Architecture Program Report (APR) – Two Programs

2020 Conditions for Accreditation / 2020 Procedures for Accreditation

- The APR must be submitted as one PDF document, with supporting materials, to accreditation@naab.org. APR submissions must include at a minimum the PC/SC matrix and one-page faculty resumés.
- The APR template document must not be reformatted. Font size should not be less than size 10. Programs may add bullets, paragraphs headings, etc. to aid in the clarity of the narrative.
- The APR must not exceed 20 MB and 150 pages, excluding appendices.
- If more than one program is applying for a term of accreditation in this APR, each program must be described separately (see template for two programs).

Institution	
Name of Academic Unit	School of Architecture (SoA), College of Architecture Planning and Landscape Architecture (CAPLA), University of Arizona (U of A)
Date of APR Submission	September 7, 2024

Degrees Described in the APR
 	
Track(s) *Include all tracks offered by the program under the respective degree, including total number of credits required for completion.*
 	
Examples of tracks:
• *150 semester undergraduate credit hours*
• *Undergraduate degree with architecture major + 60 graduate semester credit hours*
• *Undergraduate degree with non-architecture major + 90 graduate semester credit hours*
	☒ Bachelor of Architecture
	   Track: 166 undergraduate semester credit hours
	
	☒ Master of Architecture
	   Track: Undergraduate degree with architecture major + 62 graduate semester credit hours
	   Track: Undergraduate degree with non-architecture major + 101 graduate semester credit hours

Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2016
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Director/Administrator *Name, Title, Email*	Dr. Ryan E. Smith, Director and Professor, ryanesmith@arizona.edu Dr. Clare Robinson, Associate Professor, B.Arch Program Chair, clarerobinson@arizona.edu Christopher Trumble, Associate Professor, M.Arch Program Chair, ctrumble@arizona.edu
Dean *Name, Title, Email*	Dr. Nancy Pollock-Ellwand, Dean and Professor, pollockellwand@arizona.edu
Provost/Chief Academic Officer *Name, Title, Email*	Dr. Ronald Marx, Interim Provost and Senior Vice President for Academic Affairs provost@arizona.edu
President of the Institution *Name, Title, Email*	Dr. Suresh Garimella, President Designate, president@email.arizona.edu
Individual Submitting the APR *Name, Title, Email*	Dr. Ryan E. Smith, Director and Professor, ryanesmith@arizona.edu
Individual to Whom Questions Should Be Directed *Name, Title, Email*	Dr. Ryan E. Smith, Director and Professor, ryanesmith@arizona.edu

INTRODUCTION
(limit 5 pages)

Progress Since the Previous Visit

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met (and Causes of Concern) cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Responses which are applicable to both programs can be included as 'Overall' statements, with any information which is distinct to the respective programs included separately.

A. Conditions Not Met

> **B.Arch**.: The B.Arch program had no "Conditions Not Met" listed in the 2016 VTR.

> **M.Arch**.: The M.Arch program had one **(1) "Condition Not Met"** listed in the 2016 VTR.

The Condition Not Met from the 2016 VTR was 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. This was Not Met for the M.Arch program. The 2016 VTR (pg.1) reads:

> "The work exhibited in the team room from ARC 510d Advanced Design Studio addressed ordering 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."

Actions:
- The program response from 2018 2-Year Interim Progress Report states,

   "For the first 8 weeks in a 16-week studio, students now develop conceptual ordering systems in drawings (plan, section, axonometric) and models (digital and analog), based on precedent research and each student's theoretical position. The site and program are determined by the students based on their particular position. The conceptual ordering process includes: Week 1: Investigate and identify a variety of conceptual ordering systems using theoretical and built precedent. Week 2-8: Develop conceptual ordering system(s) in drawings and models. Week 4-8: Develop detailed wall section(s) in relation to conceptual ordering system."

- Although the 2020 NAAB Conditions do not stipulate "ordering systems", the M.Arch program continues to address conceptual ordering systems in two and three dimensions in ARC 510B. See PC.2 evidence folder for ARC 510B course archive.

B. Causes of Concern

There were seven (7) Causes of Concern listed in the 2016 VTR. Each concern is quoted below followed by actions that were taken to address the concern.

Concern 1: Under Section I.1.3 Social Equity, the 2016 VTR (pg. 7) states, "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".

Actions:
- CAPLA established a Diversity Equity Inclusion (DEI) Committee in connection with the CAPLA Strategic Plan of 2019. The Strategic Plan is being updated and DEI continues to be a priority of the college and school with

"Putting People First" as part of this objective. The DEI Committee continues its work to today. Greater gender and ethnic diversity among the faculty has been achieved between 2016 and the present. See Section 5.2 for information about strategic planning and Section 5.5 for information regarding efforts to address faculty and staff equity and demographic balance.

Concern 2: Under Section I.1.5 Long-Range Planning, the 2016 VTR (pg. 9) reads:

"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 based on 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."

Actions:
- The SoA faculty and students have been significantly involved and highly consultative in long-range planning through the 2019 CAPLA strategic planning and the SoA 2028 planning and assessment process. See Section 5.2 and 5.3 for the CAPLA and SoA actions on long-range planning to establish mission, vision, values and initiatives and the SoA faculty role in curriculum development and assessment for continuous improvement.
- The ratio of tenure track to non-tenure track faculty has improved since 2016. Documentation in the VTR indicated a 20% to 80% ratio of TT to NTT faculty. As of fall 2024, this ratio is 40% TT to 60% NTT as outlined below:
    - 12 tenure track faculty for a total of 11.3 FTE
    - 17 career track faculty (>50% time) for a total of 13.40 FTE
    - 12 adjunct track faculty (<50% time) for a total of 3.35 FTE
    - Total 41 individuals and 28.05= FTE
- There continues to be an imbalance between tenure track and non-tenure track (career track and adjunct) faculty numbers due to continued budget challenges at U of A and a recent hiring freeze. This challenge, as well as the budget crisis impact on the program is discussed in Section 5.2.4 in weaknesses and threats

Concern 3: Section I.1.6 Assessment of the 2016 VTR (pg. 9 and 10) indicates:

"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."

Actions:
- **B.Arch:** In 2016 the B.Arch program had one milestone between the 1st and 2nd year and another between in the middle of 4th year and 5th year. The former continues as a means by which to matriculate a maximum of 90 students from the first year to the 2nd due to limited faculty and space resources. The process has been refined and simplified. The latter milestone in the B.Arch that consisted of faculty review of student cumulative work in the program as proving ground for minimum competencies and continued matriculation was removed

shortly after the last accreditation visit. This was due to the requirement that students who did not pass portions of milestone were expected to retake required courses, which became untenable and led to student distrust.

- **M.Arch:** There continues to be a Milestone in the M.Arch program at the end of the penultimate year of the program. This serves as a direct assessment method for the program (See Section 5.3 for a description of the M.Arch Milestone assessment method). The M.Arch Milestone has been revised since the last accreditation visit with a specific workshop course that prepares students for the process. Further, the Milestone was changed from summative evaluation to formative review of students' progress as a feedback mechanism to recommend elective classes the M.Arch students should take in their final year for improvement in professional core competencies.

Concern 4: Under Section I.2.3 Financial Resources, the 2016 VTR (pg. 12) outlines:

"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 1.1.5 above, these concerns highlight the importance of long-range planning in this area."

Actions:
- Since the 2016 visit, the University changed to an Activity Informed Budget (AIB) model. Like RCM listed above in the VTR, the model incentivized units to grow and create new programs for increased revenue. This model was beneficial to colleges and schools, and it helped foster more balance between TT and CT faculty numbers.
- Unfortunately, in FY23-24, the U of A sustained a significant budget crisis around December of 2023 in which all operational spending was frozen for the rest of the fiscal cycle and the three TT position searches in the SoA were postponed. A new centralized budget model was initiated in the new fiscal year (July 2024) and the implication for the units is as yet unknown. The incentives for performance or growth of the units are not clear as well. The negative impact of the budget crisis on the SoA programs is documented in Section 5.2.4 in weaknesses and threats.

Concern 5: Section I.2.4 Information Resources of the 2016 VTR (p.g 13) states:

"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."

Actions:
- Since the last accreditation, the UA library system has digitized resources and subscribes to the most reputable publication sources. Although students do not visit the library physically, the vast electronic collection is used in archival research courses throughout the programs. The library regularly reaches out to ask for procurement of additional resources from faculty. The library has a workshop planned in the fall of

2024 to discuss library support for all CAPLA programs. See Section 5.8 for library resources provided to the SoA programs including a librarian liaison as well as physical maker and creative spaces central to campus.

Concern 6: Under Section I.2.5 Administrative Structure and Governance of the 2016 VTR (pg. 13-14) the team reported:

"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/curricular streams."

Actions:
- Since 2016, the SoA has updated it bylaws with the most recent adoption of the most recent changes by vote of the faculty on 10.30.2023. This update includes staff as part of the Assembly and provides voting rights to staff. The staff of the SoA including administrative associate, academic coordinator, MaterialsLab manager, and the advisors who regularly participate as active contributors to the SoA Workshops held throughout the academic year.
- In the fall of 2022, a new process for strategic and tactical planning and assessment, "SoA 2028," was initiated by the new director called SoA 2028 including an increased engagement from faculty in planning and assessment for continuous improvement.
- In the fall of 2023, a new B.Arch chair was appointed to steward the program and increase the level of shared governance in the SoA.
- The director was removed from the Curriculum Committee effective fall 2023 to put more authority for curricular planning and assessment in the hands of the faculty.
- The CAPLA Council of Faculty Members (CFM) was formed to advocate for faculty shared governance and a Staff Advisory Committee (SAC) was created to advocate for staff voice in governance. These and other improved faculty and staff governance measures are discussed throughout the APR including Section 2, Section 5.2, and Section 5.3.

Concern 7: Section II.22 Professional Degrees and Curriculum of the 2016 VTR (pg. 26) reads,

"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 shows 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."

Actions:
- Since 2016, the Curriculum Committee voted to change the required credits for the B.Arch to 166, bringing it down from 174. This action has proved to have positive results for our students' mental health, school-life balance and ability to be more well-rounded with electives, participation in club activities and service on the

Architecture Student Advisory Council. Furthermore, the milestone between 4th and 5th year in the B.Arch was removed to further reduce the time burden on students.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

Program Response: Overall

The accreditation conditions from NAAB have changed since the last visit in 2016. In the fall of 2022, a new SoA director was appointed who initiated a continuous improvement planning and assessment process. This included long-range planning for Context and Mission (Criterion 1) and Shared Values (Criterion 2) as well as a curriculum and program assessment using direct and indirect methods and with improvement plans on a recurring cycle. This process is ongoing, coined SoA 2028, to plan what the SoA will be by 2028 to meet grand social and environmental challenges through architecture. SoA 2028 entails both strategic visioning and tactical planning and assessment to meet the requirements and aspirations of the U of A annual and eight-year assessment cycles and the 2020 Conditions for NAAB accreditation. The aim is to foster a culture and practice of assessment and continuous improvement.

The SoA program curricula including the B.Arch and M.Arch are managed by five (5) knowledge streams including studio, history/theory, technology, design communication, and practice. Since 2022, the stream coordinators (elected from faculty who teach in the stream) led a process developing a stream statement and stream learning objectives that are assessed regularly. The stream coordinators and program chairs, together with students representing all SoA programs, constitute the Curriculum Committee of the SoA and confirmed the assignment of 2020 NAAB PCs and SCs to the appropriate stream and course for recurring planning and assessment. See Section 5.3 Curricular Development for a narrative of the SoA 2028 process as a response to the 2020 NAAB Conditions.

The SoA also created the Architecture Student Advisory Council (ASAC) to provide more opportunities for inclusion of the student voice in the culture and governance of the school and to respond to PC.7 Learning and Teaching Culture. The ASAC is made up of representatives from each of the student cohorts in all the SoA programs. See PC.7 for more information about the ASAC and the Teaching and Learning Policy.

B.Arch.:

Since 2022, the B.Arch program and appropriate streams have revised the studio and technology sequence in the Core Stage (semesters 3 – 7 in a 10 semester sequence) to respond to the 2020 NAAB Conditions SC.5 Design Synthesis and SC.6 Building Integration, as well as SC.4 Technical Knowledge. As the changes were initiated in fall 2023, the first cohort will complete the revised studio and technology stream curriculum in spring 2025. Also, the B.Arch program has developed the Research and Innovation Stage (semesters 8 – 10) to respond to the NAAB Conditions PC.5 Research and Innovation and PC.6 Leadership and Collaboration and align with the SoA's mission to address grand challenges. See Section 4.2 Professional Degrees and Curriculum for a detailed description of the B.Arch program and curriculum.

M.Arch.:

Since 2022, the M.Arch program has revised the content of each course (total of 4 courses) in the technology sequence through the technology curriculum stream faculty and program chair. As the changes were initiated in fall 2023, the first cohort will complete the revised technology stream curriculum in spring 2025. Also, the M.Arch milestone was revised to be increasingly formative and less summative responding to the feedback from students during Town Halls. A support course was also added to the M.Arch program to prepare students for the Milestone; it will be offered in AY24-25. See Section 4.2 Professional Degrees and Curriculum for a detailed description of the M.Arch program and curriculum.

<div align="center">**NARRATIVE TEMPLATE**</div>

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program. *Program must specify their delivery format (virtual/on-campus).*

Program Response:

The University of Arizona (U of A), a public institution of higher education, is the Land Grant University for the State. It is a Hispanic Serving Institution (HSI) with a Latino population of 28%. The University is also a Carnegie designated R-1 institution. Enrollment in the fall of 2023 was 44,831 with students from every state and 112 foreign countries. The student population is 66% undergraduates and 33% graduates. As the largest employer in the metro area, the University has 16,699 faculty, staff and administration. In-state students constitute about half the total enrollment. Established in 1865, the University is located at the main Tucson campus on 387 acres including the Arizona Health Sciences Center (medical school and research hospital). The U of A reaches people throughout the state via the Science and Technology Park, the Cooperative Extension Service, the Phoenix campuses, and U of A South, a branch campus.

The SoA is in Tucson, Arizona, an arid mountain valley city of 546,000 in a metro region of Pima County with a population of 1,052,000. Tucson boasts a strong architectural design culture, responding to the fragile desert ecology, and an acute attention to its unique borderland socio-cultural context. The SoA has partnerships with the City of Tucson and local utilities as well as NGOs such as Habitat for Humanity. In Tucson there are a few dozen architecture firms and a handful of medium sized firms of more than 15 persons with an active design culture and an engaged AIA Southern Arizona Chapter that interface with the SoA. Alumni and professional partnerships extend to firms in the Phoenix metro area, 90 miles northwest of Tucson, through AIA Arizona at large. Also, the SoA has ongoing engagements with the other two professional architecture programs in the state, Arizona State University and The School of Architecture (formerly Taliesin Fellowship). The architecture schools and professional firms in Arizona aim to address design through an arid urbanism social and environmental response to the unique Sonoran Desert ecosystem.

The SoA NAAB accredited B.Arch and M.Arch programs, as well as the post-professional research-based MS.Arch program, are situated in the College of Architecture, Planning and Landscape Architecture (CAPLA). The programs are located on the ***Tucson main campus and meet in person***. In 1963 provisional accreditation was granted for a B.Arch and the Department was authorized to become a separate College of Architecture. A graduate program was established in 1973 with the first non-accredited M.Arch degree conferred in 1976 and transitioning to initial NAAB accreditation in 2013. In July 1997, Architecture was joined by the School of Planning and Landscape Architecture to become CAPLA. The college building was completed in 1964 and had major additions in 1970, 1979, 2008, and an $10 Million energy retrofit and space renovation of the West Building in 2023. CAPLA boasts a 10,000 S.F. MaterialsLab, a hands-on digital and physical fabrication space; the Sundt Gallery, a large exhibit and review space, and an outdoor bio-diverse Sonoran desert garden for outdoor learning. The SoA has long been recognized for a making culture through the lab and the well-established design build studio that is offered each semester to upper level B.Arch students.

