



National Architectural Accrediting Board, Inc.

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Greetings,

At their July 2016 meeting, the directors of the National Architectural Accrediting Board (NAAB), reviewed the Visiting Team Report (VTR) for the University of Arizona.

On behalf of the Board, it gives me great pleasure to inform you that both the **Bachelor and Master of Architecture** degree programs were granted eight-year terms of accreditation. The terms are effective January 1, 2016; the programs are scheduled for their next visits for continuing accreditation in 2024

Please be reminded that continuing accreditation is predicated on two reporting requirements:

- a) Annual Statistical Reports. This report captures statistical information on the institution and the program. The next statistical report is due on or before November 30, 2016.
- b) Interim Progress Reports. Programs that receive an eight-year term of accreditation must submit an *Interim Progress Report (IPR)* two years after a visit and again five years after the visit. University of Arizona's first interim progress report is due November 30, 2018. There is more information on the IPR process in Section 10 of the 2015 NAAB *Procedures for Accreditation*.

Finally, public dissemination of both the Architecture Program Report and the Visiting Team Report is a Condition of accreditation. These documents must be made public electronically in their entirety. Please see Condition II.4.4 of the 2014 *Conditions for Accreditation and Section 5, of NAAB Procedures for Accreditation, 2015 Edition*.

On the behalf of the NAAB and the visiting team, thank you for your support of accreditation in architectural education.

Very truly yours,

Scott C. Veazey, AIA
President

cc: Robert Miller, Director ✓
Nathaniel Quincy Belcher, AIA, Team Chair



**University of Arizona
College of Architecture and Landscape Architecture (CALA)**

2016 Visiting Team Report

Bachelor of Architecture (174 credit units)

Master of Architecture (prerequisite Bachelor's degree + 102 credit units)

The National Architectural Accrediting Board
March 2, 2016

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. Acknowledgements and Observations

The visiting team would like to thank all concerned at the University of Arizona for their hospitality, preparedness, and willingness to engage in this review process. We were impressed with the general passion and commitment of the students, staff, and faculty as well as the efforts by the program leadership to address the deficiencies and concerns expressed in the previous review cycle. The school prepared extensive material, and exhibited evidence and coordination that made the team's experience both enlightening and efficient.

b. Conditions Not Achieved

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.

2016 Team Assessment: This criterion is **Not Met** for the M. Arch program. The work exhibited in the team room from ARC 510d Advanced Design Studio 1 addressed ordering systems in terms of program organization, layout of vertical circulation, structural systems, and technical systems; however, there was no evidence of conceptual ordering in two or three dimensions or any exploration of parti in the exhibits for this studio or in any completed projects in the advanced studios.

II. Progress Since the Previous Site Visit

2004 Condition 6, Human Resources (B. Arch): *The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient Faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and Faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow Faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.*

Previous Team Report (2010): In recent years, the school has lost faculty and administrative positions due to retirements, resignations, and budget costs. At present, the faculty is being overtaxed and in need of leadership by a permanent director. A national search for a new director and two faculty positions is currently underway.

Two new, junior faculty have been hired this year and are of great support to the program, the existing faculty, and the students.

The budget cuts have also resulted in the loss of administrative positions such as the assistant dean's position. This has decreased or eliminated support programs such as student advising. The faculty and the dean are ready to undertake curriculum updates and new degree programs. The provost and the dean are very supportive of the school, but the lack of a permanent director, empty faculty positions, and budget cuts have created a precarious situation. The existing faculty are working hard, but are worried and demoralized by the budget cuts.

2016 Team Assessment: The program has made substantive progress in addressing the deficiencies noted in the 2010 VTR. A new director was hired in June 2010, and the faculty complement has been restored through a significant expansion in non-tenure track (NTT) faculty hires. An increase in the program fee and resource commitments from the College of Architecture, Planning, and Landscape Architecture (CAPLA), in which the School of Architecture is located, has placed the program on more secure fiscal footing.

The university has implemented a new budgeting process in the current fiscal year, and program administrators expressed confidence that the new budgeting model would be favorable to the program.

2004 Criterion 13.25, Construction Cost Control (B. Arch): *Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating.*

Previous Team Report (2010): ARC 459 & 559 Ethics and Practice covers the scope of professional practice in one year. There is no evidence of construction cost controls in the course outline or the coursework presented.

Cost controls are noted in only one course and then only superficially. The team encourages the program to develop a more thorough discussion of cost controls and integrate those considerations with other design considerations.

2016 Team Assessment: The team found evidence that the fundamentals of building cost, life-cycle cost, and construction estimating were adequately addressed in ARC 459 Ethics and Practice.

2009 Criterion A.4, Technical Documentation (M. Arch): *Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.*

Previous Team Report (2013): Although models and drawings in ARC 510f show ability to prepare models and drawings illustrating assembly of materials and systems, projects shown do not appropriately identify materials and systems. Neither ARC 510f nor ARC 541 contained consistent student work indicating an ability to prepare outline specifications or perform basic life safety code reviews. Student work in ARC 541 did not consistently integrate building systems, resolve life safety and accessibility deficiencies, use proper dimensioning protocols, or comprehend the relationship between drawings and specifications to accomplish the building design.

2016 Team Assessment: The team found evidence that this criterion is satisfied in ARC 541 Contract Documents.

2009 Criterion B.2, Accessibility (M. Arch): *Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.*

Previous Team Report (2013): ARC 510d Advanced Studio I: Poetics and Place is designated to meet this criterion. Evidence presented was inconsistent and did not show an ability to properly integrate accessible design principles in building solutions.

2016 Team Assessment: The team found evidence that this criterion is satisfied in ARC 541 Contract Documents.

2009 Criterion B.4, Site Design (M. Arch): *Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.*

Previous Team Report (2013): The team did not find ample evidence in drawings or exercises of an *ability* to develop site designs responsive to watershed (site drainage), topography (grading plans) selection of appropriate planting materials, site hardscape integration, or site lighting.

