California Baptist University
College of Architecture, Visual Arts + Design

2021 Visiting Team Report

Master of Architecture [168 total credits]

The National Architectural Accrediting Board
March 8-10, 2021

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.

Contents

I.   **Summary of Visit**

   a.   Acknowledgments and Observations

Acknowledgements - The NAAB team wishes to thank the leadership of California Baptist University: the Provost, Dr. Sands; the Dean of the College of Architecture, Visual Arts, and Design, Mark Roberson; and program head Keelan Kaiser for their hospitality and support during this virtual visit. The team recognizes the additional challenges that the leadership team at CBU faced with the onset of the global COVID-19 pandemic and the switch from an in-person to a virtual visit. The transition to an online team room was meticulously planned and executed. The team acknowledges the work of Professor Kaiser who ensured that this complicated endeavor was completed with accuracy and grace.

Students - The team wishes to recognize the students for an energetic discussion and sharing their insights into CBU architecture. "Community" was a word that echoed throughout our discussions. The team learned that the students feel an intense sense of commitment and empathy from the faculty members who teach in the Architecture Program. One student said that they felt as if faculty members were "mentors for life." Students indicated that they felt engaged by the program and were active participants in the continuous improvement of CBU's academic environment. The team observed a lively and respectful atmosphere of discussion between students in the program.

Staff - The academic and extracurricular activities at CBU are supported by highly motivated and competent staff colleagues. These individuals, who represent the libraries, information technologies, student services, and administrative support, fully understand the mission of the University and the Architecture Program. They are dedicated to the institution and the students it serves. They projected an image of a nimble and skilled cadre of professionals who helped the institution make a successful and abrupt transition to online teaching-learning at the onset of the pandemic. Staff persons were undeterred in their commitment to ensure the success of the University and program's academic mission despite the challenges of the pandemic.

Faculty - The team found that faculty members at CBU are highly committed to the teaching mission of the program and University. This group appears to be highly collegial, perhaps due to the unique experience that every first-year faculty member undergoes by participation in a required colloquium called the "First Year Faculty Experience," which not only builds awareness of the unique situation of teaching in a Christian university, but inculcates practical lessons regarding course delivery and continuous improvement. Faculty members expressed empathy for their students, particularly in light of the challenges associated with teaching and learning in a pandemic.

Program & University Identity - CBU is a faith-based institution of higher learning that places particular emphasis on professional education as a means of achieving the aims of the University's spiritually rooted mission and purpose. The idea of architecture as a vehicle for doing good for humanity in service of a higher cause is evidenced throughout the architecture program's vision and mission, as well as in the classroom and extracurricular activities.

Teaching-Learning Climate - The team recognizes that the teaching-learning climate in the architecture program engages students well beyond the classroom. There is a sense among faculty members, staff, and leadership that responsibility for the formation of students'

sensibilities is holistic and best achieved in a nurturing environment. This attitude has persisted throughout the COVID-19 pandemic substantially mitigating the negative impacts of online teaching and learning.

Connections to the Profession -- While the CBU architecture program is young, it is well connected to the professional community. Most faculty members come from a practice background, which links pedagogy to practical applications. Faculty members use their professional connections to mentor students and develop their interviewing skills for placement. The students are cognizant of the fact that faculty members regularly network with practitioners to facilitate their placement. One example is the annual career day, which provides students with direct access to potential employers.

b.   Conditions Not Achieved

B.10   Financial Considerations

c.   Conditions Met with Distinction

A.3   Investigative Skills

B.4   Technical Documentation

C.1   Research

II.   Progress Since the Previous Site Visit

2014 Student Performance Criterion 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.

Previous Team Report (2018): 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.

2021 Visiting 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; and ARC 385, Luminous & Sonic Environmental Systems.

2014 Student Performance Criterion 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.

Previous Team Report (2018): 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.

2021 Team Assessment: This SPC remains not met. Evidence of basic understanding of the fundamentals of building costs was found in some student work, but student work did not include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs. The team requested that the program provide additional evidence in support of this criterion. CBU responded with additional evidence, but the materials provided to the team failed to meet the threshold of "met" for this condition.