The U of A mission states, "We will continuously improve how we educate and innovate so we can lead the way in developing adaptive problem-solvers capable of tackling our greatest challenges." From this perspective, CAPLA developed a Strategic Plan in 2024 with the mission and vision, "To prepare and inspire creators of environments that enrich People, Places and our Planet". With the arrival of a new director, the SoA developed a visioning process called SoA 2028, probing the question – where does the SoA want to be by 2028 and how will we get there? The outcome of this process resulted in a mission and vision statement adopted in the spring 2023 that

aligns with the U of A and CAPLA respective plans. The SoA mission and vision claims the school's place and purpose as follows:

> *Located in the unique Sonoran region, the School of Architecture prepares students to address complex social and environmental issues, locally and globally, through professional education, critical inquiry, research, and innovation.*

The program's role in and relationship to its academic context and university community, including how the program benefits– and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:

The SoA is within CAPLA, one of the smallest colleges at the U of A, and has two schools: the SoA and the School of Landscape Architecture and Planning (SoLARP) with programs in landscape architecture, planning, heritage conservation, sustainable built environments and real estate. The two schools within CAPLA are nearly the same size in faculty FTE and student enrollments. The schools have grown dramatically in the past five years due to the University incentivized growth-based revenue model called Activity Informed Budgeting (AIB). In the SoA, this growth came by way of increased enrollments of the in-person B.Arch program by 32% since 2018. In SoLARP, growth occurred through launching of two online programs - the Bachelor of Sustainable Built Environments (SBE) and Master of Real Estate Development (MRED), as well as the popular Bachelor of Landscape Architecture degree. As of 2022-2023, the total enrollment in CAPLA was 902 including 734 undergraduate and 168 graduate students. The SoA has 548 B.Arch students with ~180 students in the first year and 80-90 students in each cohort from year 2 – 5. There is a total of 29 M.Arch students.

The B.Arch and M.Arch programs benefit from close proximity and shared facilities with on-campus BLA and MLA programs. In the undergraduate programs, this collaboration comes by way of an interdisciplinary first year curriculum shared between the B.Arch and BLA programs. The B.Arch and M.Arch programs have interdisciplinary opportunities at upper-level studios with the BLA, MLA and Master of Urban Planning programs and faculty. The BLA and SBE program graduates have an advanced standing pathway for admission to the M.Arch program.

The Drachman Institute is the third unit in the college. It bridges the different disciplines by bringing faculty and students together through community-engaged learning and scholarship. The Drachman Institute has formal coalitions in housing equity, design-build, native peoples design, and urban resilience (water, energy, carbon). Projects in the Drachman Institute regularly result in architecture studio partnerships with community non-profits, municipalities, and Indigenous tribes.

The SoA participates in two academic programs outside of CAPLA, offering coursework to both: the Bachelor of Architectural Engineering (ARCE) program housed in the Department of Civil and Architectural Engineering in the College of Engineering and the Bachelor of Arts Design and Practice housed in the College of Fine Arts, to which CAPLA contributes two emphasis areas in spatial and object design. Architecture faculty engage in research efforts across the U of A campus. Within the Office of Research, Innovation and Impact (U of A research management office), the Arizona Institute for Resilience (AIR) is a campus-wide research center that creates solutions to environmental change through interdisciplinary research, community relationships, and experiential learning. SoA faculty engage in regular workshops and collaborations through AIR's centers and programs, together with faculty across campus in different disciplines, to foster resilience research to address climate change and social equity and justice broadly. An SoA faculty member is co-director of one of AIR's centers, the Institute of Energy Solutions. In a strategic partnership between the College of Medicine and CAPLA, two SoA faculty and MS.Arch students in the participate in the Institute on Place, Wellbeing and Performance within the Center for Integrative Medicine, whose mission is to research the role of the built and natural environment in human health, wellbeing and healing. Finally, SoA faculty have less formal research collaborations with colleagues in most colleges and schools to address the university mission to address grand challenges.

Program Response:

The SoA has an ongoing relationship with the profession through AIA Arizona and Southern Arizona Components. Each October AIA Arizona hosts the annual state conference to which members of the faculty regularly contribute in planning and delivery, moderating and presenting. The school co-sponsors a chartered bus with AIA Arizona to provide round-trip transportation of students and practitioners from Tucson to Phoenix to attend the conference. Moreover, a member of the SoA faculty has an ex-officio position on the AIA Southern Arizona board, acting as a liaison to the school. And and AIA Southern Arizona supports the SoA lecture series and juries and donates to the end-of-year Design Excellence Award program providing merit scholarships to students. Practicing architect alumni regularly invite students and faculty to visit their offices in Tucson and Phoenix and join the school in Tucson for lectures and studio reviews during and especially at the end of each semester.

Students are actively engaged in the social life and governance of the SoA. The SoA Architecture Student Advisory Council (ASAC) is an elected body of students who conduct Town Halls with student cohorts and act as conduits between students and the school administration, attending workshops and assessments when invited. The SoA student clubs include the American Institute of Architecture Students, National Organization of Minority Architects, Women in Architecture Society, Freedom by Design, Puente (Latino students), and the US Green Building Council Student Chapter. Appointed faculty advisors work with these clubs to ensure participation and support fundraising and event planning. The AIAS actively works with the NCARB advising faculty membersmember to plan a school-wide workshop each semester to inform students about the path to licensure, inviting guest speakers.

Faculty plan field trips to sites in the region, state, nation and abroad. Required studios in the B.Arch travel to Bisbee, a southern Arizona mining town; Mt. Lemmon, an hour's distance away and 9,000 feet in elevation; and Phoenix, 90 minutes away. The M.Arch program is required to travel to northern Arizona each year to collaborate and learn with the native tribes. Students also recently travelled in connection with the last stage of the B.Arch, Capstone studio, and the Master's Project during course trips to Texas, New Mexico, Los Angeles, Chicago, New York, Portland, Colorado, Mexico, and study abroad opportunities during the summer in Italy, Paris and Germany. Faculty are active in research-related travel for field work and presenting at peer reviewed conferences and invited lectures across the globe.

Summary Statement of 1 – Context and Mission
This paragraph will be included in the Visting Team Report; limit 250 words.

Program Response:

The B.Arch and M.Arch NAAB accredited on-campus programs are in the School of Architecture, which is situated in the College of Architecture, Planning and Landscape Architecture at the University of Arizona in Tucson, Arizona. The school has the following mission: *Located in the unique Sonoran region, the School of Architecture prepares students to address complex social and environmental issues, locally and globally, through professional education, critical inquiry, research, and innovation.* The short tag line of the school is "The SoA addresses grand challenges".

The B.Arch and M.Arch programs aspire to address core professional education through the lens of complex social and environmental challenges unique to the Sonoran region and beyond. As a borderland institution located within a metro region with a population that is 46% Hispanic and is home to 22 Indigenous tribes, the SoA aims to address social and environmental inequities through education, research and engagement. Interactive and dynamic studios in the B.Arch and M.Arch programs use methods of design integration and synthesis, ethnographic inquiry, building performance analysis, collaboration and community engagement, and an emphasize research and innovation. The focus is to empower and foster students in the professional programs of architecture to become leaders and advocates to address systemic social inequities and climate change.

2—Shared Values of the Discipline and Profession

- The program must report on how it responds to the following values, all of which affect the education and development of architects.
- The response to each value must also identify how the program will continue to address these values as part of its long-range planning.
- These values are foundational, not exhaustive.

Each of the NAAB shared values was evaluated and discussed during an SoA Workshop (Fig.1) with the SoA faculty and staff in fall of 2022. The session participants identified and critiqued current SoA curricular and non-curricular activities to address each value in Criterion 2 – Shared Values of the Discipline and Profession and what the SoA is doing now and what it can do in the future to address these values more fully. The responses from the workshop were comprehensive of the B.Arch and M.Arch professional programs. This session was followed by subsequent sessions in the spring of 2023 to define the mission, vision, values, and initiatives of the school and develop a robust planning and assessment process called SoA 2028. Furthermore, these values were discussed with the ASAC during AY23-24 meetings with the director and reflected in the development of the Teaching and Learning Culture Guideline (See PC.7 Learning and Teaching Culture). The next workshop session to assess Criterion 1 – Context and Mission and Criterion 2 – Shared Values is scheduled for fall 2024.

See Section 5.3 – Curricular Development for more information on the direct indirect planning and assessment methods.

Figure 1. *Faculty meet for an SoA Workshop as part of the SoA 2028 planning and assessment cyclical process.*

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response:
Current: The SoA addresses this value in both professional programs by first preparing students for professional practice in the field of architecture and design and second teaching students to design for the grand challenges of our time. Design in the SoA is both a process and an outcome (Fig.2). A strong ethic of design thinking as it relates to design making, fabrication, and empirical experimentation permeates the SoA with the impressive MaterialsLab facilities and ample outdoor fabrication space. The B.Arch program combines design with the climate and landscape of the Sonoran Desert as well as cutting-edge material and environmental research. The B.Arch program has three stages of development of design knowledge – foundations with the basics of design thinking, core professional design synthesis and integration, and research and innovation leveraging leadership and collaboration to foster students' creation of their own professional values and identity. The M.Arch program emphasizes architecture's role in social and environmental justice, performance-based design, collaboration and research, innovation and risk taking. In the M.Arch program, architectural design is the intertwining of sensible, technical, historical, intellectual and aesthetic activities – a research-based creative practice. The M.Arch program is a carefully orchestrated series of studios, themed by semester, that foster mastery of fundamentals and advanced processes with experimentation required for critical practice.

Future: The SoA strives to be clearer about environmental and social performance criteria for design studio objectives and outcomes. The SoA aims to teach design methods more explicitly and directly in each studio course and to showcase a diversity of design methods over the duration of its programs.

Figure 2. *A faculty member meets with students in studio.*

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response:
Current: A sensitive response to the fragile Sonoran Desert context is a value-driven ethic that carries through the SoA programs. This value is addressed through both the technology and practice stream curricula and is integrated into design studio. The technology stream in both the B.Arch and M.Arch now has a discrete course focused on environmental systems, health and wellness, and performance modeling. The practice stream has a co-convened course for both programs focused on ethics and practice with the introduction of architecture's role in society and public safety. Key studios in the core stage of the curriculum emphasize and integrate life safety and human health and wellness through sustainable design and code-compliant design and the B.Arch hosts the Solar Decathlon Studio that won the competition's Grand Prize last year. Several faculty's research agendas address environmental stewardship and a member of the SoA faculty is the co-director for the Integrated Energy Systems Center in the Arizona Institute for Resilience at U of A. The lecture series regularly focuses on regional response of land ethics, responsible material use, water conservation, and energy (Fig.3).

Future: The SoA aims to improve the technology stream and hire a tenure track faculty member with expertise in climate change response and material and labor flows related to environmental and social stewardship. The SoA seeks to foster an increased partnership with AIR and IES on campus to advance our research mission in sustainable and resilient architecture.

Figure 3. *A faculty member meets with students on a field trip to Mount Lemmon, north of Tucson.*

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:

Current: The SoA is committed to equity, diversity, inclusion and belonging. The school has a large representation of Hispanic students in its programs given its location in the southwest and is part of a land grant institution with recent federal Hispanic-Serving Institution recognition. The B.Arch has a shared foundation year with the BLA and BA.DAP students and accepts all students in first year who meet university and basic program admission requirements. This allows students a year to demonstrate learning and maturity and allows students from historically marginalized populations to have the best chance of matriculation to the professional program. The undergraduate students from SoLARP have an advanced standing pathway into the M.Arch degree allowing students who did not matriculate past the milestone from 1st to 2nd year in the B.Arch to complete a professional architecture degree. Several courses directly address EDI in the SoA. ARC 435/535, a required B.Arch course and M.Arch elective is focused on critical theory and discourse and presents socially relevant topics through reading and writing. Further, each program has an affordable housing studio in partnership with community groups to address housing equity and justice and the school runs a design build studio in the B.Arch each semester that focuses on affordable housing (Fig.4). There is a standing M.Arch studio that focuses on engaging Indigenous communities. The SoA overtly teaches universal design and the B.Arch program has a funded studio on the topic. There is an active CAPLA EDI committee that has made great strides around student and faculty recruitment.

Future: CAPLA is re-envisioning the first-year education to be interdisciplinary and inclusive to foster pathways to different degree programs to maximize the retention and success of students in the first year to second year transition. The new CAPLA Strategic Plan has the aspiration of emphasis on people first and increased transparency in budgeting and decision making. An architecture faculty member recently acquired a grant to evaluate how to decolonize degree programs. We seek to increase the number and frequency of community-engaged studios throughout the programs. The SoA aims to relaunch Camp Architecture in the summer as a high school recruitment service and foster a matriculation pathway for community college and students from underrepresented populations. The SoA has a new voluntary faculty mentoring program that it aims to scale up and develop to increase retention and belonging. The SoA aims to hire a tenure track faculty member with an emphasis in social science and architecture.

Figure 4. Students install a glue-laminated beam at a design build project.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:

Current: The SoA values innovation in clarifying and creating new knowledge as a means of addressing mounting societal and environmental challenges. The SoA centers the last stage of the B.Arch and the last year of the M.Arch program on research and innovation tied to learning objectives and assessment. The MS.Arch program is a research-based masters. Students in the program regularly participate in reviews and serve as graduate assistants for the undergraduate courses in the B.Arch. Faculty are actively involved in research and scholarship that is brought into the classroom through electives and advanced thematic studios. The school's lecture series provides current and speculative knowledge to students and faculty from practitioners and theorists. The SoA supports students and faculty attending the annual AIA Arizona conference to gain knowledge. All of this knowledge sharing is critical for promoting innovation.

Future: The SoA plans to improve interdisciplinary work in the college that can lead to new research and innovation in the classroom. Also, the college aims to explicitly teach innovation and have a dedicated exhibit space as part of the Drachman Institute and advising suite space revisioning for sharing current innovative design projects, research and scholarship. CAPLA has developed a preliminary MaterialsLab strategic plan and is seeking funding to support the modernization and maintenance of the lab to support research and innovation (Fig.5).

Figure 5. A faculty member and students work on a project in the MaterialsLab.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response:
Current: The SoA believes collaborative leadership is key to addressing our most difficult problems. The last stage of the professional programs in the SoA emphasizes not only research and innovation, but also leadership and collaboration with associated learning objectives and assessment. The SoA has community-oriented studios in both programs that work on such topics as borderland issues, water scarcity, redlining, housing equity, etc. together with community groups, the City of Tucson, and the profession. For example, there is a new B.Arch research and innovation track that focuses on community design with electives and studio offerings that allow students to interface with need-based communities in the southwest. There is a dedicated studio in the M.Arch that works in partnership Arizona's Native American tribal communities and the University wide Native American and Indigenous Community. The M.Arch masters project focused on working with a nonprofit in Moyo, Uganda in recent years. The Drachman Institute, directed by an SoA faculty member, is the community-engaged research and outreach unit of the college, and frequently runs projects through SoA studios frequently; faculty in the school participate in the Drachman on community-engaged scholarship (Fig.6). A hallmark of the SoA is the design build program that serves B.Arch students as an advanced thematic studio option. The design build studio works with community clients on affordable housing and other public interest projects.

Future: The SoA is planning to explicitly teach leadership and collaboration studies in the last stage of both the B.Arch and M.Arch programs. We seek to improve the opportunities for interdisciplinary work with faculty and students in degree programs in the SoLAP, foster interdepartmental dialogue in engaging with communities, and together have a greater combined positive impact on the region through teaching and research.

Figure 6. *Students meet with Habitat for Humanity to discuss the Solar Decathlon project.*

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response:
Current: The SoA embraces that lifelong learning is key to addressing the grand challenges of today and tomorrow through architecture. The SoA has a high percentage (~50%) of the total faculty who are practicing architects and dozens of professional, community and academic reviewers who visit the school each year. This provides an excellent connection to the profession and lifelong learning examples to our students; it also aids professional faculty and visitors who teach in the school to continue their own critical inquiry development. The SoA supports students attending the AIA Arizona conference each year. CAPLA hosts a career fair and the SoA hosts a bi-annual path to licensure workshop for students to learn about the ARE and lifelong learning. Further, the practice stream of the B.Arch and M.Arch programs focuses on career pathways and invites professionals to speak. The last stage of the curriculum in both programs emphasizes student research and independent thought which is critical for developing lifelong learners (Fig.7).

