



California Baptist University
College of Architecture, Visual Arts + Design

2018 Initial Accreditation Visiting Team Report

M. Arch [174 total credits]

The National Architectural Accrediting Board
November 3-7, 2018

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I. Summary of Visit

a. Acknowledgments and Observations

The team wishes to thank the university, Dean Mark Roberson, Director Keelan Kaiser, all the faculty and the students for hosting us over the past five days. Every effort that has been put forth has made our visit productive and enjoyable thanks to your hospitality and hard work.

The team has observed that the Department of Architecture at California Baptist University has demonstrated an outstanding, forward-thinking learning culture that was consistently evident throughout the visiting team's review as well as discussions with faculty, students, and administration. Each acknowledged the presence of a shared, unified vision that not only drives them individually, but creates a strong sense of community and mentorship. Students feel empowered rather than intimidated to ask critical questions and seek advice from their peers. As a faith-based institution, there is a theological backbone to the course of study and learning culture. However, students of any or no faith are welcomed and well integrated. The faith-based culture promotes community engagement and service as its founding mission.

The faculty and the student body are a very diverse group, both in terms of gender and ethnicity. There clearly is a daily demonstration of respect among each other. The faculty and students' engagement in the program and university is very strong and the students praised the commitment of their professors to serve and assist them.

The architecture program receives strong administrative commitment and logistical support from the university. The provost of the university has stated that there is high expectation for growth within the program and that continued support will be available in accordance with the expected growth.

The newly-renovated building and facilities, where the entire department is within one building, have been a welcome change to a rapidly-growing program that is seeking more opportunities for collaboration and integration. The renovated building serves the program quite well, is well furnished and can accommodate scheduled growth.

College and school leadership was singled out by the students and faculty as outstanding. Director Kaiser is housed within the building and has an open door policy. Though the dean's office is intentionally not housed within the new facilities, students do not feel that has impeded their access to Dean Roberson.

One of the core ways students are conditioned to approach a project is through an empathetic lens. This strong sense of empathy is pervasive throughout the studio culture as well as the projects produced. The students have a strong commitment to service as exemplified through involvement in Freedom by Design and other community projects.

The students and faculty collectively champion a healthy studio culture that balances project deadlines with proper health, wellness, and time management measures. The studio culture statement for studio culture and creed sets a very good expectation for what an architecture school should be.

Active involvement with organizations such as AIAS, NOMAS, and ACA (Association of Christians in Architecture) provides students plentiful opportunities to engage in their community and organize for a greater good. Recently, their AIAS chapter organized and hosted the school's inaugural Beaux Arts Ball, which included the presentation of "Studio Awards" by students, for students.

Data-driven design decision-making throughout the upper three years of the program is a strength in a variety of studios and support courses, especially for a program this small. The members of the team are extremely impressed by this approach and it is something that is to be commended.

b. Conditions Not Achieved

B.3 Codes and Regulations

B.10 Financial Considerations

II.4.1 Statement on NAAB Accredited Degrees

II. Progress Since the Previous Site Visit

2014 Condition I.2.1, Human Resources and Human Resource Development:

The program must demonstrate that it has appropriate human resources to support student learning and achievement. This includes full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

Previous Team Report (2016): Examination of the APR, scrutiny of team room documents (General Policies and Procedures) addressing policies and faculty matters, and meetings with the faculty and administrative leadership demonstrated that the program is making progress toward assembling the appropriate human resources to fully support student learning and achievement; however, the program will have to grow the depth and breadth of these resources incrementally as candidacy and full delivery of the program curriculum progress.

The faculty members are to be commended for their high level of commitment to the program and its students as faculty work with demonstrated dedication to bring the full program curriculum to fruition, to critically assess and improve existing courses, and to advise, mentor, and inspire students. The typical faculty contract for CBU faculty is 24 credit hours per academic year, a metric that produces a relatively heavy teaching load. Full-time faculty are carrying heavy course loads and unusually heavy service loads during the candidacy period, which leaves little time for the requisite personal professional development that will allow them to keep current in their fields and advance in accordance with the university's protocols for tenure and promotion. 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.

A cohort of adjunct faculty, from peer units on campus to local practitioners, is also essential to the delivery of the curriculum. The adjunct faculty role in program development may warrant further examination until the faculty cohort required to deliver the entire curriculum is in place.