2016 Team Assessment: The team found evidence that this criterion is satisfied in ARC 510d Advanced Design Studio 1.

2009 Criterion B.6, Comprehensive Design (M. Arch): *Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:*

A.2. Design Thinking Skills	B.2. Accessibility
A.4. Technical Documentation	B.3. Sustainability
A.5. Investigative Skills	B.4. Site Design
A.8. Ordering Systems	B.5. Life Safety
A.9. Historical Traditions and Global Culture	B.7. Environmental Systems
	B.9. Structural Systems

Previous Team Report (2013): 2013 Team Assessment: The team found that this criterion is **Not Met**. In particular, the following SPC were not minimally integrated into the student work:

- A.4. Technical Documentation
- B.2. Accessibility
- B.4. Site Design
- B.5. Life Safety
- B.7. Environmental Systems

2016 Team Assessment: The team found evidence that this criterion is satisfied in ARC 510e Advanced Design Studio 2 (Technical Integration).

2009 Criterion B.11, Building Service Systems (M. Arch): *Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.*

Previous Team Report (2013): The team did not find consistent evidence that the curriculum adequately covered this criterion. In courses ARC 510f, ARC 520f, and ARC 541, we did not find the understanding of building service systems displayed in students' work. In the Contract Documents course (ARC 541), systems such as plumbing, electrical, vertical transportation, security, and fire protection were not adequately addressed.

2016 Team Assessment: The team found evidence that this criterion is satisfied in ARC 520f Building Technology 6 – Environmental Control Systems 2 and ARC 541 Contract Documents.

2009 Criterion C.3, Client Role in Architecture (M. Arch): *Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.*

Previous Team Report (2013): Neither course 541 nor 559a indicated adequate evidence of understanding the architect's responsibility to the people who use, commission, or pay for the buildings they design.

2016 Team Assessment: The team found evidence that this criterion is satisfied in ARC 550c Ethics and Practice.

2009 Criterion C.7, Legal Responsibilities (M. Arch): Understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

Previous Team Report (2013): The team did not find ample evidence of student exposure to registration laws and responsibilities, building codes and regulations, zoning and subdivision ordinances, and accessibility laws.

2016 Team Assessment: The team found evidence that this criterion is satisfied in ARC 550c Ethics and Practice.

2009 Criterion C.8, Ethics and Professional Judgment (M. Arch): Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.

Previous Team Report (2013): The 2013 APR states an objective of ARC 559a is to cover professionalism and ethical situations including the architect's responsibility for addressing the current climate crisis, the 2030 Challenge, and case studies of well-known ethical situations. The team did not find evidence in the examples of student work that these issues were adequately covered.

2016 Team Assessment: The team found evidence that this criterion is satisfied in ARC 550c Ethics and Practice.

III. Compliance with the 2014 Conditions for Accreditation

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

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

1.1.1 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. This includes 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. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

2016 Analysis/Review: Founded in 1885, the University of Arizona is the Land Grant University for the State, with Baccalaureate Master's degrees and Doctorates conferred by 1922. Today, the university offers 128 undergraduate, 132 Master's, 97 doctoral, 4 specialist, and 3 first professional degree programs through 21 colleges and 23 schools. The University of Arizona is one of the top 25 research universities in the nation and is recognized by the Association of American Universities (AAU). The enrollment is 42,236 (fall 2014, 78% undergraduate), and there are 12,479 faculty and staff members.

The size of the university's Tucson campus is 387 acres, and there are 184 buildings on it. The university system reaches people throughout the state via the Science and Technology Park, the Cooperative Extension Service, Phoenix, and other campuses.

The School of Architecture features two characteristics that are central to the current strategic plan: community outreach and 100% engagement. The school, as part of CAPLA, adheres to the values of the institution.

In 1958, the Department of Architecture emerged from an architectural engineering program embedded in the Department of Civil Engineering. It achieved provisional accreditation by 1963 and was authorized to become a separate College of Architecture in 1964. An architecture building was constructed in 1965, and major additions were completed in 1970, 1979, and 2008.

In 1973, the School of Architecture established a graduate program and conferred the first non-accredited M. Arch degree in 1976. In July 1997, the architecture program was joined by the planning and landscape architecture programs to form CAPLA. Budget pressures identified the planning and landscape architecture programs for elimination between 2003 and 2005, and a name change for the college. However, by 2008, when Landscape Architect Janice Cervelli became the dean, she brought the planning and landscape architecture programs back, and the college's name was restored to CAPLA in 2014.

Today, CAPLA supports the university's mission of environmental sustainability, entrepreneurialism, and health through its Core Mission of training architects, landscape architects, and urban planners to work effectively in the severe local conditions of Arizona and to transfer this knowledge to places with less extreme conditions.

The school maintained a Bachelor of Architecture program, and Álvaro Malo was appointed director of the school in 1998, when its culture became more philosophical and less influenced by professional practice. Director Malo stepped down in 2005 and was succeeded by four interim directors. Robert Miller was hired as director in June 2010. Just prior to his arrival, the school committed to the creation of an accredited M. Arch program (without new funding). There were NAAB team visits in 2009 and 2011, and the M. Arch

degree program was granted initial accreditation on March 10, 2014, effective January 1, 2013. The unaccredited M. Arch program, which had operated since 1973, was converted to an MS. Arch program as a condition of candidacy for the new accredited M. Arch in 2010.

While the school has enjoyed stable leadership under the current director since 2010, the dean has announced that the director will be leaving at the end of this academic year. The Provost's Office has indicated that pending interim leadership decisions will be made with utmost concern for the stability of all units of the college.