Future: The SoA seeks to increase field trips and study abroad opportunities to expand students' world view. The SoA recognizes that we need to teach time and personal management to students as lifelong personal management skills. The curriculum continues to be reevaluated in both programs to make space for reflection and school-life balance. Furthermore, the college is actively evaluating how to properly support students' emotional wellbeing.

Figure 7. *Faculty, students and professionals meet to debrief after a studio review in the Sundt Gallery.*

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

The program must provide:
- A narrative description of how the program achieves each criterion.
- Evidence that each criterion is assessed by the program on a recurring basis, and
- A summary of the modifications made to its curricula and/or associated program structures and materials based on findings from these assessment activities since the previous review.

Program Response:

The required curricular courses in the B.Arch and M.Arch program fulfill the requirements for the NAAB PCs and SCs. This is the case for all the PCs and SCs except PC.7 Teaching and Learning Culture (See PC.7 below). As part of the planning and assessment process of the SoA, the Program Advisory Committee proposed which knowledge streams should be assigned the respective NAAB criteria. The Curriculum Committee reviewed and edited the final list. The relationship between the NAAB criteria and the courses that address the criteria is include in Appendix 1 NAAB PC / SC Matrix for both programs.

At the end of each semester, faculty submit a Course Assessment report with their course syllabus, schedule and instructional materials for each course taught to the course archive. These reports serve as the basis for the end of semester Stream Assessments. These individual reports have been combined into an Assessment Logic, a spreadsheet that serves as a roadmap for accreditation reviewers organized by PC and SC. Each PC and SC is listed in the spreadsheet in the order in which as they appear in the APR narrative with a sequence of logical assessment steps prepared by the instructor(s) of the course(s) to which the PC or SC is assigned. One course may be assigned more than one criterion and conversely, one criterion may be fulfilled by more than one course. The Assessment Logic progresses in the following manner:

- NAAB Criterion: PC or SC
- Course: the course where PC or SC is addressed
- Faculty: instructor for the course
- Semester and Year: when the course was taught
- Stream: curricular knowledge stream to which the course belongs
- Learning Outcomes: the student learning objectives that address the criterion
- Assessment Method: how the learning was assessed, what tools are used (assignment, project, exam, etc.)
- Target/Benchmark: how success is defined
- Results: percentage of students that achieved success
- Improvement: actions to take to improve based on the Course Assessment and other direct and indirect assessments by the school
- Evidence: links to PC and SC folders and description of the evidence

See Appendix 2 for the Assessment Logic for each program in PDF format with active links to the PC or SC evidence folders where course materials are located. Evidence including syllabi, schedule, instructional materials and student work examples in the case of SC.5 and SC.6 is organized by PC or SC folder as indicated in the Assessment Logic. The Assessment Logic for each program is also provided as a searchable Excel file in the respective B.Arch and M.Arch evidence folders. Evidence of fulfillment of NAAB PCs and SCs was collected during AY23-24.

The narrative for this section of the APR is a summary of the data in the Assessment Logic, describing how the B.Arch and M.Arch programs address each NAAB program and student criterion. Each response is organized by distinct program in the following manner to explain how the criterion is achieved. First, the program interpretation of the criterion is discussed, as determined by the Curriculum Committee with respect to the SoA's unique mission,

vision and values. Second, the assessment point, or where the criterion is assessed, and the associated Course Assessment method (i.e. assignment, exam, project, etc.) with the record of student achievement is recorded. Third, the benchmarks for success, the direct and indirect assessments used by the program for the respective criteria beyond the direct Course Assessment, and plans for improvement are reviewed.

Table 1 below is a summary that outlines the PCs and SCs with the direct and indirect Assessment Methods used to evaluate and improve the program. See Section 5.3 Curricular Development for descriptions of the indirect and direct assessment methods used in the B.Arch and M.Arch programs, the associated parties involved and the recurring schedule of assessment.

Table 1. *SoA direct and indirect planning and assessment methods as they relate to the 2020 NAAB PC and SCs. The last and next assessment period is also identified.*

	PLANNING & ASSESSMENT METHOD											
	DIRECT				INDIRECT							
2020 NAAB Criteria for Assessment	Course Assessment	Studio Assessment	Stream Assessment	Milestone	Town Halls	Exit Survey	SoA Workshops	Program Meetings	Curriculum Meetings	Capstone /M.Project Synthesis	Last Assessment	Next Assessment
1 - Context and Mission							X				Fall 2022	Fall 2024
2 - Shared Values							X				Fall 2022	Fall 2024
3 - Program and Student Criteria												
PC.1 Career Paths	X		X	X		X			X		AY23-24	AY25-26
PC.2 Design	X	X	X	X		X			X	X	AY23-24	AY24-25
PC.3 Ecological Knowledge and Responsibility	X		X	X		X			X		AY23-24	AY24-25
PC.4 History and Theory	X		X	X		X			X		AY22-23	AY24-25
PC.5 Research and Innovation	X	X	X	X		X			X	X	AY23-24	AY24-25
PC.6 Leadership and Collaboration	X	X	X	X		X			X	X	AY23-24	AY24-25
PC.7 Learning and Teaching Culture		X			X	X	X	X	X	X	AY23-24	AY24-25
PC.8 Social Equity and Inclusion	X		X	X		X			X		AY23-24	AY24-25
SC.1 Health, Safety and Welfare	X		X	X		X			X		AY23-24	AY25-26
SC.2 Professional Practice	X		X	X		X			X		AY23-24	AY25-26
SC.3 Regulatory Context	X		X	X		X			X		AY23-24	AY25-26
SC.4 Technical Knowledge	X		X	X		X			X		AY23-24	AY24-25
SC.5 Design Synthesis	X	X	X	X		X			X		AY23-24	AY24-25
SC.6 Building Integration	X	X	X	X		X			X		AY23-24	AY24-25

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

B.Arch.:

Interpretation: The B.Arch program teaches students that architecture is one of many professions contributing to the built environment. Students learn the paths toward licensure and understand the many ways architects work collaboratively on behalf of clients, communities, and the natural environment.

Assessment points, methods of assessment, & student achievement: The Foundation stage of the program introduces the basic paths, and the many ways design professionals contribute to the built environment. PC.1 is assessed directly through Course Assessment in ARC131A/B, a course that accompanies the first design studio. Students learn about general career pathways and the organizations that oversee these paths in a lecture and are assessed through a quiz, where 85.9% of the students achieved a B or higher. The Core stage of the program furthers students' understanding of career paths and architectural practice. PC.1 is also assessed directly through Course Assessment in the Ethics + Practice course, ARC436, where students learn about the entire path toward licensure during lectures and through discussions and are assessed through specific questions on a midterm and final exam. On the midterm, 45/81 achieved an 80% or higher. For the final, 74/81 students achieved a grade of 80% or higher.

Benchmarks & plans for improvement: The benchmark for PC.1 Career Paths is a grade of 80% (B) or higher. In addition to assessing in the course, the B.Arch program directly assessed PC.1 in the fall 2023 and spring 2024 during Stream Assessment and indirectly assessed PC.1 through an Exit Survey. Plans to improve the assessment of student learning in ARC436 involve revising the methods of Course Assessment to be more specific to the criterion(s) assigned to the course, which would allow the tracking of student learning to be more effective. These changes are to be made to the spring 2025 ARC 436 course. The Foundation portion of the curriculum is undergoing development in AY2024-25, which means it will teach and assess career paths differently in the future and is to be determined. Next assessment will occur in AY25-26.

Evidence: Evidence of PC.1 is found in the Assessment Logic that includes links to the PC.1 folder where the course syllabus, schedule, project assignments, and rubrics are located.

M.Arch.:

Interpretation: The M.Arch program teaches students that architecture is one of many professions contributing to the built environment. Students learn the paths toward licensure and understand the various ways architects work collaboratively on behalf of clients, communities, and the natural environment.

Assessment points, method of assessment, and student achievement: Students learn PC.1 Career Paths in the M. Arch program in the courses ARC526 Predesign and ARC536 Ethics + Practice. In ARC526, students are introduced to and learn about the range of career paths available to those who study architecture. This criterion is assessed directly through Course Assessment in quizzes administered via D2L and in the final essay. In the spring 2024 semester, 6/6 students achieved success above the related benchmark on relevant quizzes and the final essay. In ARC536, students learn to identify the broad set of skills an architecture degree provides; and an understanding of how those skills may be applied both within the construction industry, and outside the industry in various alternative career paths. Using instructor and guest lecture Q&A as well as in-class discussion, students understand the entire path to licensure, from school, AXP, to ARE to licensure with state board of technical registration. This criterion is assessed directly through Course Assessment in the midterm (10% class grade) and final exams (15% class grade). In the spring 2024 semester, 6/9 students achieved a grade of 80% or higher on the midterm exam, with a class average of 78.21%. 6/9 students achieved a grade of 80% or higher for the final exam, with an increased class average of 89.37%.

Benchmarks and plans for improvement: The benchmark of success for PC.1 is a grade of 80% (B) or higher for relevant assignments in ARC526 and ARC536. In addition to directly assessing PC.1 through the course related

activities, PC.1 is directly assessed during Stream Assessment at the end of the semester and Milestone in the spring of the M.Arch penultimate year. Furthermore, PC.1 was coordinated through the Curriculum Committee meetings. PC.1 was last assessed in AY23-24. Plans for improvement in ARC536 are to separate out the specific elements of the course related to this criterion in assessments. This would enable more granular tracking of success for this criterion. Closer tracking would enable earlier and more effective reinforcement of content. These changes are to be made to the spring 2025 ARC 536 course. Next assessment will occur in AY25-26.

Evidence: Evidence of PC.1 is found in the Assessment Logic that includes links to the PC.1 folder where the course syllabus, schedule, project assignments, and rubrics are located.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

B.Arch.:
Interpretation: The B.Arch program links architectural design to the social and environmental challenges of our time. Students learn design processes that involve existing conditions and adaptive reuse; the relationships among energy, climate, and architectural materials and form; efficacy of ecologies and architectural design; housing and social equity; and high-performance building materials and systems. Students practice addressing these and other complex social and environmental issues vis-a-vis space, form, materials, drawings, and models at different scales, with various systems, and with a range of technologies and methods in Core studios, Research & Innovation (R&I) studios, and Capstone.

Assessment points, assessment methods, and student achievement: The Core studio curriculum – ARC201, ARC202, ARC301, and ARC302, and ARC401 – introduces and practices the relationship Core "grand challenges" have to architectural design methods and methodologies. The Core studios include different settings and scales of development. The R&I stage of the program offers five Advanced Studios (ARC410f), which are designed to introduce a range and a more in-depth examination of "grand challenges" as they relate to research and innovation. The program, however, assesses design and its relationship to complex social and environmental issues not in 410f studios, but directly through Course Assessment in the final ARC 498 Capstone Studio. Assessment methods and student achievement vary across the Core studio courses and Capstone studio sections.

Benchmarks & plans for improvement: The benchmark for PC.2 is a grade of 80% (B) or higher for the assessment methods used in ARC201, ARC202, ARC301, ARC302, ARC401, and ARC498. The B.Arch program directly assessed these courses in the fall 2023 and spring 2025 Stream Assessment. Additionally, the program used Studio Assessment via Bentos, an evaluation form used by faculty to peer review the outcomes of the course to directly assess ARC202, ARC302 and ARC498 in the spring of 2025. The outcomes of PC.2 were also assessed through the Exit Survey and Capstone Synthesis in spring 2024 and Curriculum Committee meetings during AY23-24. Plans to improve student learning across the Core and Capstone studios focus on strengthening the relationship between learning objectives and course level assessments through refining assignments and rubrics. Next assessment will occur in AY24-25.

Evidence: Evidence of PC.2 is found in the Assessment Logic that includes links to the PC.2 folder where the course syllabus, schedule, project assignments, and rubrics are located.

M.Arch
Interpretation: The M.Arch program fosters an architectural design culture through studio courses which employ diverse design methodologies to address integration (aesthetic with the social/cultural, technical, etc.); in projects of different contexts (abstract to the rural, decentralized urban, to the dense urban); and, of projects at different scales (body/furniture, social/spaces, communal/building, and societal/city). Extracurricular events and lectures by design professionals and theorists further this design culture.

Assessment points, method of assessment, and student achievement: Students learn PC.2 Design in the M. Arch program across multiple semesters in the studio curriculum. In 510B Immersion Studio II, students are introduced to design concepts and principles and various modeling techniques to inform their designs. 510E Comprehensive Studio II challenges students to build upon previously learned techniques and consider the regulatory, environmental, functional, contextual, social, cultural and experiential forces which impact design. These learning outcomes culminate in ARC 909 Master's Project. Students are assessed in various studio-specific ways across these courses through Course Assessment. In 510B, PC.2 is assessed in 6 projects over the course of the semester, with 100% of students achieving the benchmark for the fall 2023 semester. In 510E, PC.2 is measured in assignment 1 for completeness, depth of insight and observation, relevancy of precedent chosen based on the students' initial findings. In the spring 2024 semester, 100% of students achieved a score of 85% or higher. ARC909 students collaborate on the design of a masterplan and are responsible for the conceptual, schematic and design development of an architectural component project within the masterplan. This is assessed for design utilizing a 5-point Likert Scale. Nine (9) students were enrolled in this course in spring 2024 with 4 students achieving a Level 4 and 5 students achieving a Level 5.

Benchmarks and plans for improvement: The benchmark of success for studio courses for PC.2 is a grade of 80% (B) or higher for relevant assignments in Studio Courses ARC510B, ARC510E and ARC909. The M.Arch Program directly assessed PC.2 during the end of semester fall 2023 and spring 2024 during Stream Assessment. Also, PC.2 was assessed through Studio Assessment using Bento forms, the Milestone portfolio review, and Curriculum Committee Meetings during AY23-24. The M.Arch program held an Masters Project Synthesis review in conjunction with the B.Arch Capstone Synthesis to indirectly gather additional feedback from students concerning their learning experience. To improve student results, plans for improvement aim to provide more time in the conceptual and research phases of projects to allow for greater understanding of socio-culture and environmental aspects through iterative development. Next assessment will occur in AY24-25.

Evidence: Evidence of PC.2 is found in the Assessment Logic that includes links to the PC.2 folder where the course syllabus, schedule, project assignments, and rubrics are located.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

B.Arch.:
Interpretation: The B.Arch program teaches students the relationship buildings and building systems have to natural environments. Students learn about the Sonoran climate, regional ecologies, material resources, energy, and building performance modeling to understand and practice resilient and future relationships between climate change, natural resources, and the built environment.

Assessment points, assessment methods, and student achievement: The Core stage of the B.Arch program introduces students to the concepts of PC.3 in the studios ARC202 and ARC301 and the technology courses ARC222 and ARC421. These courses work together to instill a holistic understanding of the dynamic relationship between the built and natural environment. In ARC202, students integrate ecological principles into the work of Module 1 and Module 2. In Module 1, 88% of the students received an 80% or higher while in Module 2, 86% of the students received an 80% or higher. In ARC301, students demonstrate their understanding and response to ecological factors in Project 1, 58/83, or 70% of the students in the course, received an 80% or higher on Project 1. In ARC222, students learn the importance of outdoor thermal comfort, develop the ability to assess microclimates, and collect and evaluate data using various tools. Students demonstrate learning in a thermal comfort assignment where 82/112 students achieve a B or higher. In ARC421 students learn to identify, document, and analyze the forces, factors, and environmental conditions that influence mechanical system design in medium and high-rise

buildings; and to select and evaluate envelop and environmental control systems. Students are assessed through quizzes 1, 2, and 3 and two workshops (WUFI and Window) using a Likert scale of 1-5. On the quizzes, students achieving 80% or more on quizzes 1, 2, and 3 were 15.2%, 82.3%, and 81%, respectively. In the workshops, 86.1% and 40.5% achieved an 80% or higher in the first WUFI workshop and Window Workshop.