Discussions with students indicated that they value their faculty and their dean highly, as well as the effectiveness of the faculty, particularly in design studio teaching. 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.

Assistant Professor Susan Duemer has been designated as the CBU ALA and is engaged in keeping students informed regarding the path to licensure, with special attention to the IDP process and preparation for it. Professor Duemer attended Architect Licensing Advisors Summits in 2014 and 2015. Discussions with the dean and the vice provost demonstrated that the program and the university are eager to support faculty professional development that contributes to program improvement. Faculty members are making every effort to pursue creditable scholarship and creative practice, as evidenced by documentation of faculty research, scholarship, and creative activities. In addition, faculty take full advantage of CBU faculty development funding and micro-grant funding. Again, the team expresses concern about the faculty's ability to sustain the very active and rigorous level of engagement in teaching, research, and creative practice to which the faculty members aspire. The team also notes the integrated scholarship of teaching that distinguishes the program and the curriculum development in which the full-time faculty is so fully involved.

The university's commitment to supporting its students through a variety of overarching academic services is made apparent in the APR and verified through inspection of the CBU website. This commitment includes well-established programs for academic tutoring in its Academic Success Center, opportunities for students to participate in the tutoring of the community's students, and academic workshops. Within the program, academic advising by a faculty member ensures that curricular decisions, including general education options and the carefully structured professional program courses, are well informed. While CBU provides resources to its students through a central Career Center, it was clear through discussions with students that they understand the important role of the dean and the faculty in making connections for them with local practitioners. Adjunct faculty, drawn from practice, also play an important role in this early but significant professional development process.

2018 Visiting Team Assessment: The program shows significant progress since the previous visit based on assessment of the APR, the team room documents, facility tour, and meetings with faculty, staff, and students. Two recent strategic hires allow all courses to be taught by full-time faculty and increase the diversity of the faculty. The new architecture building is an important asset to the program because it allows all architectural classes to be housed in the same facility as well as provides room for future growth. Ample daylight and open studios support the welcoming and collaborative environment. Faculty offices, other than those holding college-wide administrative positions, are also contained in the architecture building, which provides ample student-faculty access.

The faculty members continue to be highly engaged and committed to the program, its students, and its mission. The faculty teaching load is 24 credit hours annually, with studios weighted at 8 credit hours each in this calculation. Some faculty teach three studios per year (24 credits) and no other courses. Currently, eight full-time faculty teach in the architecture program including the dean of the college, the assistant dean, and associate dean. The student advising is now accomplished by Dr. Katherine Papineau, the assistant dean, who is also in charge of assessment. The new positions of Assistant and Associate Dean have alleviated some of the administrative workload from the teaching faculty. Funding is allocated for faculty to present papers at conferences.

Caleb Walder is the ALA and has attended recent trainings. Students understand and are engaged in the AXP process. Many have already begun their council records.

2014 Student Performance Criteria

Previous Team Report (2016): Most of the curriculum has not been implemented yet, therefore most of the SPC are not met yet and fall within this category.

2018 Visiting Team Assessment:

The curriculum has been fully implemented and the first cohort graduated in May 2018.

III. Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

This part addresses the commitment of the institution, its faculty, staff, and students to the development and evolution of the program over time.

Part One (I): Section 1 – Identity and Self-Assessment

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. The description must include the program's benefits to the institutional setting and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. The description must also include how the program as a unit develops multidisciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the community.

[X] Described

2018 Analysis/Review: The architecture program sits within the faith-based institution California Baptist University (CBU) founded in 1950 with 42 students in El Monte, California. In 1955 the institution moved to its current location in Riverside, California. California Baptist University is now one of the largest private Christian universities in the United States offering 31 degree programs including 3 doctoral degrees. Currently the College of Architecture, Visual Arts and Design is one of the largest Christian design colleges in the world.

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 to launch the new architecture program, providing the vision to foster synergy among the existing disciplines and launch others in their time. By seeking industry feedback and customizing the program to address its greatest needs, CBU Architecture built a sustainable foundation upon which it can thrive. After two 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.