2014 Condition 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.

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

2021 Visiting Team Assessment: The statement on NAAB-Accredited Degrees located on the program's website contains the verbiage prescribed in the NAAB Conditions for Accreditation, Appendix 1.

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

2021 Analysis/Review: California Baptist College (CBC) was founded in 1950 in El Monte, California, with the mission of providing diverse educational opportunities to Baptist youth. In 1955, the College relocated to larger facilities in Riverside, CA continuing its growth until 1998 when CBC became California Baptist University (CBU). The institution is currently home to over 11,500 students with an intention to continue its expansion into the future. CBU offers baccalaureate degrees in multiple disciplines, masters degrees in 27 programs and 7 doctoral degrees. The institution is considered "Master's Colleges & Universities: Larger Programs" by the Carnegie Classification of Institutions. CBU is one of the largest private Christian Universities in the United States and as of 2020 the College of Architecture, Visual Art and Design (CAVAD) is one of the largest design colleges in a Christian environment in the world. Central to CBU is its Christian faith and practice. The university's mission is summarized by its "Core 4" outcomes of all CBU students: Biblically Rooted, Globally Aware, Academically Prepared, and Equipped to Serve.

In 2011 CBU trustees voted to combine existing programs in art and design with a new architecture major establishing the CAVAD. 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, continuing candidacy in 2016, and initial accreditation in 2018, completing the sequence of steps necessary to establish the professional program. The mission of the 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." The foundations of CBU Architecture's mission are rooted squarely in scripture as illustrated on pages 9-10 of the APR.

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

2021 Analysis/Review:

Teaching and learning is emphasized within the mission of the university, and is a major focus for faculty within the program. The positive learning culture is supported by the CBU Architecture core values: nurturing creative thinking, developing effective communication, and establishing leadership skills.

The Studio Culture Policy is available on the program website and distributed within studios. The policy describes the learning environment expected within the architecture studios, as well as interaction between students and faculty. The policy outlines time management expectations, interdisciplinary and collaborative opportunities, policies and methods of assessment, and support for diversity. Students and faculty feel empowered to review the policy and its implementation, noting opportunities for continuous development, and feel that the policy is reflective of the existing collaborative culture. Students also describe the transition of this positive learning culture to the online learning environment.

Discussions at all levels illustrate a focus on finding community within the program and the greater university. Students are encouraged to connect with invited professional guests and find mentorship among their peers. Faculty and staff are extremely committed to the success and wellbeing of each student, and are available for additional questions and guidance beyond the classroom.

The program has developed its own Student Learning Outcomes (SLO) that also help to inform the learning experience. These outcomes include faith integration, creative and critical thinking, care and empathy, evidence, and excellence. The learning culture extends beyond just architecture to cross-disciplinary learning opportunities, including the Creative Thought courses taken by all CAVAD students to achieve a common foundation of design understanding.

The program is formalizing a guest lecture and exhibit series as part of its strategic plan and has hosted a wide variety of firms, architects, and designers. Students are able to participate in field trips to firm offices, job sites, and significant works. Faculty have presented at and participated in various conferences, and students describe active involvement in clubs and leadership development organizations the AIAS, NOMAS, and the Association of Christians in Architecture.

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

2021 Analysis/Review: CBU is a faith-based institution, affiliated with the California Southern Baptist tradition. Recruitment goals are clearly stated on their website and in job postings for faculty and staff, with a goal to be at least 50% practicing Baptists. State and Federal law permit California Baptist University to be selective on the basis of religion in order to fulfill its mission.

In its Statement of Religious Freedom and Nondiscrimination, found on the CBU website, it is stated that California Baptist University "…takes seriously anti-discrimination provisions under the state law and is committed to providing a learning and living environment that promotes student safety, transparency, personal integrity, civility, and mutual respect."

There is a clear and expansive Title IX sexual discrimination policy on the CBU website, "About Title IX," which describes violations and respective consequences with regard to sexual harassment and sexual discrimination.

There is no faith requirement for students, and no discrimination with regard to any protected population. CBU is an Hispanic Serving Institution and the architecture students represent diverse ethnicities, races, and religions. There is an active chapter of NOMAS in the Architecture Program. As part of a conscious effort to recruit minority faculty, the program recently hired two minority architects.