The thematic emphases of the School of Architecture curricula are Critical Practice, Extreme Climate Design, Sustainability, Hands-on Education, and Settlement. The students, faculty, administration, and staff consistently identify place-based design and a culture of craft and making as central to the identity of the professional architecture programs.

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 non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, 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, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2016 Analysis/Review: The team found evidence of a positive and respectful relationship between the students and the program's faculty, administration, and staff. The program has a clear studio culture policy, and it is evident that all key stakeholders in the program understand the policy. The team did note that the policy has not been formally reviewed since 2012.

In contrast, the team encountered significant tensions within the faculty regarding appointment status (NTT/TT), voice in program governance, and program direction. The team notes that effective and equitable resolution of these tensions is crucial to the future ability of the program to foster the learning culture objectives described in this condition.

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 as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- 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.

2016 Analysis/Review: The program has documented that the university is an EEO/AA institution (<http://hr.arizona.edu/policy/appointed-personnel/2.01>) and has described its plan for increasing the diversity of its faculty and students.

Faculty gender diversity in the program has shown improvement over the past 10 years, although it is weaker in the NTT faculty than it is in the tenured and tenure-track (TT) faculty, and pay equity does not appear to be an issue in relation to gender. Faculty ethnic diversity does not yet reflect the local context; however, the program is aware of this and recognizes the need to recruit more diverse faculty members. State legislation (Prop 107) prohibits affirmative action programs or preferential treatment on the basis of race, sex, color, ethnicity, or national origin. The APR notes that this effectively closed down the institution's preferential recruiting and hiring programs that targeted diversity; however, a Faculty Hiring Committee resource document provided by the Provost's Office demonstrates a commitment and an articulated strategy to improve diversity outcomes in hiring and to avoid unconscious bias in hiring processes. A statement on diversity is required in all position descriptions. Through proactive recruitment, the hiring of underrepresented minority faculty at the institution has increased 300% in the last 3 years (from 5% in 2009-2012 to 15% in 2014-2015). The program has not addressed diversity among the staff.

Ethnic diversity in the student body is generally in line with the institution and context, and should be celebrated in the context of the profession. A new Hispanic Architecture Club, PUENTE, has been launched, and the program is developing a pilot program, ARC 100, that hopes to take a 3-CU architecture elective to local high schools. An articulation agreement with a New Mexico community college also supports diversity in recruiting. Gender diversity in the student body is not as robust as it is within the faculty.

The team heard some concerns about equity of opportunity within the faculty and staff. It is expected that the program will identify and implement an appropriate diversity plan.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

A. Collaboration and Leadership. The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.

2016 Analysis/Review: The faculty, staff, and student body embrace a collaborative and open collegial relationship, which is evident in their passion, sense of identity, and candid communication. The program describes its culture of leadership and collaboration within the realms of pedagogy, student organizations, and committees. The studio culture policy suggests collaboration through presentation partners, and student organizations foster both collaboration and leadership through formal mentoring programs. Students serve on school committees, which provides leadership opportunities in addition to the curricular and student organization framework. The B. Arch core studios include group/collaborative exercises, and the vertical options studios provide opportunities for collaboration between undergraduate and graduate students. It is not clear whether there are comprehensive curricular collaboration and leadership activities in the M. Arch core degree program, although these activities appear to be in development via the vertical options studios.

B. Design. The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.

2016 Analysis/Review: The program positions design at the center of its pedagogy and presents students with a rich and varied set of perspectives on the role of design framed clearly in the

context of professional practice. The program has invested significant effort in elevating student design competency across all levels of the program, and the products of this effort were clearly evident in the team room exhibits.

- C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.

2016 Analysis/Review: The team found evidence that the school was providing information on the opportunities and career paths in the profession in the Ethics and Practice course ARC 459 and ARC 550c. In addition, the IDP Coordinator and the Architect Licensing Advisor inform the students of the opportunities for employment. The AIAS chapter also plays an important role in informing the students of job fairs and portfolio reviews. The school provides for the dissemination of information on the NCARB examination (Architect Registration Examination (ARE)) and the Architect Experience Program (AXP), formerly known as the Intern Development Program (IDP). While IDP orientation is integral to the fourth-year professional practice class, students at prior year levels did not demonstrate awareness of the IDP program in meetings with the team.

- D. Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.

2016 Analysis/Review: The School of Architecture has counted sustainability, building technology, and environmental systems as strengths. Its aggregated Master of Science degree programs offer courses, instructional support, and faculty expertise that have a positive influence within its professional degree programs. The School of Architecture is in the process of implementing a sustainability protocol across its entire studio curriculum within the B. Arch program, and anticipates a future protocol within the M. Arch program as well. The protocol supports the NAAB objective of seeing sustainability as a broadly defined subtext within the curriculum. Furthermore, the specialized courses in sustainability span every studio, and the individual studios have a sustainability emphasis—including the sustainability rubric. This protocol won the 2015 Arizona Forward Environmental Excellence Award for Environmental Education/Communication.

- E. Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

2016 Analysis/Review: As demonstrated in the curriculum, student organizations, interdisciplinary partnerships on campus, and engagement with the community, the School of Architecture fosters an ethos of social responsibility and civic development. The program's commitment to place-based design, stewardship of the environment, and sustainability is especially laudable.

Notable examples of engagement in multiple communities include the Drachman Design-Build Coalition, which incorporates research into innovative passive-design strategies as well as affordable sustainable housing for arid climates. Collaborations with local high schools, the Arizona Children's Association, and the cities of Tucson and Marana focus on social responsibility and on making communities more livable. In addition, the very successful "Camp Architecture" for

middle and high school students promotes principles of sustainability and responsible engagement with both the built and natural environments.

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision-making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

2016 Analysis/Review: Although the APR provides strategic plans for the university and the college, the faculty within the School of Architecture advised the team that they had no meaningful role in long-range planning. The APR identifies student learning objectives and pedagogical principles in the section on long-range planning, but it does not state multi-year objectives for continuous improvement on the basis of a ratified document or planning process. Of particular concern is the absence of long-term planning for curriculum development, improvements in recruiting a diverse faculty and staff, and the evaluation of the mix between TT and NTT faculty.