The architecture program is situated within a fast-paced culture at California Baptist University as an entrepreneurial, forward thinking program, devoted to innovative and progressive educational possibilities. 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. 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 and engineering. The architecture program has experienced significant growth and currently has approximately 110 students and eight faculty. They graduated their first class of seven students in spring semester of 2018. The program recently moved into a new facility that consolidated the program and can accommodate growth up to an estimated 200 students.

The mission of the CBU architecture program is 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. This program mission aligns with the university mission by emphasizing service, social and environmental responsibility, interdisciplinary collaboration and a missional focus. The architecture program's Student Learning Outcomes are aligned with those of the

university. The program prepares 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.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and nontraditional.

- The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Demonstrated

2018 Analysis/Review: The Architecture program at California Baptist University has demonstrated an outstanding, forward-thinking learning culture that was consistently evident throughout the visiting team's review as well as throughout discussions with faculty, students, and administration. Each party acknowledged the presence of a shared, unified vision that not only drives them individually, but creates a strong sense of community and mentorship. Students feel empowered rather than intimidated to ask critical questions and seek advice from their peers.

The new facilities have been a welcome change for a rapidly-growing program that is seeking more opportunities for collaboration and integration. The young nature of the program has provided a level of intimacy that is present in the studio culture. Though the dean's office is intentionally not housed within the new facilities, students do not feel that has impeded their access to Dean Roberson.

One of the core ways students are conditioned to approach a project is through an empathetic lens. This strong sense of empathy is pervasive throughout the studio culture as well as the projects produced. The students and faculty collectively champion a healthy studio culture that balances project deadlines with proper health, wellness, and time management measures. Active involvement with organizations such as AIAS, NOMAS, and ACA (Association of Christians in Architecture) provide students plentiful opportunities to engage in their community and organize for a greater good. Recently, their AIAS chapter hosted the school's inaugural Beaux Arts Ball, which included the presentation of "Studio Awards" by students, for students.

This strong sense of shared purpose is not to suggest a homogeneity among student interest. As a faith-based institution, there is a theological backbone to the course of study and overall learning culture. However, students of any or no faith are welcomed and well integrated. The faith-based culture promotes community engagement and service as its founding mission while allowing for a diverse spectrum of perspectives to be engaged within the learning environment.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.

- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

[X] Demonstrated

2018 Analysis/Review: The program is part of a university which complies with Title IX and the policy is listed on the university website. As part of a conscious effort to recruit minority faculty, the program recently hired two minority architects. This is evidence of the program's commitment to diversity.

CBU is a Hispanic Serving Institution and the architecture students represent a diversity of ethnicities, races, and religions. There is an active chapter of NOMAS.

Equal Employment Opportunity / Affirmative Action policies are available on the university's website.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities.

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.
- B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.
- C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.
- D. Stewardship of the Environment.** The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.
- E. Community and Social Responsibility.** The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

[X] Described

2018 Analysis/Review:

Collaboration and Leadership:

The CBU Architecture Program believes scripturally-consistent teaching requires the inclusion of collaboration and leadership skills within its core Christian values.

ARC 380: Thermal and Environmental Systems requires case studies by collaborative student teams.

ARC 412: Design Studio VI requires collaborative research by teams of students to interview clients and develop a program statement for the project. Design is then carried out individually.

ARC 370: Professional Preparation and ARC 570: Professional Practice emphasize principles of leadership, leadership models, and personal leadership formulation. Within the College of Architecture, Visual Arts, and Design (CAVAD), architecture students are offered leadership opportunities such as studio representative, student advisory council, and student recruitment representative. Within the

architecture program, students serve as elected leaders of student organizations including AIAS, NOMAS, Freedom by Design and ACA (Association of Christians in Architecture).

Design:

The CBU Architecture program is centered on a multi-faceted and holistic understanding of design rooted in Christian ethics. ARC 120: Design Communications, ARC 122: Design Fundamentals, ARC 210: Design Studio I, and ARC 212: Design Studio II concentrate on developing these issues of basic design understanding.

Professional Opportunity:

The CBU Architecture program seeks to prepare students for the full spectrum of architectural practice and to connect students with working architects. ARC 370: Professional Preparation, along with the Architect Licensing Advisor, leads students through understanding of registration for AXP and assists students to prepare their first resume and portfolio. ARC 491: Internship is a required 1 to 3 credit paid internship in an architectural office. ARC 570: Professional Practice provides insight to the workings of an architectural office and to the responsibilities and opportunities inherent in the profession.