Benchmarks & plans for improvement: The benchmark for PC.3 is a grade of 80% (B) or higher for the assessment methods used in ARC202, ARC222, ARC301, and ARC421. The B.Arch program assessed ARC301 and ARC421 in the fall 2023 during Stream Assessment while ARC202 and ARC222 were assessed during the spring 2024 Stream Assessment. In addition, ARC 202 was assessed through Studio Assessment using Bentos in the spring of 2024, through the Exit Survey in the spring of 2024, and Curriculum Committee Meetings during AY23-24. Plans to improve student learning in ARC202 include strengthening the connection between learning objectives, rubrics, and criterion; integrating co-requisite course in Environmental Systems (ARC222) by sharing rubrics; and integrating co-requisite course in the design communications stream. In ARC222, plans also include students' building a climate station to assess environmental indices that impact microclimate alongside hand-held tools to measure surface temperature to increase student learning. In ARC301, plans for improvement are focusing on the revision of the grading rubric for Project 1. Plans for improving student learning in ARC421 include providing more examples and case studies of how the principles apply to architectural design. The next assessment of PC.3 will occur in AY24-25.

Evidence: Evidence of PC.3 is found in the Assessment Logic that includes links to the PC.3 folder where the course syllabus, schedule, project assignments, and rubrics are located.

M.Arch
Interpretation: The M.Arch program teaches students the relationship that buildings and building systems have to natural environments. Students learn about regional ecologies, climate, material resources, energy, and building performance modeling to understand resilient and future relationships among climate change, natural resources, and the built environment.

Assessment points, method of assessment, and student achievement: Students learn PC.3 Ecological Knowledge and Responsibility in the M. Arch program in the integrated technology course, 521A Integrated Technologies I. In ARC 521A students learn to evaluate climate metrics for a given site (solar, wind, psychrometric) and how to formulate appropriate sustainable strategies based upon a climate profile and building type. ARC 521A learning objectives are assessed in a written student report and an exam. In the fall 2023 semester, 83% of students fulfilled the benchmark for the student report and 100% fulfilled the exam benchmark criteria.

Benchmarks and plans for improvement: The benchmark of success for PC.3 is a grade of 80% (B) or higher for relevant assignments in ARC521A. The M.Arch Program directly assessed PC.3 during the fall 2023 and spring 2024 through Stream Assessment. Further, PC.3 was reviewed through the Milestone outcomes and during Curriculum Committee meetings over the AY23-24 academic year. Plans to improve student understanding of psychrometric climate data include a revision of the curriculum to include exercises in identifying appropriate strategies across a variety of psychrometric data. The next assessment of PC.3 will occur in AY24-25.

Evidence: Evidence of PC.3 is found in the Assessment Logic that includes links to the PC.3 folder where the course syllabus, schedule, project assignments, and rubrics are located.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

B.Arch.:

Interpretation: The B.Arch program teaches students a global history of architecture and urbanism. Students learn about built and speculative works, formal and spatial practices, and evolving theories of design in relation to their complex social, cultural, economic, technological, and political contextual conditions.

Assessment points, assessment methods, and student achievement: While the curriculum has architectural history and theory in the Foundation (ARC 131A/B), the Core stage of the program formally introduces students to histories of architecture and urbanism in a series of four required courses: History + Theory I (ARC231), History + Theory II (ARC 232), History + Theory III: Modern and Contemporary Architecture (ARC 333), and finally, Forms of Critical Inquiry and Expression (ARC 435). In ARC 231, students gain an understanding of early architectural developments from around the world and how cultural, political, social, climatic, and technological changes influence the developments through the Middle Ages. Students are assessed for their understanding across three exams. In ARC 232, students further develop their understanding of architectural history up through early modernism and are assessed in three examinations. In ARC 333, students learn to recognize major ideas of twentieth-century architectural history and theory and demonstrate the ability to connect built works of architecture and theory to social, political, and economic contexts. Students are assessed in a midterm and final exam; in 2023 52% received a B or higher on the midterm and 67% received a B or higher on the final. In ARC 435, students learn to demonstrate the ability to identify, describe, and analyze contemporary architectural theory and design approaches in architecture and urbanism and are assessed through discussion, three essays, and a midterm. In discussion, 91% achieved a B or higher, in essay 1, 2, and 3, 85%, 91%, and 88%, respectively achieved a B or higher, and on the midterm, 90% achieved a B or higher.

Benchmarks & plans for improvement: The benchmark of success for PC.4 is 80% (B) or higher for relevant assignments in ARC231, ARC232, ARC333, and ARC435. The B.Arch program assessed ARC 231 and ARC 333 during the fall 2023 Stream Assessment while ARC232 and ARC435 were assessed during the spring 2024 Stream Assessment. Further, PC.4 was indirectly assessed through the spring 2024 Exit Survey and discussed in Curriculum Committee Meetings during AY23-24. Plans to improve student learning in these courses vary. In ARC 231, ARC 232, and ARC 333, improvements focus on student preparation for exams and the study materials and practices associated with the exams. In ARC 435, instructors will consider rubrics for all major assignments and work toward grading standardization across the 4-5 faculty discussion facilitators and graders.

Evidence: Evidence of PC.4 is found in the Assessment Logic that includes links to the PC.4 folder where the course syllabus, schedule, project assignments, and rubrics are located.

M.Arch.:
Interpretation: The M.Arch program teaches students a global history of architecture and urbanism. Students learn about built and speculative works, formal and spatial practices, and evolving theories of design in relation to their complex social, cultural, economic, technological, and political conditions.

Assessment points, method of assessment, and student achievement: Students learn PC.4 History and Theory in the M. Arch program in the courses ARC 531 History + Theory I, ARC 532 History + Theory II, and ARC 533 History + Theory III. The trajectory of material in these courses is as follows: global ancient through medieval architecture and urbanism in ARC 531, global renaissance through modern architecture and urbanism in ARC 532, and modern architecture and urbanism in ARC 533. In ARC531, architectural history and theory are introduced and subsequently ARC 532 and ARC 533 introduces students to histories of architecture and urbanism. Students are assessed in all three courses in exams as well as research papers, which are assessed on a scale of 0-100. In ARC 531 and ARC 533, all graduate students achieved success above the target benchmark. In ARC 532, 7/8 graduate students achieved scores above the target benchmark, and 1/8 achieved a score below the benchmark.

Benchmarks and plans for improvement: The benchmark of success for PC.4 is a grade of 80% (B) or higher for relevant assignments in ARC 531, ARC 532, and ARC 533. The M.Arch Program directly assessed PC.4 during the fall 2023 and spring 2024 Stream Assessment. PC.4 was also assessed directly through the Milestone outcomes in the spring of 2024 and indirectly through Curriculum Meetings during AY23-24. Plans to improve student achievement include providing study guides and example questions before exams. In addition, those who do not meet the target benchmark are required to meet with a Teaching Assistant to go over exams and receive help with their research papers. The next assessment for PC.4 will be in AY24-25.

Evidence: Evidence of PC.4 is found in the Assessment Logic that includes links to the PC.4 folder where the course syllabus, schedule, project assignments, and rubrics are located.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

B.Arch.:
Interpretation: The program introduces students to critical inquiry and discourse, design research methods, and integrative thinking. Students learn to connect investigations to space, form, models, drawings, materials and architectural design and to evaluate these connections.

Assessment points, assessment methods, and student achievement: The Core stage of the B.Arch program introduces students to PC.5 in ARC 435 (Forms of Critical Inquiry and Expression). ARC 435 bridges the Core and R&I stages of the curriculum by inviting students not only to position their work theoretically and historically but also to postulate a career trajectory. Students gain the ability to identify, describe, and analyze contemporary theoretical and design approaches to architecture and urbanism and are assessed for this ability in a final project where 75% of the students in the course achieved a B or higher. Students further their understanding and practice of Research and Innovation in the third stage of the program in Advanced Studios (ARC 410f), Project Inquiry (ARC 497) and Capstone (ARC 498). ARC 410f is the course number assigned to all B.Arch Advanced Studios in the R&I stage of the program. Each semester there are usually five (5) distinct studio sections led by different faculty. Although the sections are different, each applies the fundamental skills and knowledge acquired in previous studios to complex social, environmental, and other issues requiring research and/or innovation. Faculty teaching these sections use various studio-based assignments to foster student engagement with research and innovation across the sections. In ARC 497 Project Inquiry, students research issues relevant to architecture and complex social and environmental issues and apply research to work in the ARC 498 Capstone Studio, where students integrate research and design. ARC 497 and ARC 498 are linked thematically and are an integral part of the R&I Tracks in the B.Arch program. Each track and associated ARC 497 and ARC 498 Capstone sequence has a unique Course Assessment outlined in the Assessment Logic.

Benchmarks & plans for improvement: The benchmark for PC.5 is 80% (B) or higher for relevant assignments in ARC 435, ARC 410f, ARC 497, and ARC 498. The B.Arch program assessed courses offered in the spring of 2024 during the spring 2024 Stream Assessment including the fall course ARC 497. ARC 410f and ARC 498 studios were assessed through Studio Assessment in the spring of 2024. Further, the Capstone sequence and Advanced Studios were indirectly assessed with students during the spring 2024 Capstone Synthesis. PC.5 was discussed in the AY23-24 Curriculum Committee Meetings. Faculty teaching these courses proposed different ways to improve student learning and student assessment of PC.5 captured in the Assessment Logic. The next assessment of PC.5 will be in AY24-25.

Evidence: Evidence of PC.5 is found in the Assessment Logic that includes links to the PC.5 folder where the course syllabus, schedule, project assignments, and rubrics are located.

M.Arch.:

Interpretation: The M.Arch program cultivates archival and empirical research skills in students through their research 1) of architectural design, 2) for the purposes of architectural design, and 3) through the action of architectural design. Disciplinary Innovations are an inherent component of this research pedagogy.

Assessment points, method of assessment, and student achievement: Students learn PC.5 Research and Innovation in the M. Arch program in the courses ARC 533 History + Theory III and ARC 909 Master's Project. In ARC 533, students learn how to articulate ideas about architecture to make effective arguments in support of evidenced interpretations. This is assessed in the final research paper, which is worth 20% of the final grade. In the fall 2023 semester, 100% of graduate students achieved a grade of 80% or above. In the third and final year, students are assessed in ARC909 on their ability to conduct and synthesize archival and empirical pre-design research. This research is evaluated in booklet and presentation form on a 5-point Likert Scale through self-reports and evaluations. 9 students were enrolled in this course in the fall and spring semester, with 4 students achieving a Level 4 "Agree" and 5 students achieving a Level 5 "Strongly Agree".

Benchmarks and plans for improvement: The benchmark of success for PC.5 is a grade of 80% (B) or higher for relevant assignments in ARC 533 and ARC 909. The M.Arch Program directly assessed PC.5 during the fall 2023 and spring 2024 Stream Assessment and ARC 909 was assessed the spring 2024 Studio Assessment and Masters Project Synthesis review. The Milestone outcomes provided an indirect assessment in the spring of 2024 as well. PC.5 was discussed in the Curriculum Committee Meetings during AY23-24. Plans for improvement for ARC533 include introducing proper research techniques and helping students distinguish between sources (the data) and arguments (the evidence). Plans to improve learning objectives related to PC.5 include the introduction of a Research Methods course held in the final year of the program, beginning fall 2025. PC.5 will again be assessed in AY24-25.

Evidence: Evidence of PC.5 is found in the Assessment Logic that includes links to the PC.5 folder where the course syllabus, schedule, project assignments, and rubrics are located.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

B.Arch
Interpretation: The B.Arch program introduces students to collaborative groups projects and diverse stakeholders. Students learn to work together to solve simple and complex issues for themselves, communities, and the natural environment.

Assessment points, assessment methods & student achievement: Students are formally introduced to PC.6 during the Core stage of the B.Arch program in ARC 436 and again in various Advanced Studios (ARC 410f). In ARC 436. There students learn about the position of the architect as a leader of project teams in the larger construction industry and the importance of effective collaboration with a broad group of industry members in solving difficult construction problems in lectures 5, 6, and 7. Students are assessed for PC.6 through a midterm exam, where 45/81 students achieved a grade of 80% or higher, and a final exam, where 74/81 achieved a grade of 80% or higher. In ARC 410f, students are in one of five studio sections each semester. Methods of assessing PC.6 in ARC 401f sections vary as outlined in the Assessment Logic.

Benchmarks & plans for improvement: The benchmark for PC.6 is a B or higher for relevant assignments in ARC 436 and ARC 410f. The B.Arch program assessed courses offered in the spring of 2024 during Stream Assessment. In addition, PC.6 as it relates to ARC 410f was assessed in the Studio Assessment and Capstone Synthesis in the spring of 2024. The Curriculum Committee discussed PC.6 during AY23-24 and graduating students provided feedback on PC.6 in their education through the Exit Survey. Faculty teaching these courses propose different ways to improve

student learning and student assessment of PC.6 as outlined in the Assessment Logic. The next assessment of PC.6 will be in AY24-25.

Evidence: Evidence of PC.6 is found in the Assessment Logic that includes links to the PC.6 folder where the course syllabus, schedule, project assignments, and rubrics are located.

M.Arch

Interpretation: The M.Arch program cultivates Leadership and Collaborative skills through the presentation of established and emerging theories, models, and best professional practices. All M.Arch students experience the Master's Project, conceived as the "Critical Practice Laboratory," which requires students to work in a rigorous collaborative network so that they may learn how to function as both leaders and followers. Students are required to regularly report, reflect, and self-evaluate their leadership and collaborative performance.

Assessment points, method of assessment, and student achievement: Students learn PC.6 Leadership and Collaboration in the M. Arch program in the courses in ARC 526 Pre-Design, ARC 536 Ethics + Practice and ARC 909 Master's Project. ARC 526 introduces approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, dynamic physical and social contexts, and effective collaboration strategies. This criterion is assessed in quizzes administered via D2L and in the final essay. In the spring 2024 semester, 6/6 students achieved success above the related benchmark on relevant quizzes and the final essay. ARC 536 and ARC 909 expand upon leadership and collaborative skills in the final semester. Students are assessed for this criterion through quizzes, exams, essays, and reports. This criterion is assessed in ARC 536 in the midterm and the final exam. In the spring 2024 semester, 6/9 students achieved a grade of 80% or higher on the midterm exam, with a class average of 78.21%. 6/9 students achieved a grade of 80% or higher for the final exam, with an increased class average of 89.37%. In ARC 909, PC.6 is assessed in self-reports and evaluations utilizing a 5-point Likert Scale. 9 students were enrolled in this course in spring 2024 with 8 students achieving a Level 4 and 1 student achieving a Level 5.

Benchmarks and plans for improvement: The benchmark of success for PC.6 is a grade of 80% (B) or higher for relevant assignments in ARC 526, ARC 536, and ARC 909. The M.Arch Program directly assessed PC.6 in ARC 526 and 536 during the fall 2023 and spring 2024 during Stream Assessment. Also, PC.6 was assessed for ARC 909 during Studio Assessment and the Masters Project Synthesis. PC.6 is assessed during the Milestone outcome review. PC.6 was discussed during Curriculum Committee Meetings during AY23-24. Plans to improve student collaboration include having all studios conduct pre-design as a collaborative endeavor where students function as individuals on behalf of the whole and collectively make decisions regarding performance criteria for successful projects as well as working in small groups on design projects in studios. The next assessment of PC.6 will be in AY24-25.

Evidence: Evidence of PC.6 is found in the Assessment Logic that includes links to the PC.6 folder where the course syllabus, schedule, project assignments, and rubrics are located.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

SoA Response:

Interpretation: The SoA firmly believes the impact of teachers, the success of students, the engagement of faculty, and the effectiveness of administration/staff are directly correlated to the health and strength of the culture that binds them together. Our learning and teaching guiding principles include: 1) Community of Stakeholders: fostering a community of stakeholders whose strength lies in the agency of the individual; 2) Deliberately Developmental: support of the community in congruence with forces for change allow students and faculty alike to be pushed towards growth and supported along the way; and 3) Balance in Contradiction: we cannot be skilled architects if we cannot enjoy space, we cannot play effectively if we do not have rigor, and we cannot truly support each other if we are not equally critical.