The tremendous fiscal resource pressures of the Great Recession led to the significant inversion of tenured and TT positions relative to adjunct positions. This inversion of appointments (from 80-20 to 20-80) has been carefully administered for the short term.

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 multi-year 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.

2016 Analysis/Review: The program has developed a robust set of assessment policies and procedures aimed at promoting high levels of student learning across the curricula. These assessment methods include end-of-term “walk-throughs” of studio-level high pass/low pass work and “milestone reviews” (comprehensive portfolio reviews for each student after the first year and at the mid-point of the fourth year).

The team found ample evidence that these assessment initiatives have significantly elevated faculty and student attention to teaching effectiveness and learning outcomes. However, the team also heard expressions of concern about the manner in which negative milestone review consequences were managed as the milestone review process was implemented. Most stakeholders agreed that the

milestone review process and the standards of review have been handled in a more equitable manner in recent years than when the process was first implemented in 2012.

The Curricular Assessment and Development component of this condition (Part B) is **Met with Distinction**.

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. 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.

[X] Demonstrated

2016 Team Assessment: The School of Architecture supports a Bachelor of Architecture degree with 174 credit units of instruction and a Master of Architecture degree with 102 credit units of instruction. The school faculty support these two programs as a singular body with a strong commitment to appropriate undergraduate/graduate course isolation, co-locations, and other efficiencies. The faculty resources needed to support these programs have been realized through a combination of TT, tenured, and non-tenured personnel. There has been an acknowledged strategy to grow professional and non-tenure-eligible faculty for both fiscal and pedagogical reasons. While a tenured faculty member spoke of shared curricular development and “treating adjuncts with dignity” within the school, there is some tension around instructional workload, perceived compensation disparities, and processes for the resolution of conflicts within the faculty.

The school has an appointed Architect Licensing Advisor, and he is in regular communication with the student body.

The programs have a minimal support services infrastructure for students, which involves advising, career guidance, and job placement. Faculty development opportunities are available, and they support program improvement, pedagogical needs, and research and instructional improvement. While both tenured and NTT faculty enjoy ample opportunities for faculty development experiences, the NTT faculty advised the team that they have no apparent access to appropriate rank advancement and/or career trajectory planning.

Opportunities for the professional development and career advancement of staff are non-existent.

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, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] Described

2016 Team Assessment: Generally, the physical resources of the program are a hallmark achievement and defining characteristic. As noted in the previous Visiting Team Report, the CAPLA East addition offers a state-of-the-art materials lab, which directly supports and informs the curriculum and school identity in relationship to craft and fabrication. Digital fabrication resources include a CNC router, multiple laser cutters and 3D printers, prototyping equipment, and CNC hot wire machines. Also of note are the many informal non-programmed spaces that support spontaneous interaction and small gatherings. The facility is clearly a teaching tool and a positive influence on the student work. Beyond the physical program location, the larger context of the program in a diverse ecological region is a significant asset, which is both celebrated and well used by the program.

Looking at the physical resources with a more localized lens, the faculty and staff note areas that need improvement. There is no large student gathering space or social space. The school does not have its own lecture hall; the institution controls scheduling of the tiered classroom. The faculty have outgrown available offices and will soon begin sharing offices. Some faculty noted a need for more flexibility within the studio space. The atrium space in CAPLA West appears to be restricted in use by the college administration, and this space and the student and alumni center are not perceived to be available for use by students.

Whereas the school's digital fabrication technology is excellent, a few information technology issues are being addressed by the school in response to student feedback. These issues include printing capabilities, access, and support; computer lab access and support; and software availability.

Due to the success of the materials lab and design-build program, the scale and number of projects are exceeding the lab's capacity.

The lack of a dedicated architecture library is addressed in I.2.4. Information Resources.

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

[X] Demonstrated

2016 Team Assessment: The dean and business manager of CAPLA, as well as the director of the School of Architecture, agreed that the July 2015 implementation of the new university budget model, Responsibility Centered Management (RCM), has been favorable. In addition to this change in the university funding structure, the program has implemented several measures to improve its financial position, including an increase (2009) in the program fee paid by students and a reallocation of faculty salary resources from full-time TT lines to part-time adjunct faculty.

While these measures have improved the financial position of the program, they have also caused strong concerns among the tenured and TT faculty regarding balance between these appointment types within the program and the associated impacts on the multiple missions of teaching, research, service, and engagement within the school. As noted in Section I.1.5 above, these concerns highlight the importance of long-range planning in this area.

The director of the school is to be commended for his demonstrated commitment to faculty compensation. His unit is one of a minority of units at the University of Arizona whose faculty salaries are above the national average.

1.2.4 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 the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architectural 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

2016 Team Assessment: Library and information services for the program are centrally provided by the institution. Print collections and technology resources are housed primarily in the Science and Engineering Library, a 15-minute walk across campus from the program. Additional materials can be found in the Main Library and the Fine Arts Library. The university library provides a single librarian who is shared between CAPLA and the College of Business. While there has been frequent turnover in this position (three librarians in three years), the current librarian has reached out to the program and has already engaged in providing support to the students and faculty. The library utilizes a patron-driven acquisition system that allows faculty to request materials with quick turnaround, and the faculty have worked to increase the size of the print collections. The librarian has also recently added all of the Choice Review Service highly recommended volumes in order to build the collections. A significant amount of the resources and research is online, and the online infrastructure appears robust. The team's assessment involved evidence found through the APR and through direct observations on site.