To further diversity and inclusion within the program, the Architecture Studio Policy includes a section on Diversity: "CBU Architecture values social, intellectual and disciplinary diversity, as well as diversity in race, nationality and gender, in its staff, faculty and student population, as well as in its curriculum. We support active, open discourse, and the Studio must be a place where diverse life experiences and opinions are shared. A culture of respect and open inquiry provides the foundation of a life-long learning perspective that begins in architecture school. This attitude is in keeping with our University Student Outcome to "respect diverse religious, cultural, philosophical, and aesthetic experiences and perspectives." The program is currently recruiting students from high schools representing a wide cross section of Southern California's ethnic and socio-economic communities. We are also involved in the ongoing recruitment of international students."

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

2021 Analysis/Review: CBU's faith-based tenets are ubiquitous and inform all aspects of the institution's long-range planning, mission statements, and curricular development. Likewise, these tenets serve to underpin the foundations of the defining perspectives. That is, discipline specific concepts are defined and parameters are established through citation of scripture. It is rare, even among faith-based institutions to see this level of consistency connecting overarching ideals to frontline deployment of pedagogical objectives. CBU frames each of the Defining Perspectives below with preambles that provide relevant quotes from scripture.

Collaboration and Leadership: CBU instills an element of collaboration in students from the very beginning of their education through a series of interdisciplinary course work in collaborative groups with majors from other disciplines in the School. Likewise more advanced level courses are hosted in conjunction with faculty members from disciplines outside of architecture and/or practitioners in a variety of fields, thereby underscoring the wide array of disciplinary expertise that is needed at the table in architectural undertakings. CBU students engage in service projects in collaboration with students from diverse majors throughout the University. Leadership skills are developed through an array of student organizations, participation in student advisory councils, and recruitment undertakings. Both ARC 370, Professional Preparation and ARC 570, Professional Practice offer specific components that seek to inculcate leadership in the student body.

Design: Design education is found throughout the CBU curriculum. From the initial semester of the program, students take courses that provide them with the tools to explore design (manual drawing, physical model-making, and digital media) as well as courses that inculcate design thinking and design research methodologies. CBU's eight design studios utilize different methods to illuminate concepts of design process, design strategies, design research and technical expertise. Projects are offered at a variety of scales, complexity, and engage diverse site and environmental conditions.

Professional Opportunity: California Baptist University was founded as a Christian professional educational institution, unlike most other faith-based institutions which were founded as liberal arts institutions. This means that professional activities and professionalism are valued by the University and are reflected in the credentials of the individuals who lead and teach in the Architecture Program. Students are also offered early grounding in professionalism through ARC 370 Professional Preparation, which provides not only historical perspectives of the profession, but also introduces students to the path toward licensure, preparation of resumes, and portfolios. ARC 370 is followed by a required internship

course and a graduate level professional practice course (ARC 570). CBU offers the only architecture program in California's Inland Empire, and while the program is young testimonials from practitioners in the region attest to the preparedness of students to enter the profession.

Stewardship of the Built Environment: Stewardship as a worldview and theological principle is broadly reflected in CBU's introduction to this perspective. CBU's educational focus is "on designing the built environment thoughtfully toward resource reduction, regeneration, and education of our future employers and clients on this 21st century concern." Although the architecture building renovation was not extensive enough to qualify for LEED certification, sustainable design features were highlighted where possible in order to serve as a didactic environment for students. Several faculty members maintain credentials in sustainability, resilient, and/or regenerative design. Coursework in the degree program broadly focuses on sustainability and evidence of this work is readily found in design studio explorations.

Community and Social Responsibility: Service learning is a foundational component of the CBU ethos. Students have worked with communities through organizations such as Freedom by Design and international ministries. There have been several collaborations with the City of Riverside that permit students to share their expertise with issues confronted by the surrounding community. California, which suffers from an acute shortage of affordable housing is encountering a homeless crisis that the student design projects have endeavored to address. The program has developed a series of learning objectives that are specific to service learning projects to ensure their compatibility with the institution's objectives.