Assessment points, method of assessment, and student achievement: PC.7 Learning and Teaching Culture is addressed through curricular and non-curricular activities. SoA 2028 effort to create a planning and assessment process in the school is to develop a healthy learning and teaching culture. All the direct and indirect forms of assessment in the SoA are aimed at shared governance and fostering a positive and respectful environment for faculty, students and staff. The SoA ASAC is made up of representatives from the student cohorts in the programs that connect the SoA administration with the student body. The program hosts Town Hall meeting with each student cohort (year) co-facilitated by the program chair and ASAC representatives in that cohort. The ASAC developed a Learning and Teaching Culture Guidelines in AY23-24 that outlines the SoA's response to PC.7 that will be shared at the beginning of each year in the back-to-school event and then assessed through a review with students once a year in a Town Hall meeting for discussion and updating. The SoA standing committees are shared governance and once a year there is a committee roundup, an SoA Workshop in which committee chairs reflect on the work of their respective committee and Assembly members assess and recommend improvements. Studio is the center of much of the Teaching and Learning Culture in the professional programs.

Benchmarks and plans for improvement: The SoA at large has used indirect methods including Town Halls, SoA Workshops, and Program Meetings to assess PC.7 and continuously improve the learning and teaching culture of the SoA. In addition, PC.7 as it relates to studio culture is assessed during Studio Assessment and Curriculum Committee Meetings through AY23-24. A lack of trust was identified by the SoA faculty during SoA Workshops in AY22-23. There is an SoA Workshop focused on faculty culture titled "SoA Trust" scheduled for fall 2024 to assess PC.7 for faculty, staff and administration. See Criterion 5 Resources evidence folder for these assessment methods.

B.Arch.:
Interpretation: The B.Arch program fosters and ensures a cooperative teaching environment based on respect, engagement, and innovation among faculty, students, and staff.

Assessment points, method of assessment, and student achievement: PC.7 Learning and Teaching Culture is addressed through B.Arch Program Meeting with the studio coordinators and B.Arch chair at the beginning of each semester to assess the previous year's learning culture in the studio environment and share approaches to fostering a positive and respectful environment. Studio coordinators share best practices for engaging students and plan for the impending semester. Furthermore, studio coordinators are responsible to harmonize the semester calendar amongst studio and the other lecture courses scheduled in that semester as to avoid overlapping deadlines and undue burden. A survey was sent out to the studio coordinators and section instructors to assess, among other things, the learning and teaching culture in the studio context in the fall of 2023. The outcome of the survey provides the basis for the improvement plan to be discussed in the studio coordination meeting.

Benchmarking and plans for improvement: The results of the survey indicated key areas for improvement in coordinated studios. Some key actions include: syllabus and assignment preparations prior to the semester, developing assessment methods an rubrics associated with each learning outcome, more consistent communication, more cohesive and collaborative grading and evaluation, well organized reviews, and calibration between the lecture and at desk work time in the studio semester. This survey and studio coordinator conversations during AY23-24 have led to a studio coordinator updated policy and guidelines to maximize the potential for improving studio culture, the center of our educational offering in the B.Arch. These improvements are seen in the evidence as the Studio Coordinator Policy. In addition, the B.Arch Exit Survey and Capstone Synthesis in the spring of 2024 gathered feedback from graduating students on PC.7. The plans for improvement from these assessments are included in the Assessment Logic. The next assessment of PC.7 will be in AY24-25.

Evidence: PC.7 evidence is found in the PC.7 B.Arch folder including the following documents: Teaching and Learning Culture Policy by the ASAC, results from Studio Coordinator Survey from AY23-24, and Studio Coordinator Policy. See Criterion 5 Resources evidence folder for the B.Arch Exit Survey, Town Halls, SoA Workshops, Program Meetings, Studio Assessment and Curriculum Committee Meetings.

M.Arch.:

Interpretation: The M.Arch program fosters and ensures a cooperative teaching environment based on respect, engagement, and innovation among faculty, students, and staff.

Assessment points, method of assessment, and student achievement: PC.7 is assessed in the M.Arch program through qualitative Town Hall Meetings. The M.Arch program is small, communicative, and tight knit group, therefore, Town Hall meetings are particularly effective at planning, assessing and improving the culture of the program. The M.Arch program hosts Town Hall meetings twice a semester. PC.7 was also assessed during the Masters Project Synthesis review with students providing feedback on Teaching and Learning Culture.

Benchmarking and plans for improvement: Students in the AY22-23 Town Hall meetings expressed disappointment in the cultural life of the program around two primary areas. First, regarding disruptive students that caused challenges for the learning environment and second, the concern that Milestone was a punitive process. From these meetings, the director and program chair determined to address disciplinary action with behavioral problems, and this was mitigated. Further, the program chair revised the Milestone process to be formative, rather than summative, and created a new Milestone course to mentor students in this important synthetic exercise of reflecting and then creating a learning portfolio of their education in the stream knowledge areas. The next assessment of PC.7 will be in AY24-25.

Evidence: PC.7 evidence is found in the PC.7 M.Arch folder including the following documents: Teaching and Learning Culture Policy by the ASAC. See Criterion 5 Resources evidence folder for M.Arch Studio Assessments, SoA Workshops, Town Halls, Program Meetings, Curriculum Committee Meetings, and Masters Project Synthesis.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

B.Arch.:
Interpretation: The B.Arch program introduces students to diverse social and cultural contexts and theories, and the concepts, practices, and values of diversity, equity, and social justice. Students learn to translate theories and experiences into architecture that acknowledges diverse backgrounds, economic resources, and abilities.

Assessment points, assessment methods, & student achievement: Students in the B.Arch program initially grapple with social and cultural contexts in the required core studios ARC 202 and ARC 302, and then deepen their understanding in the course Forms of Critical Inquiry and Expression (ARC 435). In ARC 202, students learn to identify socio-economic theories that stress different backgrounds, economic resources, and abilities, and focus on experiences of homelessness and Housing First in Module 1 of a semester-long project, where 88% of the students achieved a B or higher. In ARC 302, students evaluate diverse cultural backgrounds and social contexts as spatial settings for stakeholders, the program, urban forces; formulate a social and design strategy to equitably support and include people of different backgrounds, recourses, and abilities; and participate in ongoing debates about housing needs, fostering a range of responses to the housing deficit, climate change and the energy crisis. Students are assessed for these learning outcomes in Module B, C, D, and E. For Module C, 90.5% of students received a grade ofan 80% (B) or higher. For Module D, 72.6% received a grade ofan 80% (B) or higher. For Module E, 75% received a grade ofan 80% (B) or higher. In ARC 435, students demonstrate knowledge of the complex intersection of factors that facilitate or inhibit 1) equitable access to well-designed, healthy environments, and 2) opportunities for design education, professional advancement, and critical practice in architecture for a more just and equitable built environment. Socio-spatial conditions of equity and inclusion are at the heart of every weekly topic and assignment. Seventy- one out of 84 students, or 85.5% achieved a B or higher in the class.

Benchmarks & plans for improvement: The benchmark for PC.8 is 80% (B) or higher in the assessment methods specific to courses ARC 202, ARC 302, and ARC 435. The program directly assessed PC.8 during the fall 2023 and spring 2023 Stream Assessment, and during the spring 2023 Studio Assessment for ARC 302. Further, PC.8 was discussed in Curriculum Committee Meetings and indirectly assessed at the end of spring 2024 through the Exit Survey. Plans to improve student success include strengthening the connection between learning objectives,

rubrics, and criterion and integrate corequisite course (ARC 222 Environmental Systems and ARC 202); strengthen the relationship between program and user needs and develop further what the user needs are, as well as stage discussion in studio for greater and deeper understanding (ARC 302); and work toward grading standardization across faculty graders (ARC 435). The next assessment of PC.8 will be in AY24-25.

Evidence: Evidence of PC.8 is found in the NAAB Assessment Logic report that includes links to the PC.8 course folders where the course syllabus, schedule, project assignments, and rubrics are located.

M.Arch.:

Interpretation: The M.Arch program introduces students to diverse social and cultural contexts and theories; and the concepts, practices, and values of diversity, equity, and social justice. Students learn to translate theories and experiences into architecture that acknowledges different backgrounds, economic resources, and abilities.

Assessment points, method of assessment, and student achievement: Students learn PC.8 Social Equity and Inclusion in the M. Arch program in the course ARC 526 Pre-Design, ARC533 History + Theory III and studio ARC510E. In ARC 526, students learn to analyze the ethical impacts of architectural decisions on diverse social and cultural contexts. This criterion is assessed in quizzes and in the final essay. In the spring 2024 semester, students achieved the benchmark or higher, with 4 students achieving an 'A' and 2 students achieving a 'B' on the final essay. In ARC 533, students learn to connect built works of architecture and architectural theory to social, political, economic contexts. Students engage this criterion in more depth in ARC 510E by Interpreting information obtained through engagement with research and literature review, community engagement activities and discussions with project stakeholders and design professionals to develop client goals and formulate corresponding building design strategies. In ARC 533, these learning objectives are assessed through asynchronous discussions and are graded on a scale of 0-1 for their thoughtfulness of ideas and responses to classmates' posts. 80% of students achieved 1 point or more, 10% achieved 0.5 points and 10% achieved 0 points (no participation). In ARC510E, this is assessed and graded by rubric in assignment 1, 2, and the final review. In the spring 2024 semester, 13/13 achieved a grade of 85% or higher on assignment 1, 6/13 achieved 85% or higher on assignment 2, and 13/13 achieved 90% or higher on the final review.

Benchmarks and plans for improvement: The benchmark of success for PC.8 is a grade of 80% (B) or higher for relevant assignments in ARC 533 and ARC 510E. The M.Arch Program directly assessed PC.8 during the fall 2023 and spring 2024 Stream Assessment. Also, PC.8 was assessed through the Milestone outcomes and discussed through AY23-24 in Curriculum Committee Meetings. Plans for improvement in ARC 510E include working with students to develop metrics to inform the information needed, the evaluation of their work, and process and tools needed for analysis. Additionally, the creation of a grading category for completing readings and writing thesis statements that reference/build upon ideas presented in the readings, obtained through interviewing, and from the precedent studies. The next assessment of PC.8 will be in AY24-25.

Evidence: Evidence of PC.8 is found in the NAAB Assessment Logic report that includes links to the PC.8 course folders where the course syllabus, schedule, project assignments and rubrics are located.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

For SC.1-SC.4: The program must provide the following:

- A narrative description of how the program achieves and evaluates each criterion;
- Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis; and
- A summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review.

Supporting materials demonstrating how the program accomplishes its objectives related to each criterion, including course syllabus, course schedule, and instructional materials, are due as digital exhibits at least 45 days prior to the visit.

—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

B.Arch.:

Interpretation: The B.Arch program teaches students that architecture is one of many professions contributing to the built environment. Students learn the paths toward licensure and understand the various ways architects work collaboratively on behalf of clients, communities, and the natural environment.

Assessment points, method of assessment, and student achievement: Students learn SC.1 Health, Safety, and Welfare in the Built Environment in the Core Stage of the B.Arch program in the studios ARC 301 and ARC 401, and in the courses ARC 436 and ARC 441. The studio ARC 301 emphasizes appropriate design responses to cultural, social, and historical contexts, building codes, life-safety requirements, and Universal Design. Students demonstrate introductory understanding of health, safety and welfare in two studio projects. In fall of 2023, 58 out of 83, or 70% of the students in the course, received a grade of 80% or higher on Project 1, while 3% of the students in the course received 0% or higher on Project 2. In ARC 401, students integrate aspects of human health, safety, and welfare at multiple scales in the studio project. Students are assessed for SC.1 in assignment 2.1, 301, 5.1, and 6.1 where students achieved 65,5%, 71%, 66.3%, and73.5%, respectively, a B or higher. In ARC 436, students demonstrate knowledge of contracts, project delivery methods, office practices, and legal and ethical issues facing the profession. For SC.1, students learn the Architect's role as a protector of life safety through the history of building codes and life safety. Student knowledge is assessed by a midterm and final exam where 45/81 students achieved a grade of 80% or higher and 74/81 achieved a grade of 80% or higher. In ARC 441, student develop skills in navigating, interpreting and applying land use codes. Students discuss the intent of these codes, how to differentiate between local and international codes, and how the variables between location and use are assessed together to ensure the safety and well-being of the public within cities. Student ability was assessed in assignments 1 and 5, where 74% and 50% of the students received a B or higher.

Benchmarks & plans for improvement: Benchmarks & plans for improvement: The Benchmark for SC.1 is 80% (B) or higher for the assessment methods used in ARC 301, ARC 401, ARC 436 and ARC 441. The program directly assessed SC.1 during the fall 2023 and spring 2024 Stream Assessment. Indirect assessment of SC.1 occurred through the Exit Survey in the spring of 2024 and SC.1 was discussed during Curriculum Committee Meetings in AY23-24. Plans to improve, track, and benchmark student learning in ARC 441 will involve reorganizing quizzes to measure student learning directly and succinctly. In ARC 436, the course will clearly link NAAB criterion and quiz questions to more closely track student learning. In ARC 301, the rubric will change to specifically reflect student assessment of SC.1. The next assessment of SC.1 will be in AY25-26.

Evidence: Evidence of SC.1 is found in the NAAB Assessment Logic report that includes links to the SC.1 course folders where the course syllabus, schedule, project assignments, and rubrics are located.

M.Arch.:

Interpretation: The M.Arch program introduces students to professional ethics, regulatory requirements, and business practices in the USA. Students learn to relate these topics to grand challenges and the values of interdisciplinarity, collaboration, professionalism, and community engagement.

Assessment points, method of assessment, and student achievement: Students learn SC.1 Health, Safety, and Welfare in the Built Environment in the Core Stage of the B.Arch program in the courses ARC 521D Integrated Technologies IV, ARC 526 Pre-Design, ARC 536 Ethics + Practice, and ARC 541 Contract Documents. In 521D students learn about structural safety, for example critical load cases for vertical and horizontal forces acting on the building and are assessed on the calculation of tributary loads of their studio project. Thirteen graduate students were in this course spring 2024 and 100% achieved the target benchmark. In ARC526, students learn the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities which is assessed via quizzes and the final essay. In the spring 2024 semester, 6 students participated in this course

and 100% achieved the target benchmark. ARC 541 students learn about and are asked to interpret land use codes for a given project as they pertain to use and context-driven design requirements for ensuring human health, safety and welfare in the built environment. This is assessed through technical drawings in assignments 1 and 5. For assignment 1 in the spring 2024 semester, 9/12 achieved 85% or higher and for assignment 5, 6/12 achieved 90% or higher. In ARC536, students learn about ethics in professional practice, including the roles of NCARB, the AIA and Local boards of Technical Registration and the role of an architect as a protector of life safety, including history of building codes and licensure. Instruction is delivered via lectures throughout the semester and knowledge is assessed via the midterm and final exams. In the spring 2024 semester, 6/9 students achieved a grade of 80% or higher in the midterm with a class average of 78.21%, and 6/9 students achieved a grade of 80% or higher with a class average of 89.37%.

Benchmarks and plans for improvement: The benchmark of success for SC.1 is 80% (B) or higher for relevant assignments in ARC 521D, ARC 526, ARC 541, and ARC 536. In addition to Course Assessment, the M.Arch Program directly assessed SC.1 during the fall 2023 and spring 2024 Stream Assessment and Milestone outcomes. SC.1 was assessed indirectly through Curriculum Committee Meetings during AY23-24. In ARC 541, as assignment 5 is a revision of assignment 1, the planned improvement is to eliminate assignment 5 and create a "revise/resubmit" for assignment 01 due immediately after the redline exercise is completed. In ARC536, specific elements of the course related to this criterion will be assessed separately to enable more granular tracking of success and earlier and more effective reinforcement of content. The next assessment of SC.1 will be in AY25-26.

Evidence: Evidence of SC.1 is found in the NAAB Assessment Logic report that includes links to SC.1 course folders where the course syllabus, schedule, project assignments and rubrics are located.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

B.Arch.:
Interpretation: The B.Arch program teaches students professional ethics, regulatory requirements, and business practices in the United States as well as the forces influencing changes to practice.