Stewardship of the Environment:

The CBU Architecture program teaches that a biblically-considered worldview directs architecture students and architects to be stewards of the creation God entrusted to them. ARC 380: Thermal and Environmental Systems and ARC 480: Advanced Sustainable Systems analyze the impact of design decisions on comfort, energy use, and mechanical systems.

Community and Social Responsibility:

The CBU Architecture program encourages students to embrace architecture in terms of a greater purpose, by taking on a responsibility to satisfy community needs above and beyond the simple spatial requirements of a building. ARC 410: Design Studio V exhibited this commitment by designing a STEAM school in such a way as to enliven and reinvigorate a decaying neighborhood.

I.1.5 Long-Range Planning: The program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional mission and culture.

[X] Demonstrated

2018 Analysis/Review: Long-range operational planning and assessment are integrally linked at CBU. Planning occurs at each level of the university, including a Comprehensive University Plan, an 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 goals are set at three levels with regard to the architecture program: at the departmental level, the college level, and university level. 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 Assessment:

A. Program Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multiyear objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

B. Curricular Assessment and Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

[X] Demonstrated

2018 Analysis/Review: The faculty of the department meets 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 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 ongoing 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.

According to university procedures, and with the input of the architecture faculty, the architecture program has chosen a subset of its Student Learning Outcomes (SLO) 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 with regard 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 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.

Part One (I): Section 2 – Resources

I.2.1 Human Resources and Human Resource Development:

The program must demonstrate that it has appropriate human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including but not limited to academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2018 Team Assessment: Since the last visit, CBU has hired 2 additional faculty which allows all classes to be taught by full-time faculty. Faculty report that the teaching load is 24 hours of teaching per year which typically equates to two studios and three lecture classes. Although the workload may be considered higher than average, students report that the faculty are highly engaged and that they have ample access to the faculty in and out of class. Currently, the office administrative support for the architecture faculty/director resides in the dean's office except for student administrative assistants. Faculty and administration report that administration is supportive of faculty development and has a budget for conference travel. New faculty undergo rigorous training and mentorship during the first year.

While the faculty have been focused primarily on building the program, they are engaging in outside research and community development. This research makes its way into studio courses.

The students easily identify Caleb Walder as the Architect Licensing Advisor (ALA) and Jacob Slagill as the student NCARB liaison. Students report that NCARB national representatives have visited multiple times and they have sufficient access to information. A number of students have already started their NCARB records. The program lists student services including academic and personal advising, career guidance, and internship / job placement on its website.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include but are not limited to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

[X] Described

2018 Team Assessment: Based on a tour of the facility, the Architecture Program recently moved into a facility known as the ADAMS building which was specifically renovated for the architecture program. It is sized to accommodate a student population of approximately 200, which is expected to be sufficient for approximately 10 years. University plans call for a new building to be ready at that time to accommodate the future needs of the entire CAVAD.

The ADAMS building, as renovated, includes sufficient studio space, a model shop, faculty offices, flexible critique space, and requisite support facilities and equipment. Though the building is located across the street from the main campus, the main library and the engineering building where materials and structures classrooms are located are within a ten minute walk.

The newly renovated facility is wheelchair accessible and secured through key-card access.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2018 Team Assessment: The university has demonstrated a commitment to providing the financial resources necessary to accomplish a successful, stable, long-term environment for the architecture program. As the program has grown in the size of the student body, the university has provided resources to attract and hire additional faculty, and support the operations of the program.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning.

[X] Demonstrated

2018 Team Assessment: Information resources are available both physically and digitally to students, faculty, and staff. Architecture-related literature, including over 5,000 titles, is housed primarily across campus in the Annie Gabriel Library. The library participates in an inter-library loan system for access to additional resources. Future plans include faculty-driven acquisitions and participation in the JSTOR organization.

I.2.5 Administrative Structure and Governance:

• **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and school, college, and institution.

• **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2018 Team Assessment: 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 relationship of the Board to its constituency is determined by the California Southern Baptist Convention rather than by the University. 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, and his associate dean, Dr. Matthew Niermann, report 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 dean's supervision.