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

2021 Analysis/Review: The team found this condition to be demonstrated in the APR and in links to the program, school, and university's strategic planning documents and SWOT analysis. In depth long-range planning is evidenced at the school and university level. The Department of Architecture's Strategic Goals include a list of objectives typical of a nascent academic discipline with a heavy focus on building the program and addressing issues connected with initial accreditation. The list also includes long-term program objectives that are more aspirational including program growth, increasing academic excellence, improving public exposure, and growing the allied disciplines within the unit. CAVAD strategic goals are more data driven and provide tangible metrics. They include initiatives that directly impact the architecture program, but are broadly interdisciplinary and College-wide goals. The CBU Comprehensive University Plan (CUP) provides a connection between the aspirational visions for the institution, connects to its mission and identifies specific connections to academic and academic support units across the institution. CAVAD's strategic goals nest within the context of the CUP and serve to connect the Architecture Department's Strategic Goals to the larger institution.

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

2021 Analysis/Review: Through monthly department meetings, retreats, focused topical deep-dive discussions and informal discussions, the Architecture Department faculty meets regularly to discuss business of the program and conduct environmental scans to strengthen the existing program and introduce incremental improvements to the program. At the annual faculty retreat, faculty review their mission and strategic goals for the year ahead, including a strategic goals and SWOT planning exercise. Meeting agendas and notes were found in supporting folders on the program's Google Drive. There is enthusiasm for continuous improvement, with an emphasis on developing depth and refinement of the existing curriculum. Students have a voice in planning and assessment through regular course evaluations, student forums, and focus and advisory groups.

According to university procedures, the architecture program assesses a subset of its Student Learning Outcomes (SLO) every year for five years, so that all of the SLOs will be assessed for teaching effectiveness over a five-year cycle. Each year, student grades and other assessment data collected in courses connected to the selected SLOs are examined in comparison 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 conduct a review of the entire program, including the yearly plans for improvement and their results. The results of this five-year review inform faculty hiring, budget increases and other institutional long-range planning. This system is the established, university-wide assessment process.   As of the 2021 NAAB visit, the Architecture Department has completed one five-year assessment cycle.

Within the Architecture Assessment Portfolio the team found the Program & University Student Learning Outcome Curriculum Map, which graphically lays out the program Student Learning Outcome(s) expected for each course, including whether that SLO will be Introduced, Practiced or Demonstrated. The next document is the Overall Assessment Plan, which graphically lays out the SLO(s) to be assessed each year. There are a series of Annual Assessment Plans (A-Plans) which lay out who, how and when each SLO will be assessed during each year, and Yearly Assessment Reports (Y-Reports) which summarize the results of the assessment and proposed action plans. There is an A-Plan and a Y-Report for each year of the five-year cycle.

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

2021 Team Assessment: The faculty handbook discusses workload for faculty at 12 hours per semester leaving room for student interaction.

Mentoring or discipleship for upperclassmen is encouraged as a way of building confidence in lowerclassmen and demonstrating good fundamental skills for the practice of architecture.

The Architectural Licensing Advisor was identified in the resources and in the faculty/team meeting and discussions with him demonstrated good understanding of current Architectural Experience Program criteria and needs for the students.

The faculty meeting included discussions about the facilities ability to pursue professional development and the faculty is reimbursed for continuing education opportunities as they pursue them on their own.

The school utilizes a University Tutoring Center and a Career Center to support student development and career guidance in addition to faculty mentorship to support job placement. Letters from the community of architects in the area indicate that the school is a pipeline of talent for the professional offices in the area.

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

2021 Team Assessment: The CBU campus is largely contained on a single city block of Riverside California. The architecture department has been moved into the former engineering building across the street from the main campus. The visit was virtual and no actual space was reviewed by the visiting team. The team was provided with a video tour of the facility which showed ample space for students and faculty. Labs, shops, open learning space, shared critique space on two floors of a single building were observed.

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

[X] Demonstrated

2021 Team Assessment: The team found that this condition was demonstrated through the narrative in the APR and links to CBU financial spreadsheets contained online. The APR contains tables that illustrate the architecture program's line item budget and expenditures from year 1 (2013-14) to year 7 (2019-20) and projected budgets from year 8 (2020-21) to year 12 (2024-25). The program is expected to continue steady growth and expansion of the financial resources required to support student learning and achievement.