Assessment points, method of assessment, and student achievement: Students learn SC.2 Professional Practice in the Core stage of the program in ARC 326 (Pre-Design), ARC 436 (Ethics and Practice) and ARC 441 (Contract Documents). ARC 326 covers Pre-Design approaches and strategies, including site analysis principles relating to physical, biological, cultural, and regulatory attributes of a site, as well as architectural programming methodologies. For SC.1, through lectures and assignments, students learn the relationships among key stakeholders and their roles in the design process but are assessed for SC.2 with a quiz. 84/85 students (95%) of all students achieved an 80% (B or better) grade for the quiz. In ARC 436, students learn the ethics of professional practice; the roles of an Architect in legal, financial, and day-to-day work with owners, contractors, consultants, government agencies and other stakeholders; the importance of effective collaboration; and the Architect's role in life safety, building codes, and licensure. A series of specific lectures cover these topics. Student knowledge is assessed through a midterm and final exam. In spring of 2024, 45/81 students received a grade of 80 or higher while 74/81 received 80% or higher on the final exam. In ARC441, students learn the technical drawings and supporting documentation needed to convey design intent to the various parties involved in realizing built work, as well as the coordination efforts required to deliver a project on time. Additionally, students learn to identify financial aspects involved in the design and construction and differentiate between the various roles and responsibilities of the principal agent and third party for contractual obligations and liability. In ARC441, student ability is assessed through low-stakes quizzes 1, 2, and 8 as well as a final exam. For the final exam 56% of these students received a B or higher.

Benchmarks & plans for improvement: The Benchmark for SC.2 Professional Practice is 80% (B) or higher in each assessment method in ARC 326, ARC 436 and ARC 441. Beyond Course Assessment, B.Arch Program directly assessed SC.2 during the fall 2023 and spring 2023 Stream Assessment and indirectly through the Exit Survey in the

spring of 2024 and Curriculum Committee Meetings held in AY23-24. Plans to improve, track, and benchmark student learning in ARC 441 will involve reorganizing quizzes to measure student learning directly and succinctly. In ARC 436, the course will clearly link NAAB criterion and quiz questions to more closely track student learning. The next assessment of SC.2 will be in AY25-26.

Evidence: Evidence of SC.2 is found in the NAAB Assessment Logic report that includes links to the SC.2 course folders where the course syllabus, schedule, project assignments, and rubrics are located.

M.Arch.:
Interpretation: The M.Arch program introduces students to professional ethics, regulatory requirements, and business practices in the USA. Students learn to relate these topics to grand challenges and the values of interdisciplinarity, collaboration, professionalism, and community engagement.

Assessment points, method of assessment, and student achievement: Students learn SC.2 Professional Practice in three stages of the program in ARC 526 Pre-Design, ARC 541 Contract Documents, and ARC 536 Ethics + Practice. ARC 526 teaches students about professional ethics, fundamentals of regulatory requirements and business processes relevant to architectural practice in the United States and the social and environmental forces impacting these subjects. In ARC 541, a range of material relating to SC.2 is covered, including how construction drawings and specifications combine with contracts, agreements, and addenda to define the project scope and outcomes for building construction, organizational and design communication strategies, financial aspects involved with design and construction, project management, and the roles and responsibilities of the principal, agent, and third parties. ARC526 assesses this knowledge in quizzes and the final essay. In the spring 2024 semester, 6 students participated in this course and 100% achieved the target benchmark. In ARC 541, students are assessed in Quiz 8 and the final exam. In the spring 2024 semester, 10/12 students achieved 90% or higher on Quiz 8, and 6/12 achieved 85% or higher on the final exam. In ARC 536, the learning objectives are taught through lectures and assessed in the midterm and final exams. In the spring 2024 semester, 6/9 students achieved a grade of 80% or higher in the midterm with a class average of 78.21%, and 6/9 Students achieved a grade of 80% or higher with a class average of 89.37%.

Benchmarks and plans for improvement: The benchmark of success for SC.2 is 80% (B) or higher for relevant assignments in ARC 526, ARC 541, and ARC 536. The M.Arch Program also directly assessed SC.2 during the fall 2023 and spring 2024 Stream Assessment and Milestone review. Further, SC.2 was discussed during Curriculum Committee Meetings in AY23-24. Plans to improve assessment of NAAB criteria in ARC 541 include the introduction of two short exams and reviewing content in preparation for the final exam. In ARC 536, specific elements of the course related to this criterion will be assessed separately to enable more granular tracking of success and earlier and more effective reinforcement of content. The next assessment of SC.2 will be in AY25-26.

Evidence: Evidence of SC.2 is found in the NAAB Assessment Logic report that includes links to the SC.2 course folders where the course syllabus, schedule, project assignments and rubrics are located.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

B.Arch.:
Interpretation: The B.Arch program teaches students the principles of life safety and the current laws, regulations, and land use policies that shape building design as well as processes to evaluate and comply with laws and regulations.

Assessment points, method of assessment, and student achievement: Students learn SC.3 Regulatory Context in the Core stage of the B.Arch program in ARC 326 (Pre-design) and ARC 441 (Contract documents). ARC 326 is an introductory course – the first of three Practice Stream courses – that asks students to demonstrate they understand the determinants of the built and natural environments, including the relationship between social and

physical factors (e.g. vegetation, topography, and human history), the impact of legal and regulatory requirements (e.g. zoning and ADA), environmental conditions (e.g. flood plains), and Universal Design. Students are directly assessed in project 1 and 2 in connection with ARC301 studio work that concerns site analysis and programming. In project 1, 59 of 84 (70%) students achieved an 80% (B or better) grade and in project 2, 81 of 84 (96%) students achieved an 80% (B or better) grade in ARC 326. In ARC441 students interpret building codes for life safety, building assemblies, and accessibility criteria and apply industry-adopted techniques in organizing, producing, and verifying technically accurate drawings that satisfy building code requirements for life-safety, building assemblies, and accessibility criteria. Students are assessed across four distinct assignments (2, 3, 4, and 5), where students achieved 89%, 89%, 73%, and 50% B-grade or higher.

Benchmarks & plans for improvement: The benchmark for SC.3 Regulatory Context is 80% (B) or higher in the assessment methods of ARC 326 and ARC 441. The B.Arch Program directly assessed SC.3 during the fall 2023 and spring 2023 Stream Assessment. Further, SC.3 was assessed indirectly through the spring 2024 Exit Survey and discussed in Curriculum Committee Meetings during AY23-24. Plans to improve student learning in ARC 326 include creating more effectively sized groups to better assess how knowledge ins applied to studio projects in ARC 301, which is offered concurrently. Plans to improve student learning in ARC 441 focuses on allowing the resubmission of work and separating the assessment of interpretation and application, when possible. The next assessment of SC.3 will be in AY25-26.

Evidence: Evidence of SC.3 is found in the NAAB Assessment Logic report that includes links to the SC.3 course folders where the course syllabus, schedule, project assignments, and rubrics are located.

M.Arch.:
Interpretation: The M.Arch program introduces students to the principles of life safety and the current laws, regulations, land use policies that shape building design, evaluation processes, and compliance. Students learn how these principles and processes relate to grand challenges and the values of equity and inclusion, leadership, responsibility, stewardship, and professionalism.

Assessment points, method of assessment, and student achievement: Students learn SC.3 Regulatory Context in the M. Arch program in ARC 526 Pre-Design and ARC 541 Contract Documents. In ARC 526 students learn the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project are introduced in class lectures and readings. This criterion is assessed in quizzes administered via D2L and in the final essay. In the spring 2024 semester, 6/6 students achieved success above the related benchmark on relevant quizzes and the final essay. In ARC 541, students learn through lectures how to interpret building codes for a given project as they pertain to life safety, building assemblies, and accessibility criteria and to apply industry adopted techniques in organizing, producing and verifying technically accurate drawings that demonstrate that building code requirements for life safety, building assemblies, and accessibility criteria are met. This knowledge is assessed in 4 assignments across the semester. In the spring 2024 semester, 8/12 achieved 85% or higher on assignment 2; 8/12 achieved 85% or higher on assignment 3, 12/12 achieved 85% or higher on assignment 4, and 6/12 achieved 90% or higher on assignment 5.

Benchmarks and plans for improvement: The benchmark of success for SC.3 is 80% (B) or higher for relevant assignments in ARC 526 and ARC 541. Outside of the Course Assessment, the M.Arch Program directly assessed SC.3 during the fall 2023 and spring 2024 Stream Assessment and Milestone review. SC.3 was also indirectly assessed during AY23-24 Curriculum Committee Meetings. In ARC 541, planned improvements include in-class redlining of technical drawings, eliminating assignment 5; and creating a revise/resubmit requirement for assignment 02, 03 and 04 due immediately after the redline exercise is completed. The next assessment of SC.3 will be in AY25-26.

Evidence: Evidence of SC.3 is found in the NAAB Assessment Logic report that includes links to the SC.3 course folders where the course syllabus, schedule, project assignments and rubrics are located.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

B.Arch.:

Interpretation: The B.Arch program teaches students established and emerging building systems, technologies, and assemblies. Students learn the current methods architects use to evaluate and optimize building performance.

Assessment points, method of assessment, and student achievement: Students learn SC.4 Technical Knowledge in the Core stage of the B.Arch program in a sequence of building technology courses including ARC 221, ARC 222, ARC 321, ARC 322, and ARC 421. The B.Arch technology sequence in currently in transition from fully integrated technology courses that cover materials, structures and environmental systems in a progressively complex manner to discrete courses that address specific building technology topics in depth. As of AY23-24, ARC 221 Materials and Assemblies and ARC 222 Environmental Systems, represent the new approach to the technology curriculum while ARC 321, ARC 322, and ARC 421 retain aspects of the old curriculum.

In the fall in ARC 221, students learn about building materials and methods of assembly, including the logic, order of operations, nominal and actual sizes of materials, and material selections, as well as material performance and life cycles. Student learning is assessed through 4 Exams and 3 Exercises. In the first Exam, 31/89 achieved 80% or higher, in the second Exam, 45/89 achieved 80% or higher, in the third Exam, 67/90 achieved a B-grade or higher, and in the fourth Exam, 44/89 achieved a B-grade or higher. In Exercise 1, 79/89 achieved 80% or higher, in the second Exercise, 83/89 achieved 80% or higher, and in the third exercise, 84/89 achieved 80% or higher. In ARC 321 (under the outgoing curriculum), students learn to determine function and categorize fundamental structural elements and systems for force, resistance, and internal stress, diagram simple structural and foundation systems, develop design solutions using various materials, integrate quantitative and qualitative aspects of human comfort, distinguish between skin-load and internal-load dominated buildings, differentiate between passive, active, and integrated building systems, and make appropriate environmental system selections and apply them to architectural design. In ARC 321, student learning is assessed through quizzes, projects, reflections, and video questions. The students achieved the following: 93% of students received a grade of 80% or higher on quizzes; 90% of students received a grade of 80% or higher on projects; 91% of students received a grade of 80% or higher on reflections and 96% of students received a grade of 80% or higher on video questions. In ARC 421 (under the outgoing curriculum), students learn construction documentation and design communication for mechanical, plumbing, electrical and other systems; to compare and optimize building systems design through pairing or separating systems in medium and high-rise buildings, including climate responsive thermal systems, passive and active mechanical systems, and ventilation systems; to identify precedents that demonstrate environmentally adaptive systems in large-scale buildings; to build digital models to analyze system designs and performance; and to draw and annotate building and wall-sections to communicate systems design. Student learning is assessed though quizzes, workshops, and a final assignment. For achievement of 80% or greater benchmark the following student achievement was reported: Quiz 1 – 15.2% of the students; Quiz 2 – 82.3% of the students; Quiz 3 – 81.0% of the students, WUFI Workshop – 73.4%; Final Assignment – 86.1% and Window Workshop – 40.5%.

In the spring in ARC 222, students learn to make use of natural and ventilation and Passive Cooling Devices in buildings, evaluate natural daylight conditions, and evaluate thermal comfort. Student learning is evaluated in three projects wherein 78%, 90% and 99% of the students achieve a B-grade or higher. In ARC 322 (under the outgoing curriculum), students learn about structures, environmental factors, and how to synthesize structure with building envelopes and technical components of a building. Student learning is assessed through six assignments. For the benchmark of 80% on the assignments that correspond to the criterion students achieved the following: Assignment 1.1 82/85 (96.47%); Assignment 1.2 65/85 (76.46%); Assignment 1.3 70/85 (82.34%); Assignment 2.1 79/85 (92.95%); and Assignment 3.1/3.2 62/85 (72.62%).

Benchmarks & plans for improvement: The Benchmark for SC.4 is a 'B' grade or higher (80%+) for relevant assignments in ARC 221, ARC 222, ARC 321, ARC 322 and ARC 421. The B.Arch Program directly assessed SC.4 in ARC 221, ARC 321, and ARC 421 during the fall 2023 Stream Assessment and ARC222 and ARC322 during the spring 2023 Stream Assessment. SC.4 learning was also indirectly assessed through the spring 2024 Exit Survey and discussed in AY23-24 Curriculum Committee Meetings. The need for a Technology Stream restructure came by way of feedback provided by students during Town Halls and Stream Assessment and confirmed by students in the Exit Survey. Plans to improve student learning and assessment vary by course as outlined in the Assessment Logic and summarized below. The next assessment of SC.4 will be in AY24-25.

Evidence: Evidence of SC.4 is found in the NAAB Assessment Logic report that includes links to the SC.4 course folders where the course syllabus, schedule, project assignments, and rubrics are located.

M.Arch.:
Interpretation: The M.Arch program cultivates in students an understanding that architecture is technology rather than a collection of technological devices. Content is organized around three concentrations: structures, materials & methods, and environmental systems. The program emphasizes concepts, principles, phenomena, integration, and science-based design strategies and performance. Lectures, case studies, computational and design-based exercises, and empirical, physical and digital simulation projects are our tools.

Assessment points, method of assessment, and student achievement: Students learn SC.4 Technical Knowledge in the technology stream of the M. Arch program in ARC 521A Integrated Technologies I, ARC 521B Integrated Technologies II, ARC 521C Integrated Technologies III, and ARC 521D Integrated Technologies IV. In ARC 521A, students learn about basic technical components of a representative architectural project (ex. structures, envelope, mechanical systems, water, power) and the basic forces and terminology of statics, and how these principles shape the use of building materials in structural applications. ARC 521B and ARC 521C focus on materials to teach students to understand material performance and life cycles, principles and methods of assembly, assembly logic, order of operations, nominal and actual materials sizes, and materials selection. In ARC 521D, students learn to prepare shear and moment diagrams for three determinate beam types and perform physical simulations of loading conditions to replicate support conditions and analyze deflection. ARC 521A measures these learning outcomes through a written report and exam. In the fall 2023 semester, 83% of students achieved the target benchmark of 80% or higher on the written report, and 100% of students achieved the exam target benchmark of 80% or higher. ARC521B measures these learning outcomes through exams and projects. In the spring 2024 course, 6/6 students achieved 80% or higher on Exam 1; 6/6 were 85% or higher on Exam 2, 6/6 were 90% or higher on Exam 3, and 6/6 were 90% or higher on Exam 4. In ARC 521C, learning outcomes were assessed through projects. In the fall 2023 semester, 15/15 achieved grades A-C. In ARC 521D, the learning criteria were assessed in Assignment 1. 100% (13 students) achieved success for this learning objective in the spring 2024 semester.

Benchmarks and plans for improvement: The benchmark of success for SC.4 is 80% (B) or higher for relevant assignments in ARC 521A, ARC 521B, ARC 521C, and ARC 521D. The M.Arch Program directly assessed SC.4 during the fall 2023 and spring 2024 Stream Assessment and in the spring 2024 Milestone. Indirectly, SC.4 was reviewed by the Curriculum Committee. Plans to improve student achievement in ARC5 21A include allocating more time towards subjects in which students underperform, as well as conducting physical simulations to reinforce understanding. Plans to improve student achievement in ARC 521B and ARC 521C include allocating more time towards certain projects and clarifying goals for them. A more complete list of plans for improvement can be found in the Assessment Logic report. Just as with the B.Arch, the need to revise the Technology Stream were confirmed through the Stream Assessment and Town Halls in AY22-23. Further, plans for improvement were identified during direct Milestone assessment. The next assessment of SC.4 will be in AY24-25.