Keelan Kaiser is the architecture program director and reports directly to the dean and his staff. 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, though 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.

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. Currently non-faculty staff (full-time and part-time) consists of: Karen Heinze, Administrative Secretary –CAVAD, Laura Peretta, Receptionist – CAVAD, and Steve Emerson, Library Director/Architecture Collection.

This information was provided in the report and confirmed by the CBU website and through multiple conversations with administration, faculty and staff.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

Part Two (II): Section 1 – Student Performance – Educational Realms and Student Performance Criteria

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

Instructions to the team:

1. *When an SPC is MET, the team is required to identify the course or courses where evidence of student achievement at the prescribed level was found.*
2. *If an SPC is NOT MET, the team must include a narrative that indicates the reasoning behind the team's assessment.*
3. *After completing the VTR, the team must prepare an SPC matrix (using a blank matrix provided by the program) that identifies the courses in which the team found the evidence of student achievement. The team's matrix is to be appended to the VTR as Appendix 2.*

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1 Professional Communication Skills: *Ability* to write and speak effectively and use representational media appropriate for both within the profession and with the public.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 350: Architectural Theory I and ARC 462: International History/Theory Seminar.

A.2 Design Thinking Skills: *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 310: Design Studio III, ARC 412: Design Studio VI, and ARC 510: Design Studio VII.

A.3 Investigative Skills: *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for the following courses: ARC 410: Design Studio V (Integrated Studio), ARC 412: Design Studio VI, and ARC 511: Thesis Research / Prep.

A.4 Architectural Design Skills: *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 310: Design Studio III and ARC 312: Design Studio IV.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 310: Design Studio III, ARC 410: Design Studio V (Integrated Studio) and ARC 412: Design Studio VI.

A.6 Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARC 312: Design Studio IV and ARC 410: Design Studio V (Integrated Studio).

A.7 History and Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 242: Architectural History II and ARC 462: International History/Theory Seminar.

A.8 Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 310: Design Studio III.

Realm A. General Team Commentary:

The program has successfully addressed the concerns of the previous visiting team and meets the criteria of all 8 SPCs in Realm A. For such a young program, the student work is remarkably strong in the areas of Critical Thinking and Representation. The team was especially impressed with the copious physical models, hand sketching, and use of new media such as podcasts.

Realm B: Building Practices, Technical Skills, and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1 Pre-Design: *Ability* to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Met

2018 Team Assessment: Coursework demonstrating evidence of ability to prepare a comprehensive program for an architectural project was found in ARC 310: Design Studio III, ARC 412: Design Studio VI, and ARC 511: Thesis Research/Prep.

B.2 Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 310: Design Studio III, ARC 380: Thermal & Environmental Systems, ARC 410: Design Studio V (Integrated Studio) and ARCH 510: Design Studio VII.

B.3 Codes and Regulations: *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

[X] Not Met

2018 Team Assessment: Sufficient evidence of student achievement at the prescribed level of ability was not found in student work. ARC 310: Design Studio III provided quiz evidence reflecting possible understanding, but student design work did not provide evidence of ability in satisfactorily applying accessibility and life safety regulations. Additionally, review of studio projects produced later in the curriculum evidenced similar lack of ability on these matters.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 410: Design Studio (Integrated Studio) and ARC 570: Professional Practice.

B.5 Structural Systems: *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Met

2018 Team Assessment: Evidence of ability to demonstrate the basic principles of structural systems was found in ARC 393: Structural Systems I, ARC 410: Design Studio V and ARC 493: Structural Systems II.

B.6 Environmental Systems: *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 385: Luminous and Sonic Environmental Systems, ARC 410: Design Studio V (Integrated Design), and ARC 480: Advanced Sustainable Systems.

B.7 Building Envelope Systems and Assemblies: *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 410: Design Studio V (Integrated Studio).

B.8 Building Materials and Assemblies: *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 312: Design Studio IV, ARC 380: Thermal & Environmental Systems, ARC 385: Luminous & Sonic Environmental Systems and ARC 512: Thesis Studio.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 380: Thermal & Environmental Systems and ARC 385: Luminous and Sonic Environmental Systems.