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

2021 Team Assessment: Per the Information Technology Services page on the CBU website, the ITS team strives to provide "seamless access to Information, Resources, and Services to enhance and support the learning experience through the use of innovative technologies. To accomplish this, a convergence philosophy is used in the decision process when infrastructures and systems are needed to support students, faculty, and staff."

The Annie Gabriel Library has its own webpage on the CBU website, and is also described on page 39 of the Student Handbook: "45. ANNIE GABRIEL LIBRARY: The Staff, resources, and services of the Annie Gabriel Library enhance the quality of the academic experience available at California Baptist University by meeting the research and information needs of its Students." Students have access to the physical resources available, online resources, research assistance from the librarians, and inter-library loans locally and through online requests. There are over 5000 architecture-related titles in the library, and architecture students have a direct link to an architecture-specific reference page.

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

2021 Team Assessment: Evidence of the University, the College and the Program's administrative structure, is provided in the APR with online links to the University's bylaws describing the roles of trustees, officers, and other agents of the University. Organizational charts are provided on page 42 (The University, the trustees and officers of the institution), 43 (the schools and colleges), and page 44 (CAVAD). Due to the scale of the Architecture Program, governance is by committee of the whole, wherein the director plays the role of facilitator and sometimes "vision-caster."

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.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 350, Arch Theory I and ARC 410, Design Studio V.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 310, Design Studio III and ARC 412, Design Studio VI.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 212, Design Studio II, ARC 410, Design Studio V and ARC 514, Project and Client Development.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 310, Design Studio III, ARC 312, Design Studio IV, and ARC 410, Design Studio V.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 312, Design Studio IV, 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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 312, Design Studio IV, ARC 410, Design Studio V. Additional evidence of precedent analysis was found in ARC 460, International Design Seminar and ARC 462, International History/Theory Seminar.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 240, Architectural History I, ARC 242, Architectural History II, ARC 350, Architectural Theory I, ARC 460, International Design Seminar, 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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 240, Architectural History I, ARC 242, Architectural History II, ARC 310, Design

Studio III, ARC 350, Architectural Theory I, ARC 460, International Design Seminar, ARC 462, International History/Theory Seminar.

Realm A. General Team Commentary: CBU's program provides students with a well-rounded foundation in professional communication skills. Students develop skills in manual drawing, physical model-making, and digital media. Students also develop strong investigative skills which are evidenced broadly throughout coursework including in written papers and in visual presentations for design studio courses. The international experience broadens students' experience and exposes students to architecture, urbanism, and culture that otherwise would not be found in Southern California.

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

2021 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, ARC 412, Design Studio VI, ARC 512, Thesis Research / Prep, and ARC515, Design Studio VIII.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC310, Design Studio III, ARC 380, Thermal and Environmental Systems, ARC 480, Advanced Sustainable Systems, ARC 510, Design Studio VI, ARC 512, Thesis Studio, and ARC 515, Design Studio VIII.

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] Met

2021 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, and ARC 385 Luminous & Sonic Environmental Systems.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 120, Design Communication, ARC 220, Computer Modeling, ARC280, Materials and Methods, ARC 410, Design Studio V, ARC 512 Thesis Studio, ARC 515, Design Studio VIII, 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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 393, Structural Systems I, ARC 410, Design Studio V (Integrated Studio), 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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 380, Thermal & Environmental Systems, ARC3 85, Luminous & Sonic Environmental Systems, ARC 410, Design Studio V (Integrated Studio), 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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 410, Design Studio V (Integrated Studio), ARC 512, Thesis Studio, and ARC 515, Design Studio VIII.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 280, Materials and Methods, ARC 312 Design Studio IV, ARC 380, Thermal & Environmental Systems, ARC 385, Luminous & Sonic Environmental Systems, ARC 512, Thesis Studio, and ARC 515, Design Studio VIII.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 380, Thermal & Environmental Systems, ARC 385, Luminous & Sonic Environmental Systems, and ARC 410, Design Studio V (Integrated Studio).