There are mixed feelings among the administration, faculty, and students regarding whether reliance on online research is sufficient. The distance to the Science and Engineering Library is a hindrance to regular student use of physical library resources. The faculty and students overwhelmingly cite the lack of a program library adjacent to or within the architecture facility as a significant concern, both for the purpose of having a gathering space and for having access to collections and periodicals. In addition, a need for a materials library was cited repeatedly to support the materials lab, program identity, and curriculum. The team recognizes the efficiency of the institution's decision to consolidate the architecture library at another location—based largely on the ability to provide expanded hours and increased technology and service—as an asset; however, the drawbacks potentially outweigh the benefits.

A School of Architecture faculty member curates a "Black Market Library" of select monographs and reference books, which struggles to find a location that is open and available to students. The institution has plans for an interdisciplinary fine arts and architecture library adjacent to CAPLA in the master plan, but no schedule is indicated for the establishment of this library.

1.2.5 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

2016 Team Assessment: The APR provided a description of faculty committees that manage curriculum at an operational level and that provide structures for curriculum assessment. Missing, however, were bylaws for the School of Architecture. Changes in the college bylaws nullified the school's governing document 5 years ago, and that document has not been revised in the intervening years. In the APR, there is no indication of staff participation in governance.

Of significant concern were faculty reports indicating that faculty do not have appropriate/effective structures for faculty governance, nor do they feel that they are meaningfully engaged in discussions

among themselves—or with the program administration—regarding the direction of the school beyond assessment of course/curriculum streams.

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 individual criteria.

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 research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

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 appropriate representational media both with peers and with the general public.

B. Arch
[X] Met

2016 Team Assessment: This criterion is **Met with Distinction** for the B. Arch program through ARC 302 Design Studio 4: Land Ethic and ARC 332 History + Theory of Architecture 3. The team also recognizes the distinctive work in ARC 452 Design Studio 8: Capstone.

M. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 510d Advanced Design Studio 1 and ARC 533 History + Theory of Architecture 3.

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.

B. Arch
[X] Met

2016 Team Assessment: This criterion is **Met with Distinction** for the B. Arch program through ARC 302 Design Studio 4: Land Ethic. The team also recognizes the distinctive work in ARC 302.

M. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 909 Master's Project.

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.

B. Arch
[X] Met

2016 Team Assessment: This criterion is **Met with Distinction** for the B. Arch program through ARC 202 Design Studio 2: Performance and ARC 332 History + Theory of Architecture 3. The team also recognizes the distinctive work in ARC 227 Architectural Programming.

M. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 909 Master's Project 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.

B. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 401 Design Studio 5: Technology.

M. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 510e Advanced Design Studio 2 (Technical Integration).

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.

B. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 301 Design Studio 3: Tectonics.

M. Arch
[X] Not Met

2016 Team Assessment: The work exhibited in the team room from ARC 510d Advanced Design Studio 1 addressed ordering systems in terms of program organization, layout of vertical circulation, structural systems, and technical systems; however, there was no evidence of conceptual ordering in two or three dimensions or any exploration of parti in the exhibits for this studio or in any completed projects in the advanced studios.

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

B. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 201 Design Studio 1: Composition, ARC 301 Design Studio 3: Tectonics, and ARC 302 Design Studio 4: Land Ethic.

M. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 510d Advanced Design Studio 1. The team recognizes the distinctive work in ARC 520d Building Technology 4 – Materials + Methods 2.

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, and technological factors.

B. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 232 History + Theory of Architecture 2.

M. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 531 History + Theory of Architecture 2.

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 buildings and structures.

B. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 232 History + Theory of Architecture 2 + ARC 227 Architectural Programming.

M. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 531 History + Theory of Architecture 2.

<p>Realm A. General Team Commentary: Among the components assessed in Realm A, the team recognized both B. Arch and M. Arch students' exceptional investigative skills, cogent critical analysis,</p>
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and strong graphic representation. The comprehensiveness and care with which faculty construct syllabi are clearly reflected in the success of their students' outcomes.

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. Additionally, 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, which must include 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.

B. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 227 Architectural Programming.

M. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 510d Advanced Design Studio 1.

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.

B. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 302 Design Studio 4: Land Ethic and ARC 326 Landscape Analysis and Site Planning.

M. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 510d Advanced Design Studio 1.

B.3 Codes and Regulations: *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

B. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 441 Contract Documents.

M. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 541 Contract Documents.

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.

B. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 441 Contract Documents.

M. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 541 Contract Documents.

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

B. Arch
[X] Met

2016 Team Assessment: This criterion is **Met with Distinction** for the B. Arch program through ARC 422 Building Technology 7 – Structures 3.

M. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 520g Building Technology 7 – Structures 3.

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

B. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 223 Building Technology 3 – Environmental Control Systems 1.

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 520f Building Technology 6 – Environmental Control Systems 2.

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.

B. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 401 Design Studio 5: Technology.

M. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 510e Advanced Design Studio 2 (Technical Integration).

B.8 **Building Materials and Assemblies:** *Understanding* of the basic principles utilized 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.

B. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 222 Building Technology 2 – Materials and Methods 1 and ARC 321 Building Technology 4 – Materials and Methods 2.

M. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 510e Advanced Design Studio 2 (Technical Integration).

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

B. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 421 Building Technology 6 – Environmental Control Systems 2 and ARC 441 Contract Documents.

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 520f Building Technology 6 – Environmental Control Systems 2 and ARC 541 Contract Documents.

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.

B. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 459/550c – Ethics and Practice.

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 459/550c – Ethics and Practice.

Realm B. General Team Commentary: The program demonstrates exemplary achievement in the integrated design and understanding of technical systems, sustainability, materiality, and technical communication. The pedagogical cultures of making, craft, fabrication, and environmental stewardship coalesce in the achievements of student learning aspirations for this realm. The careful coordination within studio sections—horizontally between the studio and support courses, vertically within the degree program, and holistically via assessment—is readily apparent and clearly beneficial to the student outcomes.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

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

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

B. Arch
[X] Met

2016 Team Assessment: This criterion is **Met with Distinction** for the B. Arch program through ARC 498 Capstone Preparation and ARC 452 Design Studio 8: Capstone.

M. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 909 Master's Project Prep and Master's Project.

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

B. Arch
[X] Met

2016 Team Assessment: This criterion is **Met with Distinction** for the B. Arch program through ARC 401 Design Studio 5: Technology.

M. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 510e Advanced Design Studio 2 (Technology Integration).

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.

B. Arch
[X] Met

2016 Team Assessment: This criterion is **Met with Distinction** for the B. Arch program through ARC 401 Design Studio 5: Technology.

M. Arch
[X] Met

2016 Team Assessment: This criterion is **Met** adequately through ARC 510e Advanced Design Studio 2 (Technical Integration).

Realm C. General Team Commentary: The team room exhibits provide ample evidence that the students are able to synthesize a wide range of variables into an integrated design solution. The work exhibited has demonstrated the understanding and abilities in Realm C that are required to synthesize the integrative thinking that shapes complex design and technical architectural solutions. The work also shows a response to environmental stewardship in multiple systems leading to an integrated solution. All the criteria in Realm C are **Met with Distinction** for the Bachelor of Architecture program.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting 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 relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

B. Arch
[X] Met

2016 Team Assessment: This criterion is **Met with Distinction** through ARC 459 Ethics and Practice. The team recognizes the distinctive work in ARC 459 and the comprehensive nature of the presentation of the material.

M. Arch
[X] Met

2016 Team Assessment: This criterion is **Met with Distinction** through ARC 550c Ethics and Practice. The team recognizes the distinctive work in ARC 550c and the comprehensive nature of the presentation of the material.

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.

B. Arch
[X] Met

2016 Team Assessment: This criterion is **Met with Distinction** through ARC 459 Ethics and Practice. The team recognizes the distinctive work in ARC 459 and the comprehensive nature of the presentation of the material.

M. Arch
[X] Met

2016 Team Assessment: This criterion is **Met with Distinction** through ARC 550c Ethics and Practice. The team recognizes the distinctive work in ARC 550c and the comprehensive nature of the presentation of the material.

D.3 Business Practices: *Understanding* of the basic principles of business practices within the firm including financial management and business planning, marketing, business organization, and entrepreneurialism.

B. Arch
[X] Met

2016 Team Assessment: This criterion is **Met with Distinction** through ARC 459 Ethics and Practice. The team recognizes the distinctive work in ARC 459 and the comprehensive nature of the presentation of the material.

M. Arch
[X] Met

2016 Team Assessment: This criterion is **Met with Distinction** through ARC 550c Ethics and Practice. The team recognizes the distinctive work in ARC 550c and the comprehensive nature of the presentation of the material.

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.

B. Arch
[X] Met

2016 Team Assessment: This criterion is **Met with Distinction** through ARC 459 Ethics and Practice. The team recognizes the distinctive work in ARC 459 and the comprehensive nature of the presentation of the material.

M. Arch
[X] Met

2016 Team Assessment: This criterion is **Met with Distinction** through ARC 550c Ethics and Practice. The team recognizes the distinctive work in ARC 550c and the comprehensive nature of the presentation of the material.

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 AIA Code of Ethics in defining professional conduct.

B. Arch
[X] Met

2016 Team Assessment: This criterion is **Met with Distinction** through ARC 459 Ethics and Practice. The team recognizes the distinctive work in ARC 459 and the comprehensive nature of the presentation of the material.

M. Arch
[X] Met

2016 Team Assessment: This criterion is **Met with Distinction** through ARC 550c Ethics and Practice. The team recognizes the distinctive work in ARC 550c and the comprehensive nature of the presentation of the material.

Realm D. General Team Commentary: The team found that the criteria of Realm D were **Met with Distinction** for both programs as seen in the Ethics and Practice course, ARC 459 and ARC 550c. The lectures and project assignments in the Ethics and Practice course provide students with rich exposure to the broad spectrum of Student Performance Criteria in this realm; however, the team observed that the breadth of criteria carried by this single course stood in contrast to the program's approach to addressing the criteria via multiple courses in other realms. The instructional development for this course was exceptional.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

In order 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); and the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2016 Team Assessment: The university is regionally accredited by the North Central Association of Colleges and Schools (NCACS). The last accreditation was formally granted on February 25, 2011. Evidence was shared through the notification letter from NCACS.

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.

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 *NAAB Conditions for Accreditation*. Every accredited program must conform to the minimum credit hour requirements.

[X] Met

2016 Team Assessment: The B. Arch and M. Arch degree titles are used exclusively for the accredited professional degree programs, which are included in this review.

The Bachelor of Architecture program requires 45 general studies credits, including general studies electives outside of the program; 12 optional studies electives, which may be within the architecture program or external; and 117 professional studies credits. The total number of required credits, at 174, is an increase from the previous requirement of 166, and was the point of several discussions with faculty and students. A concern has been raised regarding overloading undergraduate students with a requirement of 18 credit hours per semester. Many students take summer school and/or online general studies courses to help relieve this burden, and some faculty and students feel that the number of courses managed concurrently acts as a limiting force on how deeply the students and curriculum are able to go in any one course. Data provided by the program show that, over 7 years, an average of 78% of B. Arch students complete their degrees on time (within 10 semesters). Discussions with students indicated that they consistently carry 18 credits or more per semester.

The M. Arch degree program includes both a Preprofessional-plus option (M. Arch II) and a Non-preprofessional degree-plus option (M. Arch III). While the APR outlines a 1-year M. Arch I option, the director of graduate studies indicated that no students are currently enrolled in this option, nor were students being recruited for this option.