B.10 Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Not Met

2018 Team Assessment: The work produced for ARC 310: Design Studio III shows minimum evidence of Understanding financial feasibility. The syllabus for ARC 570: Professional Practice lists financial considerations but there is no evidence of understanding of construction cost estimating, construction scheduling, operational costs, or life-cycle costs.

Realm B. General Team Commentary: The work presented in the team room to satisfy eight of the ten SPC's under Realm B was very comprehensive for a program in its sixth year of existence that has graduated one class. The team concluded that SPC B.3, Codes and Regulations and SPC B. 10, Financial Considerations were not met due to lack of evidence presented in the team room.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations in this realm include:

- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and reconciling the implications of design decisions across systems and scales.
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.

C.1 Research: *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Met

2018 Team Assessment: Understanding of the theoretical and applied research methodologies and practices used during the design process was demonstrated in ARC 350: Architectural Theory I, ARC 412: Design Studio VI and ARC 511: Thesis Research/Prep.

C.2 Integrated Evaluations and Decision-Making Design Process: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met

2018 Team Assessment: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project was demonstrated in ARC 410: Design Studio V, ARC 312: Design Studio IV, ARC 412: Design Studio VI and ARC 511: Thesis Research/Prep.

C.3 Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Met

2018 Team Assessment: Evidence of student achievement for this criteria was found in ARC 410: Design Studio V (Integrated Studio).

Realm C. General Team Commentary: All three requirements in realm C were met. The students demonstrated the ability to integrate diverse information and concerns into a project of relative complexity. Several courses demonstrated integrated design thinking and decision making, and, ARC 410 provided several projects that met these requirements in C.3 Integrative Design. The use of data based decision making using energy modeling, acoustical, and visual behavior software as design tools is commendable and the reason for distinction in realm C.2 Integrated Evaluation and Decision Making Design Process.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
 - Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 Stakeholder Roles in Architecture: *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—the architect’s role to reconcile stakeholders needs.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 370: Professional Preparation and ARC 570: Professional Practice.

D.2 Project Management: *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods was demonstrated in the ARC 570 syllabus and student assignments that followed lectures/presentations..

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work provided for ARC 570: Professional Practice.

D.3 Business Practices: *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARC 370: Professional Preparation and ARC 570: Professional Practice.

D.4 Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 570: Professional Practice.

D.5 Professional Ethics: *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 570: Professional Practice.

Realm D. General Team Commentary:

The CBU Architecture program achieves satisfaction of Realm D SPC criteria through a suite of two required courses, ARC 370 Professional Preparation and ARC 570 Professional Practice, supplemented by a required internship in an architectural office, ARC 491 Architecture Internship, and a required business school course, BUS 506 Entrepreneurship: The New Venture.

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation

For a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be or be part of an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); or the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances:
 - a. The institution has explicit written permission from all applicable national education authorities in that program's country or region.
 - b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

[X] Met

2018 Team Assessment: Evidence of meeting this criterion was presented in the APR. It consisted of a letter from the Western Association of Schools Accrediting Commission (WASC) stating they had met all the areas of attention stemming from the 2010 re-accreditation site visit and granting re-affirmation of the California Baptist University. The next visit is scheduled for spring of 2019.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

The B. Arch., M. Arch., and/or D. Arch. are titles used exclusively with NAAB-accredited professional degree programs. The B. Arch., M. Arch., and/or D. Arch. are recognized by the public as accredited degrees and therefore should not be used by non accredited programs.

Therefore, any institution that uses the degree title B. Arch., M. Arch., or D. Arch. for a non accredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *2014 NAAB Conditions for Accreditation*. All accredited program must conform to the minimum credit hour requirements:

[X] Met

2018 Team Assessment: California Baptist University (CBU) offers a five-year M.Arch degree program. They report that their program consists of 174 credit hours. The curriculum consists of 50 general education credit hours, 94 undergraduate required major credit hours and 30 required graduate credit hours. The evidence of meeting the Professional Degrees & Curriculum criterion was found in the APR and the CBU Architecture Suggested Curriculum Plan available to all students and presented to the visiting team.

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

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.
- In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. See also Condition II.4.6.