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

2021 Team Assessment: Evidence of basic understanding of the fundamentals of building costs was found in some student work, but student work did not include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs. The team requested that the program provide additional evidence in support of this criterion. CBU responded with additional evidence, but the materials provided to the team failed to meet the threshold of "met" for this condition.

> **Realm B. General Team Commentary:** The coursework presented to demonstrate the student's ability to comprehend the technical aspects of design, systems, and materials is well represented. The inclusion of written and graphic documentation showing each student's exploration of codes, accessibility, energy modeling, sustainability, and constructability is extensive and is evidence of the breadth of information covered in the design process of assigned projects. This level of documentation and exploration positions the students for success in the profession.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 410, Design Studio V (Integrated Studio), ARC 412, Design Studio VI, ARC 511, Thesis Research / Prep,and ARC 514, Project & Client Development.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 410, Design Studio V (Integrated Studio) and ARC 514, Project & Client Development.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 310, Design Studio III and ARC 410, Design Studio V (Integrated Studio).

> **Realm C. General Team Commentary:** The team observed that C.3 Research provides students with an exceptionally strong underpinning of knowledge and skills necessary for successful integrative design. Decision making in the integrative experience is facilitated by data driven energy studies and by qualitative assessment of site and programmatic determinants. Integrative design is achieved in studios offered in the third and fourth year.

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

2021 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.

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared 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

2021 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.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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 410, Design Studio V (Integrated Studio) and ARC 570, Professional Practice.

D.5 **Professional Conduct:** *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

2021 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 students have exposure to multiple realms of Professional Practice through their ARC 370 and ARC 570 classes, as well as through active participation of faculty in supporting job placement for students. The faculty frequently partner with local firm leaders as guest lecturers, giving students access to potential future employers. Letters written by local architects in support of the school indicated that students from CBU were well equipped for professional work in a firm and well qualified in architectural skills upon graduation, noting that CBU students were favored over students from other regional universities.

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

2021 Team Assessment: The APR provided a link to the Western Senior College and University Commissions (WASC) dated July 12, 2019 reaffirming CBU's regional accreditation and setting the next reaffirmation review for spring 2025.

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 nonaccredited programs.

Therefore, any institution that uses the degree title B. Arch., M. Arch., or D. Arch. for a nonaccredited 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

2021 Team Assessment: The M.Arch program conforms to NAAB minimum credit hour requirements. The professional degree at CBU includes 168 credit hours with 30 "fifth year" graduate hours included as described in the curriculum website.

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 preprofessional 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

2021 Team Assessment: Evidence of compliance with Part Two (II): Section 3 – Evaluation of Preparatory Education was provided in the 2021 CBU ARCH Team Room Advising Sample Files (on Google Drive).

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] Met

2021 Team Assessment: The statement on NAAB-Accredited Degrees located on the program's website contains the verbiage prescribed 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 NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2021 Team Assessment: The program provides links to the current NAAB Conditions and current NAAB Procedures for Accreditation on the program's website.

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

2021 Team Assessment: The program is very involved in preparing students of all backgrounds to transition to careers, and in mentoring graduates. ARC 370, Professional Preparation and ARC 491, Architecture Internship prepare students for and allow students their first experience in a professional setting; managing and guiding them through internship opportunities. Further evidence of assistance for students and alumni is provided on CBU's Career Center website. The Career Center provides internship, job seeking, and placement services in addition to hosting career fairs and Career Day events. Additional information about careers in architecture is provided on the program's website.

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

2021 Team Assessment: Links to all required documents are available on the program's website under the accreditation tab.

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] Met

2021 Team Assessment: A link to the ARE pass rates is provided on the program's website under the accreditation tab.

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 preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2021 Team Assessment: Information, forms, and instructions for both traditional first year applicants as well as transfer student applicants to CBU are available through the University's website. The architecture program has open admissions and there are no additional requirements for admission to the professional degree program. Articulation agreements with four local community colleges to describe the transfer of appropriate courses. The requirements for student financial aid are available on the CBU website. CAVAD has established academic advising within the college, and there is a designated point of contact for all students in the program.