The M. Arch degree program meets the minimum graduate credits requirement (30). With respect to the 2014 Conditions requirement for 10 optional studies credit hours, the 3-year M. Arch III program requires only 9 optional studies credit hours, and the 2-year M. Arch II program requires only 3 optional studies credit hours.

The topic of co-convened courses arose among the faculty, students, and administration. Generally, the consensus was that it is problematic to co-convene lower-level (first-, second-, and third-year undergraduate) courses with graduate-level courses. Graduate students felt that their initial year needed more focus, and co-convened classes are a drain on time and effort, with minimal gain. Upper-level (fourth- and fifth-year undergraduate) courses co-convened with graduate courses were universally seen as an extremely beneficial asset. Graduate students noted the high level of rigor and development apparent in fifth-year B. Arch students, and they consider these students to be a resource for, and a valuable contribution to, the development of a "hive mind."

The team assessment was based on evidence found through the APR, student handbooks, website publications, and direct observations on site.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

The program must demonstrate that it has a thorough and equitable process to evaluate 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 coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that 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 prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2016 Team Assessment: This condition is **Met** based on a review of admissions processes associated with all concerned programs, the Master of Architecture "Look Book," the Bachelor of Architecture Foundation Program Guidebook, and admissions/advising procedures outlined by the graduate advisor and the director of graduate study for the Master of Architecture program. The evaluation of SPC content for advanced standing and waived courses is conducted by the appropriate area faculty once a student has arrived on campus, and this is clearly communicated during the admissions process.

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 general 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

2016 Team Assessment: Evidence of this language is located on the university website (<http://capla.arizona.edu/accreditation-status-and-professional-registration>).

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

2016 Team Assessment: These documents are located on the university website (<http://capla.arizona.edu/accreditation-status-and-professional-registration>).

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

2016 Team Assessment: Information on career development and placement services is found on the university website (<http://capla.arizona.edu/accreditation-status-and-professional-registration>).

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.¹
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2016 Team Assessment: These documents are found on the university website (<http://capla.arizona.edu/accreditation-status-and-professional-registration>).

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

2016 Team Assessment: ARE pass rates are posted on the university website (<http://capla.arizona.edu/accreditation-status-and-professional-registration>).

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

2016 Team Assessment:

There are two separate academic advisers for the B. Arch and M. Arch programs. They are responsible for the admission and advising of prospective students and current students enrolling in the professional degree program. The same academic advisers will provide advising services to students from their point of enrollment to graduation. Forms and processes for the evaluation of preprofessional degree content are outlined clearly on the admissions website along with the criteria by which a student is admitted into the professional phase of the B. Arch and M. Arch programs. Prospective students can also acquire more information through direct communication with the respective academic adviser. Students can refer to the following websites:

<http://capla.arizona.edu/bachelor-architecture-admissions-requirements>

<http://capla.arizona.edu/master-architecture-iii-admission-requirements>

<http://capla.arizona.edu/master-architecture-ii-admission-requirements>

¹ This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

Financial aid and scholarship information is available on the university website and through the Advising Office. Student diversity initiatives are addressed in long-range planning efforts and are also evident in Section D – Student Characteristics in the Annual Report.

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

2016 Team Assessment: The university and CAPLA websites demonstrate that students have access to information and advice for making decisions regarding financial aid and cost estimates for tuition:

<https://financialaid.arizona.edu/>

<http://capla.arizona.edu/students/scholarships>

<https://financialaid.arizona.edu/types-aid/scholarships/scholarships-0>

<https://financialaid.arizona.edu/undergraduate/2015-2016-estimated-cost-attendance>

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

2016 Team Assessment: Evidence fulfilling this condition is located on the university website (<http://capla.arizona.edu/accreditation-status-and-professional-registration>).

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation*, 2012 Edition, Amended).

[X] Met

2016 Team Assessment: Evidence fulfilling this condition is located on the university website (<http://capla.arizona.edu/accreditation-status-and-professional-registration>).

IV. Appendices:

Appendix 1. Conditions Met with Distinction

I.1.6 B. Curricular Assessment and Development

- A.1** Professional Communication Skills (for the B. Arch program)
- A.2** Design Thinking Skills (for the B. Arch program)
- A.3** Investigative Skills (for the B. Arch program)
- B.5** Structural Systems (for the B. Arch program)
- C.1** Research (for the B. Arch program)
- C.2** Evaluation and Decision Making (for the B. Arch program)
- C.3** Integrative Design (for the B. Arch program)
- D.1** Stakeholder Roles in Architecture (for the B. Arch and M. Arch programs)
- D.2** Project Management (for the B. Arch and M. Arch programs)
- D.3** Business Practices (for the B. Arch and M. Arch programs)
- D.4** Legal Responsibilities (for the B. Arch and M. Arch programs)
- D.5** Professional Ethics (for the B. Arch and M. Arch programs)

