot camp) in design fundamentals, representation methods and media, and materials. The program is in the process of developing Track II and is planning for it to be accessible by the 2019-2020 academic year. Students will, by default meet all of the SPC requirements since all are nested within years three-five. Advanced placement for BA/BS degree holders from design, environmental design, and/or architecture majors will be considered on a case by case basis and assessed according to the program transfer policy described above. To date, the program has not admitted students to the M.Arch. degree program from outside CBU.

Part Two (II): Section 4 - Public Information

All required public information is housed on the official CBU CAVAD website under the [Accreditation](#) tab. In addition, NAAB specific language is included in print material as well as the digital annual [University Catalog](#). In the 2017-18 University Catalog this information is located on page 67 following official degree requirements.

III.1.1 Annual Statistical Reports

The program underwent a Continuation of Candidacy visit in 2016. The [APR](#) and [VTR](#) are publically available on the Department website devoted to Accreditation items. There has been one annual report ([2017 Annual Report](#)) submitted in the interim period between the Continuation of Candidacy visit and the Initial Accreditation visit, which is publically available on the same website.

III.1.2 Interim Progress Reports

While the program has not yet been required to submit an Interim Progress Report, publically accessible reports regarding accreditation visits and the 2017 Annual Report are available on the program [website](#).

Section 4. Supplemental Material

The program shall provide a number of documents for review by the visiting team.

Rather than being appended to the APR, they are to be provided by hyperlink or stored on an easily accessible digital portal (e.g., Dropbox). Many of these materials will be reviewed by the team in advance of the visit.

- [Resumes](#) of faculty teaching in the accredited program
- [Faculty](#) credentials matrices
- [Plans](#) or images of physical resources assigned to the program
- [Descriptions](#) of all courses offered within the curriculum of the NAAB-accredited degree program.
- [Studio Culture](#) Policy
- [Self-Assessment](#) Policies and Objectives
- [Policies](#) on academic integrity for students (e.g., cheating and plagiarism)
- [Information resources policies](#) including collection development
- The institution's [policies](#) and procedures relative to EEO/AA for faculty, staff, and students
- The institution's [policy](#) regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements
- The [policies](#), procedures, and criteria for faculty appointment, promotion, and when applicable, tenure
- Response to the Offsite Program Questionnaire, N/A
- The 2016 [VTR](#)
- Focused Evaluation materials, N/A
- Copy of institutional accreditation [letter](#)
- [Letter](#) from institutional research regarding ARS data
- Current documentation related to [Institutional Research](#)
- [Higher Education Opportunity Act Compliance](#)