Evidence: Evidence of SC.4 is found in the NAAB Assessment Logic report that includes links to the SC.4 course folders where the course syllabus, schedule, project assignments and rubrics are located.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

B.Arch.:
Interpretation: The B.Arch program introduces students to user requirements, regulatory requirements, existing conditions, and accessible design. Students develop the ability to synthesize user and community needs with safety requirements, accessibility, and context and to measure the environmental impacts of design decisions.

Assessment points, method of assessment, and student achievement: Students learn SC.5 Design Synthesis criteria during the Core stage of the program in ARC 301, ARC 302, and ARC 401. In ARC 301, students learn to synthesize multiple requirements into a resolved design, including responses to site conditions, cultural, social, and historical contexts, building codes, life-safety requirements, and Universal Design. Learning is assessed directly through two project assignments and overall analytical grading rubrics. Fifty-eight out of 83, or 70% of the students in the course, received 80% or higher on Project 1, while 3% of the students in the course received 0% or higher on Project 2. In ARC 302, students demonstrate the ability to synthesize user requirements, community needs, site conditions, and accessible design and learn to measure and predict environmental impacts in design decisions in Modules C, D, and E. For Module C, 90.5% of students received 80% (B) or higher. For Module D, 72.6% received 80% (B) or higher. For Module E, 75% received 80% (B) or higher. See below for plans to improve student learning. In ARC 401, students learn to synthesize client goals, building goals, and supporting conceptual and technical strategies; respond to regulatory requirements and contexts; refine life safety systems; and track measurable building performance in several of the course modules. Students are assessed for ability in nearly all of the course modules: 64/84 or 75.9% of the students in the course received B or higher on Assignment 1.1 while 85/85 or 100% of the students in the course received a B-grade or higher on Assignment 1.2; 55/85 or 65.1% of the students in the course received a B or higher on Assignment 2.1 while 61/85 or 71.1% of the students in the course received B or higher on Assignment 3.1; 60/85 or 70.7% of the students in the course received B or higher on Assignment 4.1 while 56/85 or 66.3% of the students in the course received a B-grade or higher on Assignment 5.1; and 63/85 or 73.5% of the students in the course received a B-grade or higher on Assignment 6.1.

Benchmarks & plans for improvement: The benchmark of success for SC.5 is a 'B' grade or higher (80%+) for relevant assignments in ARC 301, ARC 302, and ARC 401. The B.Arch Program directly assessed SC.5 during the fall 2023 and spring 2023 Stream Assessment. SC.5 was also directly assessed through Studio Assessment via Bento Boxes to review studio work in spring 2024. An Exit Survey provided indirect assessment at the end of spring 2024 and the Curriculum Committee discussed SC.5 during AY23-24. The plan to improve student learning in ARC 301, as determined during the fall 2023 Stream Assessment, focuses on the analytic rubrics used in the course to address learning outcomes specific to SC.5. and to include formalizing how research regarding user requirements, community needs, site conditions, and accessible design are integrated into design processes and strengthening the relationship between climatic analysis and design through iteration. Plans to improve student learning in

ARC401, as discussed in the fall 2023 Stream Assessment, involve incremental innovative improvements. The next assessment of SC.5 will be in AY24-25.

Evidence: Evidence of SC.5 is found in the NAAB Assessment Logic report that includes links to the SC.5 course folders where the course syllabus, schedule, project assignments and rubrics are located, in addition to student work.

M.Arch.:
Interpretation: The M.Arch program espouses a performance driven design methodology in upper-level design studios where we aspire design to be comprehensive, user-centric, place specific and considerate of codes and regulations. Performance criteria are established during pre-design and "Designs" are considered hypotheses to be evaluated and iteratively optimized through research, dialectic negotiation, simulations, and/or conceptual analysis. Performance diagrams are utilized to illustrate synthetic architectural performance.

Assessment points, method of assessment, and student achievement: Students learn SC.5 Design Synthesis in the M. Arch program in studio ARC 510E and ARC 909 Master's Project. 510E Comprehensive Studio II challenges students to build upon previously learned techniques and consider the regulatory, environmental, functional, contextual, social, cultural and experiential forces which impact design. In 510E, students analyze site, climate and use findings to inform reasoned design solutions optimizing building performance to meet sustainable best practices through the selection of and incorporation of passive and active building systems. In addition, students learn to analyze programming needs to inform spatial configurations, clarify the architectural ordering, strengthen functional adjacencies, promote occupant wellbeing and comfort using data collected from the analysis of existing facilities and their diverse range of building systems, and client interviews. This criterion is assessed in reviews and graded by rubric. For the spring 2024 semester, 4/13 students achieved a grade of 85% or higher for Review 1, 6/13 achieved a grade of 85% or higher for Review 2, and 10/13 achieved a grade of 90% or higher for Review 3. In ARC 909 Master's Project, students learn to define, develop, and employ architectural performance criteria and demonstrate the ability to synthesize the human experience, conditions of place and the consideration of codes and regulations in architectural design. This is assessed for design synthesis utilizing a 5-point Likert Scale. 9 students were enrolled in this course in spring 2024 with 4 students achieving a Level 4 and 5 students achieving a Level 5.

Benchmarks and plans for improvement: The benchmark of success for SC.5 is 80% (B) or higher for relevant assignments in ARC 510E and ARC 909. The M.Arch Program directly assessed SC.5 during the fall 2023 and spring 2024 Stream Assessment and Studio Assessment. Further, SC.5 was assessed directly through the Milestone process and indirectly during Curriculum Committee Meetings. To improve student results in ARC 510E, plans for improvement are to help students develop metrics to inform the information needed, introduce an energy analysis software workshop and a lecture on passive strategies. Plans to improve student achievement in ARC909 aim to provide more time in the conceptual and research phases of projects to allow for greater understanding of social/cultural/environmental aspects or iterative development. The next assessment of SC.5 will be in AY24-25.

Evidence: Evidence of SC.5 is found in the NAAB Assessment Logic report that includes links to the SC.5 course folders where the course syllabus, schedule, project assignments and rubrics are located, in addition to student work.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

B.Arch
Interpretation: The B.Arch program teaches students that the built environment contains complex technological systems and user requirements that require integration. Students learn to integrate building envelope systems and

assemblies, structural systems, environmental control systems, life safety systems, and user requirements with high performance building standards.

Assessment points, method of assessment, and student achievement: Students practice and learn Building Integration criteria during the Core stage of the program in the studios ARC 302 and ARC 401. In ARC 302, students learn to integrate structural systems, egress, and building envelopes in Modules D, E, and F. In Module D, which assessed the integration of building envelope and structural systems, 72.6% of the students received 80% (B) or higher. For Module E and F, which assessed building performance in addition to building systems, 75% received 80% (B) or higher and 83.3% received 80% (B) or higher, respectively. In ARC401, students fully integrate building envelopes, structural systems, environmental control systems, life safety systems, and building performance in four of the course modules. All components of the course assess student ability: 64/84 or 75.9% of the students in the course received a B or higher on Assignment 1.1 while 85/85 or 100% of the students in the course received a B or higher on Assignment 1.2. 55/85 or 65.1% of the students in the course received a B or higher on Assignment 2.1 while 61/85 or 71.1% of the students in the course received a B or higher on Assignment 3.1. 60/85 or 70.7% of the students in the course received a B or higher on Assignment 4.1 while 56/85 or 66.3% of the students in the course received a B or higher on Assignment 5.1. 63/85 or 73.5% of the students in the course received a B or higher on Assignment 6.1

Benchmarks & plans for improvement: The benchmark of success for SC.6 is a 'B' grade or higher (80%+) for relevant assignments in ARC 302 and ARC 401. The B.Arch Program directly assessed SC.6 during the fall 2023 and spring 2023 Stream Assessment and Studio Assessment using Bento Boxes to review studio work in spring 2024. An Exit Survey was conducted in the spring of 2024 to gather student feedback on SC.6 learning and the Curriculum Committee discussed SC.6 during AY23-24. Plans to improve student learning in ARC 302 were discussed in the spring 2023 Stream Assessment and include strengthening the relationship between performance analysis and design iterations, increasing the amount of time for student reflection, and further developing the assessment methods with the teaching team. Plans to improve student learning in ARC 401 were discussed in the fall 2024 Stream Assessment and involve incremental innovative improvements to the course. The next assessment of SC.6 will be in AY24-25.

Evidence: Evidence of SC.6 is found in the NAAB Assessment Logic report that includes links to the SC.6 course folders where the course syllabus, schedule, project assignments and rubrics are located, in addition to student work.

M.Arch
Interpretation: The M.Arch program espouses a performance driven design methodology in upper-level design studios where we aspire design to be comprehensive and include the integration of Structures, Environmental Systems, Construction and Envelope Assemblies, and Life-safety Systems. Students are required, at a minimum, to develop viable schematic designs for these distinct independent systems and subsequently their integration. Specific drawings, diagrams and layered models are utilized to illustrate and evaluate these distinct independent systems and their subsequent integration.

Assessment points, method of assessment, and student achievement: Students learn SC.6 Building Integration in the M. Arch program in the studio ARC 510E Comprehensive Studio II and ARC 909 Master's Project. ARC 510E challenges students to design a complex architectural project that demonstrates a broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies. This is assessed in both the 3rd and final reviews. For the spring 2024 semester, 10/13 students achieved a score above 90%, and for the final review all students (13/13) achieved 90% or higher. In ARC 909 Master's Project students learn and are assessed on their ability to define, develop and employ architectural performance criteria, demonstrate conceptual design and design development skills, as well as the ability to integrate multiple building systems in

architectural design. This criterion is assessed utilizing a 5-point Likert Scale. Nine students were enrolled in this course in spring 2024 with four students achieving a Level 4 and five students achieving a Level 5.

Benchmarks and plans for improvement: The benchmark of success for SC.6 is 80% (B) or higher for relevant assignments in ARC 510E and ARC 909. The M.Arch Program directly assessed SC.6 during the fall 2023 and spring 2024 Stream Assessment and Studio Assessment. Also, the outcomes of SC.6 were assessed during the Milestone review for ARC 510E. The Curriculum Committee discussed SC.6 during AY23-24. To improve student results in ARC 909, plans for improvement aim to provide more time in the conceptual and research phases of projects to allow for greater understanding of social/cultural/environmental aspects or iterative development with the goal to have all students engage in more iterative development of general designs, and integration of building systems. The next assessment of SC.6 will be in AY24-25.

Evidence: Evidence of SC.6 is found in the NAAB Assessment Logic report that includes links to the SC.6 course folders where the course syllabus, schedule, project assignments and rubrics are located, in addition to student work.

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response:
See Appendix 3 for the most recent U of A letter of accreditation from WASC Senior College and University Commission (WSCUC).

4.2 Professional Degrees and Curriculum

The NAAB accredits 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.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

B.Arch.:
The B.Arch degree program at U of A has 166 semester credit hours. Of the 166 semester credits, 108 credits are Professional Studies in which NAAB contingent criteria are assigned and 12 credit are elective professional courses that do not have NAAB learning outcomes tied to the offering and relate to the last stage of the B.Arch program called Research and Innovation (R&I). The B.Arch program professional courses are delivered over five years or 10 semesters. The curriculum consists of three stages: Foundation, Core (the majority of which satisfy the NAAB Conditions), and Research and Innovation (R&I). The curriculum is managed and assessed by five knowledge streams – studio, building technology, history theory, design communications and practice that move across the five years.

See Appendix 4 for Course List table that includes the professional, general and optional studies for the B.Arch program.

See Section 4.2.4 for detailed information on the B.Arch program and curriculum.

M.Arch.:
The Master of Architecture (M.Arch) Degree Program consists of 62 semester credit hours of graduate coursework for the two-year program and 101 credit hours of graduate coursework for the three-year program. 92 semester credits are professional studies. The curriculum is managed and assessed by five knowledge streams – studio, building technology, history theory, design communications and practice that move across the two or three years.

See Appendix 4 for Course List table that includes the professional, general and optional studies for the M.Arch program.

See Section 4.2.5 for detailed information on the M.Arch program and curriculum.

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

B.Arch.:
The U of A General Education (GenEd) curriculum focuses on three tenants: perspective-taking, interdisciplinary thinking and reflection. The GenEd program is 37 units in total distributed across five course categories. Apart from UNIV 101 and UNIV 301, course categories can be taken in any order.

- UNIV 101 (1 unit): Introduction to the General Education Experience helps students understand, reflect on, and be able to articulate the purpose and value of their GE courses. Students who are classified as first-year students at the point of admission will be required to take UNIV 101; all other new U of A students (including transfer and readmitted students) will have the option of taking UNIV 101.
- Foundations (9 units): Foundations include Math, Writing, and Second Languages. These courses engage students in critical thinking and prepare them for future college work. The number of units of this category is variable depending on method of meeting writing & second language requirements.
- Exploring Perspectives (12 units): In this category, students explore and practice the approaches and ways of reasoning of the Artist, Humanist, Natural Scientist, and Social Scientist.
- Building Connections (9 units): This GenEd offering allows students to explore the unique contributions of knowledge, skills, methodologies, values and perspectives from varied disciplines, social positions, and perspectives.
- UNIV 301 (1 unit): General Education Portfolio helps students reflect upon and find meaning around their GE experience through the refinement of their ePortfolio. Students who are classified as first-year students, at the point of admission, will be required to take UNIV 301; all other new U of A students (including transfer and readmitted students) will have the option of taking UNIV 301.

The combination of Exploring Perspectives and Building Connections classes that students create is up to them, based on their desired career. The goal is for students to strategically take standardized education requirements to foster roundedness in human and educational development. All Exploring Perspectives and Building Connections courses carry 1-2 Attributes. Attributes do not carry additional units; instead, Attributes indicate the skills, methodologies, and/or contexts that frame the course content. The Attributes include the following:

- Diversity and Equity: Classes with the Diversity & Equity Attribute focus on issues such as racism, classism, sexism, ableism, imperialism, colonialism, transphobia, xenophobia, and other structured inequities.

- Quantitative Reasoning: While students are exposed to mathematical skills in their Foundations math courses, GE courses that carry a Quantitative Reasoning attribute aim to apply those mathematical skills to questions, ideas, challenges, and/or problems that are relevant to students, society, and/or the world.
- World Cultures and Societies: Courses with the World Cultures & Societies Attribute will focus on a broad array of questions that shape our global community, both past and present. Courses with a WCS Attribute will introduce students to the values, practices, and/or cultural products of at least one non-U.S. culture and/or society (whether historically or today).
- Writing: Writing Attribute GE courses, students are expected to engage ways of doing and knowing as artists, humanists, social scientists, scientists, interdisciplinary thinkers, community contributors, or disciplinary problem solvers and innovative designers. Writing is a means for learning in Writing Attribute courses, and as such, writing activities in these courses promote principles of writing development.

Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

The U of A general admissions office manages the process for ensuring that general education requirements were covered by another institution including Foundation GenEd category listed above of 9 credit units including English 101, English 102 and Math 108 and second language requirements. The other GenEd requirements outlined above are specific to the U of A and must be taken at the institution.

See Appendix 4 for Course List table that includes the professional, general and optional studies for the B.Arch program.

Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement.

M.Arch.:
The U of A Graduate College manages the process for ensuring that general education requirements associated with graduate students' baccalaureate degrees meet the requirements for the M.Arch program.

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

B.Arch.:
The B.Arch program requires 9 credits of optional studies for graduation to be taken within or outside of the school. Students may configure these courses in any manner they choose. The SoA offers the following minor opportunities for B.Arch students in programs within CAPLA:

- Minor in Architectural History and Theory
- Minor in Landscape Architecture
- Minor in Real Estate Development
- Minor in Sustainable Built Environments

See Appendix 4 for Course List table that includes the professional, general and optional studies for the B.Arch program.

M.Arch.:
The M.Arch program offers 9 credits of electives for optional studies within or outside of the school.