Appendix 2. Team SPC Matrix

Bachelor of Architecture
 School of Architecture - University of Arizona

NAAB 2014 STUDENT PERFORMANCE CRITERIA MATRIX
 01/12/14

thin
 partial thin
 intermediate thin
 extensive thin

Course	Realm A Critical Thinking & Reasoning								Realm B Ability, Technical Skills, and Knowledge										Realm C Integrated/Interdisciplinary			Realm D Professional Practice					
	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5	
ARC 301 FOUNDATION STUDIO 1																											
ARC 302 FOUNDATION STUDIO 2																											
PROFESSIONAL PHASE COPE - MILESTONE 1																											
ARC 303 DESIGN STUDIO 1 - COMPOSITION																											
ARC 304 BUILDING TECHNOLOGY 1 - STRUCTURES 1																											
ARC 305 LANDSCAPE ANALYSIS AND SITE PLANNING																											
ARC 306 DESIGN COMMUNICATION 1																											
ARC 307 MATERIAL FABRICATION 1																											
ARC 308 DESIGN STUDIO 2 - PERFORMANCE																											
ARC 309 BUILDING TECHNOLOGY 2 - MATERIALS AND METHODS 1																											
ARC 310 BUILDING TECHNOLOGY 3 - ENVIRONMENTAL CONTROL SYSTEMS 1																											
ARC 311 HISTORY + THEORY OF ARCHITECTURE 1																											
ARC 312 ARCHITECTURAL PROGRAMMING																											
ARC 313 DESIGN STUDIO 1 - TECHNIQUES																											
ARC 314 BUILDING TECHNOLOGY 4 - MATERIALS AND METHODS 2																											
ARC 315 DESIGN COMMUNICATION 2																											
ARC 316 HISTORY + THEORY OF ARCHITECTURE 2																											
ARC 317 DESIGN STUDIO 4 - LAND ETHIC																											
ARC 318 BUILDING TECHNOLOGY 5 - STRUCTURES 2																											
ARC 319 HISTORY + THEORY OF ARCHITECTURE 3																											
ARC 320 MATERIAL FABRICATION 2																											
ARC 321 DESIGN STUDIO 5 - TECHNOLOGY																											
ARC 322 BUILDING TECHNOLOGY 6 - ENVIRONMENTAL CONTROL SYSTEMS 2																											
ARC 323 CONTRACT DOCUMENTS																											
ARC 324 HISTORY + THEORY OF ARCHITECTURE 4																											
PROFESSIONAL PHASE APPLICATION - MILESTONE 2																											
ARC 401 DESIGN STUDIO 6 - AFFILIATION																											
ARC 402 BUILDING TECHNOLOGY 7 - STRUCTURES 3																											
ARC 403 ETHICS AND PRACTICE																											
ARC 404 DESIGN STUDIO 7 - AFFILIATION																											
ARC 405 CAPSTONE PREPARATION																											
ARC 406 DESIGN STUDIO 8 - CAPSTONE																											

revision record

Master of Architecture

School of Architecture - University of Arizona

NAAB 2014 STUDENT PERFORMANCE CRITERIA MATRIX
 6.01 of 6.01 criteria

Criteria	Realm A Client Thinking and Expression							Realm B Building Practices, Technical Skills, and Knowledge							Realm C Integrated and Problem Solving			Realm D Professional Practice								
	A.1	A.2	A.3	A.4	A.5	A.6	A.7	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 501 DESIGN STUDIO 1 - IMAGINATION																										
ARC 502 DESIGN COMMUNICATION 1																										
ARC 503B DESIGN STUDIO 2																										
ARC 503C BUILDING TECHNOLOGY 1 - STRUCTURES 1																										
ARC 503D BUILDING TECHNOLOGY 2 - MATERIALS + METHODS 1																										
ARC 503E INTRODUCTION TO THE BUILT ENVIRONMENT																										
ARC 503F DESIGN COMMUNICATION 2																										
ARC 503G DESIGN STUDIO 3																										
ARC 503H BUILDING TECHNOLOGY 3 - ENVIRONMENTAL CONTROL SYSTEMS 1																										
ARC 503I SITE ANALYSIS AND PLANNING																										
ARC 503J ARCHITECTURAL PROGRAMMING																										
ARC 503K HISTORY + THEORY OF ARCHITECTURE 1																										
ARC 504B ADVANCED DESIGN STUDIO 1																										
ARC 504C BUILDING TECHNOLOGY 4 - MATERIALS + METHODS 2																										
ARC 504D BUILDING TECHNOLOGY 5 - ENVIRONMENTAL CONTROL SYSTEMS 2																										
ARC 504E HISTORY + THEORY OF ARCHITECTURE 2																										
ARC 504F DESIGN COMMUNICATION 3																										
ARC 504G ADVANCED DESIGN STUDIO 2 (TECHNICAL INTEGRATION)																										
ARC 504H BUILDING TECHNOLOGY 6 - STRUCTURES 2																										
ARC 504I HISTORY + THEORY OF ARCHITECTURE 3																										
ARC 504J CONTRACT DOCUMENTS																										
ARC 504K ADVANCED DESIGN STUDIO 3 (THEATICAL STUDIO CRITERIA)																										
ARC 504L MASTERS PROJECT PREP																										
ARC 504M MASTERS PROJECT																										
ARC 504N ETHICS AND PRACTICE																										
ARC 504O BUILDING TECHNOLOGY 7 - STRUCTURES 3																										

Performance Legend

ARC 501-504K ARC 504L-504M are assessed by criteria within the same
 ARC 504N-504O are assessed by criteria within the same
 ARC 504P-504Q are assessed by criteria within the same

Appendix 3. The Visiting Team

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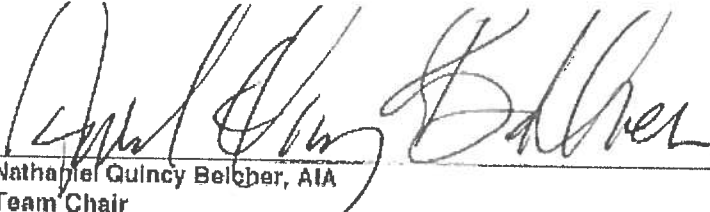
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V. Report Signatures

Respectfully Submitted,



Nathaniel Quincy Belcher, AIA
Team Chair

Representing the ACSA



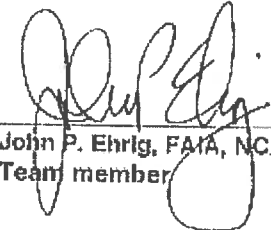
Jennifer Chazowski, AIA, LEED@AP
Team member

Representing the AIA



Stephanie Tran
Team member

Representing the AIAS



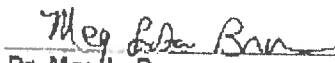
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David W. Hinson, FAIA
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Dr. Meg L. Brown
Non-voting member