[X] Met

2018 Team Assessment: The CBU Architecture program offers a five year master's degree. Entering Freshmen are required to complete the entire curriculum as presented during the visit. Students do have the option of opting out of the master's program and receive a non-accredited BA in Architecture Degree after completing their fourth year. CBU Architecture has developed several agreements with community colleges and have worked with them to develop courses that have equivalent content to the first two years of their curriculum. In 2018 the program admitted 3 students directly into the third year of their curriculum from these institutions based on transcript and portfolio review. Although the courses in the first two years provide an important foundation for meeting accreditation requirements, there are no NAAB SPC placed on those courses. This insures that every student that graduates has taken courses that meet the required NAAB SPC.

The evidence of this criterion was determined through review of student transcripts and portfolio, discussions with the director and through information presented in the APR.

Part Two (II): Section 4 – Public Information

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

[X] Not Met

2018 Team Assessment: The language identified in the program's promotional material does not match that which is found in the *NAAB Conditions for Accreditation*, Appendix 1.

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

The 2014 NAAB Conditions for Accreditation

The Conditions for Accreditation in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2018 Team Assessment: A link located in the most recent APR and on the School's website directs viewers to NAAB.org, from which users can access all proper documents.

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2018 Team Assessment: Information regarding career development and placement services can be located at <https://calbaptist.edu/career-center>. Additionally, information regarding potential career paths in architecture is provided at <http://cavad.calbaptist.edu/programs/architecture-program#careers>.

II.4.4 Public Access to APRs and VTRs:

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).

- The most recent decision letter from the NAAB.
- The most recent APR.
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2018 Team Assessment: Links to the appropriate documents can be accessed at: <http://cavad.calbaptist.edu/programs/architecture-program#accreditation>.

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Not Applicable

2018 Team Assessment: Not applicable, as there has been one graduating class to date.

II.4.6 Admissions and Advising: The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of pre-professional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2018 Team Assessment: Admissions policies and procedures are clearly noted online: <https://calbaptist.edu/admissions/undergraduate/applying-cbu/>. This page includes information for direct admits as well as transfer students. Portfolio requirements for transfer students are not currently mentioned on the CBU website but are part of the articulation agreements with regional junior colleges admits.

Student advising is being handled by Katherine Papineau, Ph.D, Associate Professor and Assistant Dean. This was confirmed through discussions with the director, faculty, students, and review of the advising documents.

This information was gathered through reviewing web material, advising documentation, transcripts/portfolios of transfer students and discussions with the program director.

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.

- The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

[X] Met

2018 Team Assessment: Comprehensive financial aid information, including a breakdown of potential costs and fees students may incur during their full course of study, can be located at <https://calbaptist.edu/financial-aid/undergraduate/tuition-and-fees>.

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

[X] Met

2018 Team Assessment: The program's Annual Statistical Reports in *NAAB Procedures for Accreditation* format are available on the following website: <http://cavad.calbaptist.edu/programs/architecture-program#accreditation>. The information is gathered from university databases and before the final report is submitted, it is checked by the Director of Institutional Research, Brian Niemeier, Ph.D.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 10, *NAAB Procedures for Accreditation*, 2015 Edition).

[X] Not Applicable

2018 Team Assessment: Not applicable because 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.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

I.1.2 Learning Culture

A.6 Use of Precedents

B.2 Site Design

C.2 Integrated Evaluation and Decision-Making Design Process

Appendix 2. Team SPC Matrix

The team is required to complete an SPC matrix that identifies the course(s) in which student work was found that demonstrated the program's compliance with Part II, Section 1.

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR.

Appendix 3. The Visiting Team

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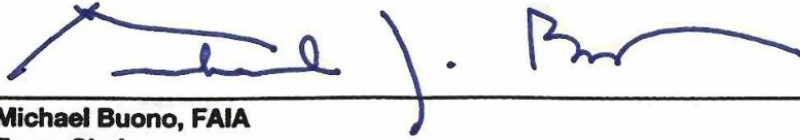
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V. Report Signatures

Respectfully Submitted,



**Michael Buono, FAIA
Team Chair**



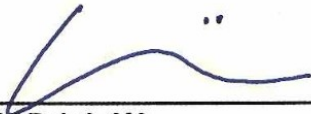
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**Mike Chiappa, AIAS
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