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

2021 Team Assessment: Costs of attendance can be found on the CBU website under financial aid. This includes a link to a full cost breakdown of tuition and fees per program, as well as access to financial aid and scholarship information.

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

2021 Team Assessment: The CBU annual reports were provided on the CAVAD website and were prepared in consultation with the individual responsible for reporting CBU's IPEDS data.

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] Met

2021 Team Assessment: 2015 Procedures for Accreditation**,** Section 10: Interim Progress Report - Programs with two-year probationary terms are exempt from this requirement.

IV.   Appendices:

Appendix 1. Conditions Met with Distinction

A.3   Investigative Skills: Investigative skills are encountered iteratively in the architecture program curriculum, beginning as early as ARC 212, Design Studio II and continuing throughout a student's education. The iterative nature of investigation forms the underpinning for C.1 Research as a condition met with distinction. Students show an exceptional ability to synthesize and evaluate information from a variety of sources and with multiple formats within both studio and seminar courses. A very high level of investigation is found within the ARC 410 final compendium books to interpret information from precedents, design standards, site and climate conditions relevant codes, energy and environmental systems and more to support project work.

B.4   Technical Documentation: Technical drawings, including details, were well developed using an array of relevant software that would be used in an office environment. Wall sections and models supported the development of architectural ideas at a level of assembly and materials. Students have a sense of design that extends to the detail.

C.1   Research: The team was impressed with the rigor and depth of research demonstrated in the integrative design realm. This approach was iterative, with at least four instances of achievement in the curriculum. Most notably were the compendia to ARC410 that included extensive pre-design research and documentation of supplemental research conducted at various phases throughout a 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.

2021 CBU Student Performance Criteria Matrix

ARCHITECTURE

Criteria legend (columns):

- **Realm A** — 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)
- **Realm B** — 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 Envelop Systems and Assemblies (U); B.8 Building Materials and Assemblies (U); B.9 Building Service Systems (U); B.10 Financial Considerations (U)
- **Realm C** — C.1 Research (U); C.2 Integrated Evaluation and Decision-Making Design Process (U); C.3 Integrative Design (A)
- **Realm D** — 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
ARC 120 Design Communication												X														
ARC 122 Design Fundamentals																										
ARC 210 Design Studio I																										
ARC 212 Design Studio II			X																							
ARC 220 Computer Modeling												X														
ARC 240 Architectural History I							X	X																		
ARC 242 Architectural History II							X	X																		
ARC 280 Materials and Methods													X			X										
ARC 310 Design Studio III		X		X				X	X	X	X									X						
ARC 312 Design Studio IV				X	X	X										X										
ARC 350 Architectural Theory I	X						X	X																		
ARC 370 Professional Preparation																						X		X		
ARC 380 Thermal & Environmental Systems											X			X		X	X									
ARC 385 Luminous & Sonic Environ. Systems													X	X		X	X									
ARC 393 Structural Systems I													X													
ARC 410 Design Studio V (Integrated Studio)	X	X	X	X	X				X		X	X	X	X	X		X		X	X	X				X	
ARC 412 Design Studio VI		X		X					X										X							
ARC 460 International Design Seminar							X	X																		
ARC 462 International History/Theory Seminar						X	X	X																		
ARC 480 Advanced Sustainable Systems											X			X												
ARC 491 Architecture Internship																										
ARC 493 Structural Systems II														X												
ARC 510 Design Studio VII												X														
ARC 511 Thesis Research / Prep																				X						
ARC 512 Thesis Studio									X	X		X				X	X									
ARC 514 Project & Client Development		X																				X	X			
ARC 515 Design Studio VIII									X	X		X				X	X									
ARC 570 Professional Practice												X										X	X	X	X	X

* 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

Appendix 3. The Visiting Team

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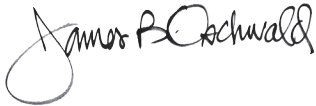
V.   Report Signatures

Respectfully Submitted,

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Team Chair

Mary Shaffer, AIA
Team Member

Jim Oschwald, NCARB
Team Member

Annie Ringhofer, AIAS
Team Member

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Non-Voting Team Member