The SoA offers a dual degree pathway for students interested in earning the M.Arch and MS.Arch upon graduation. 15 credit units may be shared between the dual degrees per the U of A Graduate College policies. The MS.Arch program is 30 semester units and therefore M.Arch students may complete the MS.Arch with an additional semester of education.

The SoA offers the following graduate certificates for M.Arch students in the programs within CAPLA:

- Graduate Certificate in Heritage Conservation
- Graduate Certificate in Real Estate Development

See Appendix 4 for Course List table that includes the professional, general and optional studies for the M.Arch program.

NAAB-accredited professional degree programs have the exclusive right to use the B.Arch., M.Arch., and/or D.Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:
The SoA offers the following degree programs:

- Bachelor of Architecture (B.Arch) – 5 year (166 credits)
- Master of Architecture (M.Arch) – 2 year (62 credits) or 3 year (101 credits)
- Master of Science in Architecture (MS.Arch) – nonaccredited research degree 18 months (30 credits)

The SoA curricular management for all the programs is set up around five knowledge streams that serve all three programs in the school. The five streams include 1) studio, 2) history theory, 3) building technology, 4) design communications, and 5) practice. The five streams' courses, learning objectives and assessment are maintained by the faculty teaching in that knowledge stream, an elected stream coordinators from the stream faculty and the respective program chair. Together the stream coordinators and the program chairs with nominated students constitute the Curriculum Committee of the school that has faculty oversight for the curriculum in all three programs.

See Section 5.3 Curricular Development for more information about curricular planning and assessment.

SoA faculty teach across the three programs in the school. The B.Arch degree program has more practicing architects that teach in the Core professional courses, while the M.Arch has more faculty that have advanced degrees. The MS.Arch teaching faculty are research active faculty that advise students and co-publish. A couple of faculty in the School of Landscape Architecture and Planning teach in the SoA programs, but rarely teach required professional courses that are NAAB PC and SC contingent.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B.Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:

The B.Arch degree program at U of A has 166 semester credit hours. Of the 166 semester credits, 108 credits are Professional Studies in which NAAB contingent criteria are assigned and 12 credit are elective professional courses that do not have NAAB learning outcomes tied to the offering and relate to the last stage of the B.Arch program called Research and Innovation (R&I). Further, 37 credits of the total 166 credits are General Studies and the remaining 9 credits are Optional Studies. The B.Arch program professional courses are delivered over five years or 10 semesters. The curriculum consists of three stages: Foundation, Core (the majority of which satisfy the NAAB Conditions), and Research and Innovation (R&I). The curriculum is managed and assessed by five knowledge streams – studio, building technology, history theory, design communications and practice that move across the five years. The B.Arch is a professional STEM degree.

The B.Arch program statement is as follows:

> *The five-year Bachelor of Architecture prepares you for professional registration and practice in the field of architecture and design. The B.Arch program teaches students to design for the grand challenges of our time. We combine design with the climate and landscape of the Sonoran Desert as well as cutting-edge material and environmental research.*

The B.Arch program consists of three stages: Foundation (semester 1-2), Core (semester 3-7) and Research and Innovation (R&I) (semester 8-10). In the Foundation stage, the 1st year is devoted to basic design and representational skills (both handcraft and digital) through two studio courses, ARC 101 and ARC 102, an introduction to history theory and practice stream in ARC 131, a seminar course, and an introduction to the technology stream through a course, ARC 121, focused on physical principles of building (materials, structure, environment). Design communications stream content in the Foundation stage is integrated into studio.

Between the Foundation and the Core stages there is a milestone in which the academic performance of courses taken by the student in the Foundation year are evaluated to matriculate the top 90 students into 2nd year of the B.Arch. This is necessary because the SoA lacks faculty and space resources to accommodate additional students past first year. The milestone evaluation is based on a weighted scale of the student's performance in the components including portfolio from the foundation studio courses, foundation lecture courses, and the cumulative freshman GPA. See Bachelor of Architecture Curriculum and Courses webpage under the Milestone drop-down menu.

The second stage of the B.Arch program is the Core. Over 2.5 years, students develop individual skills and knowledge in the stream knowledge areas of studio, history theory, building technology, design communications and practice. It is here where most of the PCs and SCs are assigned and assessed on a recurring basis. Studio, history theory, technology, design communications and practice courses build upon one another in knowledge and details as the semesters progress. The lecture courses are integrated into the studio with each semester having a knowledge theme that relates to the program's mission to address grand challenges and respond to the unique location of the Sonoran region (Table 2).

The last stage of the B.Arch program is Research and Innovation. In the R&I stage, over 1.5 years, students develop a research trajectory that addresses grand social and environmental challenges through architectural investigations. The students indicate their preferences for one of five research tracks led by self-selected groups of faculty focused on questions in the built environment. For example, in AY23-24, the following track themes were offered: Critical Practice Lab, (Meta)Physics of Light, Tectonic Inquiry, Urban Agency, and Policy Design.

See Criterion 4 – Curricular Framework evidence folder for R&I Course Offerings for AY23-24 in the R&I, the last stage of the B.Arch program.

Table 2. *B.Arch semester studio and technology stream themes that integrate.*

B.Arch Semester	Studio Stream	Technology Stream
2nd Year Fall	Existing Conditions (adaptive reuse)	Materials and Assemblies
2nd Year Spring	Place and Poetics	Environmental Systems
3rd Year Fall	Land Ethics and Geographics	Structure
3rd Year Spring	Housing and Social Equity	Human Factors and Wellness
4th Year Fall	Design Integration and Synthesis	Building Performance
4th Year Spring R&I	Design Research & Innovation / Leadership and Collaboration	
5th Year Fall R&I	Design Research & Innovation / Leadership and Collaboration	
5th Year Spring R&I	Design Research & Innovation / Leadership and Collaboration	

In the R&I stage, advanced studio options (ARC 410f) offered to students in the spring of 4th year and the fall of 5th year, electives and the capstone sequence are all aligned and authored by the group of faculty in the respective R&I tracks. Capstone is the culminating series consisting of ARC 497 Project Inquiry as a capstone preparatory course in the penultimate semester and then ARC 498 Capstone Design Studio in the final semester. In the R&I, students not only develop research and innovation abilities, but also develop collaboration and leadership skills, and ultimately demonstrate their individual agency and vision for a year-long capstone project. The R&I advanced studios are assigned PC.5 Leadership and Collaboration and PC.6 Research and Innovation.

In the B.Arch, each stream has an different course load based on the oversight of the Curriculum Committee. The breakdown is shown below in Table 3.

Table 3. Distribution of credits and courses by stream in the B.Arch.

Curricular Stream	Credits in the Stream	Courses in the Stream
Design Studio	56 Credits (53%)	10 unique courses
Building Technology	17 Credits (16%)	6 unique courses
History Theory	14 Credits (14%)	4 unique courses
Design Communications	9 Credits (8.5%)	3 unique courses
Practice	9 Credits (8.5%)	3 unique courses

See Figure 8 below for the B.Arch curriculum map that illustrates the knowledge streams and three stages: Foundation, Core, and R&I. See B.Arch Curriculum and Courses on the CAPLA website for additional information.

See Appendix 1 for the B.Arch NAAB PC / SC matrix to see the relationship between PCs and SCs and courses in the B.Arch curriculum.

See Appendix 4 for a Course List table that includes the professional, general and optional studies for the B.Arch program.

B.ARCH CURRICULUM
Spring 2022 + Beyond · Revised 09.15.23

FOUNDATION | **CORE** | **RESEARCH + INNOVATION**

Milestone | R+I Selection

Stream	FALL 1	SPRING 1	FALL 2	SPRING 2	FALL 3	SPRING 3	FALL 4	SPRING 4	FALL 5	SPRING 5
STUDIO	Foundation Studio Ia/Ib — ARC 101 (2/2)	Foundation Studio II — ARC 102 (4)	Design Studio I — ARC 201 (6)	Design Studio II — ARC 202 (6)	Design Studio III — ARC 301 (6)	Design Studio IV — ARC 302 (6)	Design Studio V — ARC 401 (6)	Options Studio — ARC 410E* (6)	Options Studio — ARC 410F* (6); Project Inquiry — ARC 497 (3)	Capstone Studio — ARC 498 (6)
TECHNOLOGY		Physical Principles of the Built Environment — ARC 121 (2)	Building Construction I — ARC 221 (3)	Building Technologies I — ARC 222 (3)	Building Technologies II — ARC 321 (3)	Building Construction II — ARC 322 (3)	Building Technologies III — ARC 421 (3)			
HISTORY + THEORY	Design + Environment I/II — ARC 131 (1/1)		History + Theory of Architecture I — ARC 231 (3)	History + Theory of Architecture II — ARC 232 (3)	History + Theory of Architecture III — ARC 333 (3)	Critical Inquiry + Expression — ARC 435 (3)				
DESIGN COMMUNICATION			Techne I — ARC 241 (3)	Techne II — ARC 242 (3)	Techne III — ARC 341 (3)					
PRACTICE					Practice I: Pre-Design — ARC 326 (3)	Practice II: Ethics + Practice — ARC 436 (3)	Practice III: Contract Docs — ARC 441 (3)			
ELECTIVES								R+I Elective* (3); R+I Elective* (3)	R+I Elective* (3)	R+I Elective* (3)
UARIZONA REQs	First-Year Comp I — ENGL 101 (3); Alg + Trig Functions — MATH 108 (4); Intro to Gen Ed — UNIV 101 (1)	First-Year Comp II — ENGL 102 (3); Gen Ed: Exploring Perspectives* (3); Second Language I (4)	Second Language II (4)	Gen Ed: Exploring Perspectives* (3)		Gen Ed: Exploring Perspectives* (3)	Gen Ed: Exploring Perspectives* (3)	Gen Ed: Building Connections* (3); UArizona General Elective* (3)	Gen Ed: Building Connections* (3); Gen Ed Portfolio — UNIV 301 (1)	Gen Ed: Building Connections* (3); UArizona General Elective* (3)
Semester units	14	16	19	18	18	18	15	18	16	15

R+I Cluster Options
- (2) R+I Electives · ARC 497 + ARC 498
- *- OR -*
- (1) R+I Elective
- (1) Options Studio · ARC 497 + ARC 498

Total units: 166

* Student chooses from multiple course offerings

Figure 8. B.Arch curriculum map that illustrates the 5 knowledge streams and 3 stages of the program.

4.2.5 Master of Architecture. The M.Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:

The Master of Architecture (M.Arch) Degree Program consists of 62 semester credit hours of graduate coursework for the two-year program and 101 credit hours of graduate coursework for the three-year program. The M.Arch program statement is as follows:

> *The two- or three-year Master of Architecture prepares you for professional registration and practice in the field of architecture and design. We emphasize architecture's role in social and environmental justice, performance-based design, collaboration and research, innovation and risk taking. We see architecture as the intertwining of sensible, technical, historical, intellectual and aesthetic activities – a research-based creative practice.*

The Master of Architecture (M.Arch) Degree Program is a professional STEM degree. The program has two tracks, a two-year program (Advanced Standing) for those with an undergraduate education in an unaccredited studio-based program and a three-year program (Standard Pathway), including an immersive summer session, for students with an undergraduate degree outside of the design field. The M.Arch program is a carefully orchestrated series of studios and synthesized support courses that foster mastery of fundamentals and advanced processes with experimentation required for critical practice.

The M.Arch program has knowledge streams that move across the semesters as follows: studio, history theory, building technology, design communications and practice. The M.Arch program has a Milestone process whereby students submit a portfolio of learning in the knowledge streams at the end of the penultimate year for review by the stream coordinators. This forms feedback that is used to advise the student on their focus areas for electives and areas for improvement in the final year of the program. The final year of the program also has the masters project prep course in the fall and the masters project design course in the spring. This is a project that brings together the hallmarks of the M.Arch program synthetically – critical practice, performance, collaboration, and research + risk. Critical practice emphasizes social and environmental impact in solving grand challenges. Performance entails defining realms of performance categories, establishing performance criteria as a hypothesis for design, and then evaluating the success or improvement of such. Collaboration is both theoretical and practical subscribing to the notion that collaboration has a compounding effect on innovation. Finally, Research + Risk is to engage in archival and empirical or immersive research based design.

The sequence of semesters in the M.Arch are themed as outlined in Table 4.

Table 4. M.Arch semester themes in the studio stream.

M.Arch Semester	Studio Stream
Summer Semester	Hand and Mind
1st Year Fall	Poetics
1st Year Spring	Ethics & Housing
2nd Year Fall	Urban
2nd Year Spring	Community
MILESTONE	
3rd Year Fall	Civic
3rd Year Spring	Synthesis

The M.Arch program co-convenes with the B.Arch program for the History Theory and one Practice Stream course under 500 level listings corollary to the B.Arch courses (ie. ARC 436/536 Ethics and Practice). The Studio, Building Technology and Design Communications Streams meet separately in discrete courses. In the M.Arch, each stream

has an different course load based on the oversight of the Curriculum Committee. The two-year and three-year M.Arch program have the following breakdown of stream content areas as shown in Table 5.

Table 5. Two-Year and Three-Year M.Arch stream credits and courses.

Curricular Stream (Two-Year)	Credits in the Stream	Courses in the Stream
Design Studio	24 Credits (48%)	4 unique courses
Building Technology	9 Credits (18%)	3 unique courses
History Theory	7 Credits (14%)	2 unique courses
Design Communications	3 Credits (6%)	1 unique courses
Practice	7 Credits (14%)	2 unique courses
Curricular Stream (Three-Year)	Credits in the Stream	Courses in the Stream
Design Studio	34 Credits (41%)	7 unique courses
Building Technology	15 Credits (18%)	5 unique courses
History Theory	15 Credits (18%)	4 unique courses
Design Communications	9 Credits (11%)	3 unique courses
Practice	10 Credits (12%)	3 unique courses

See Figure 9 and Figure 10 below for the M.Arch curriculum map that illustrates the knowledge streams and semester themes. See M.Arch Curriculum and Courses on the CAPLA website for additional information.

See Appendix 1 for the M.Arch NAAB PC / SC matrix to see the relationship between PCs and SCs and courses in the B.Arch curriculum.

See Appendix 4 for a Course List table that includes the professional, general and optional studies for the M.Arch program.
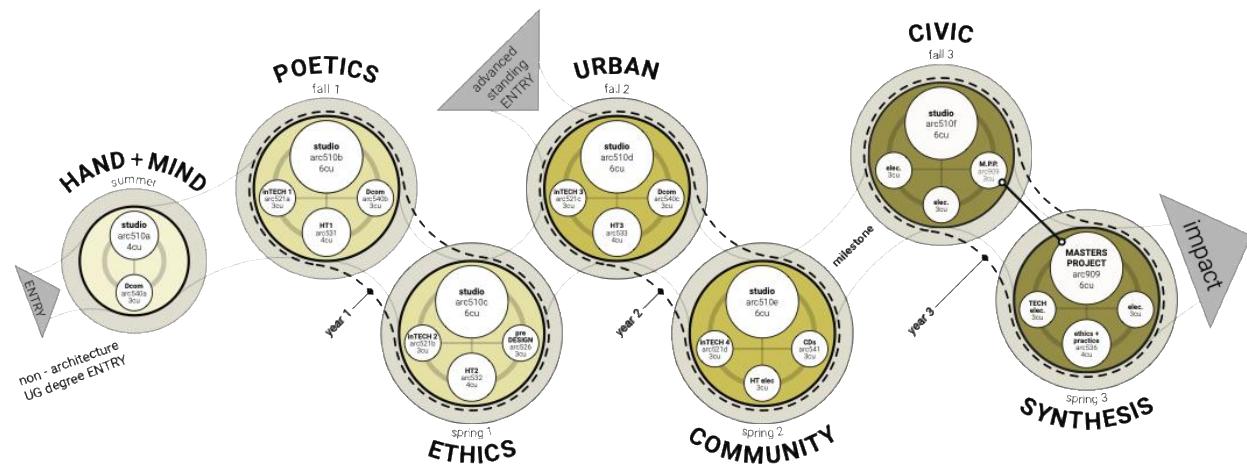
Figure 9. M.Arch program diagram that illustrates each semester theme.
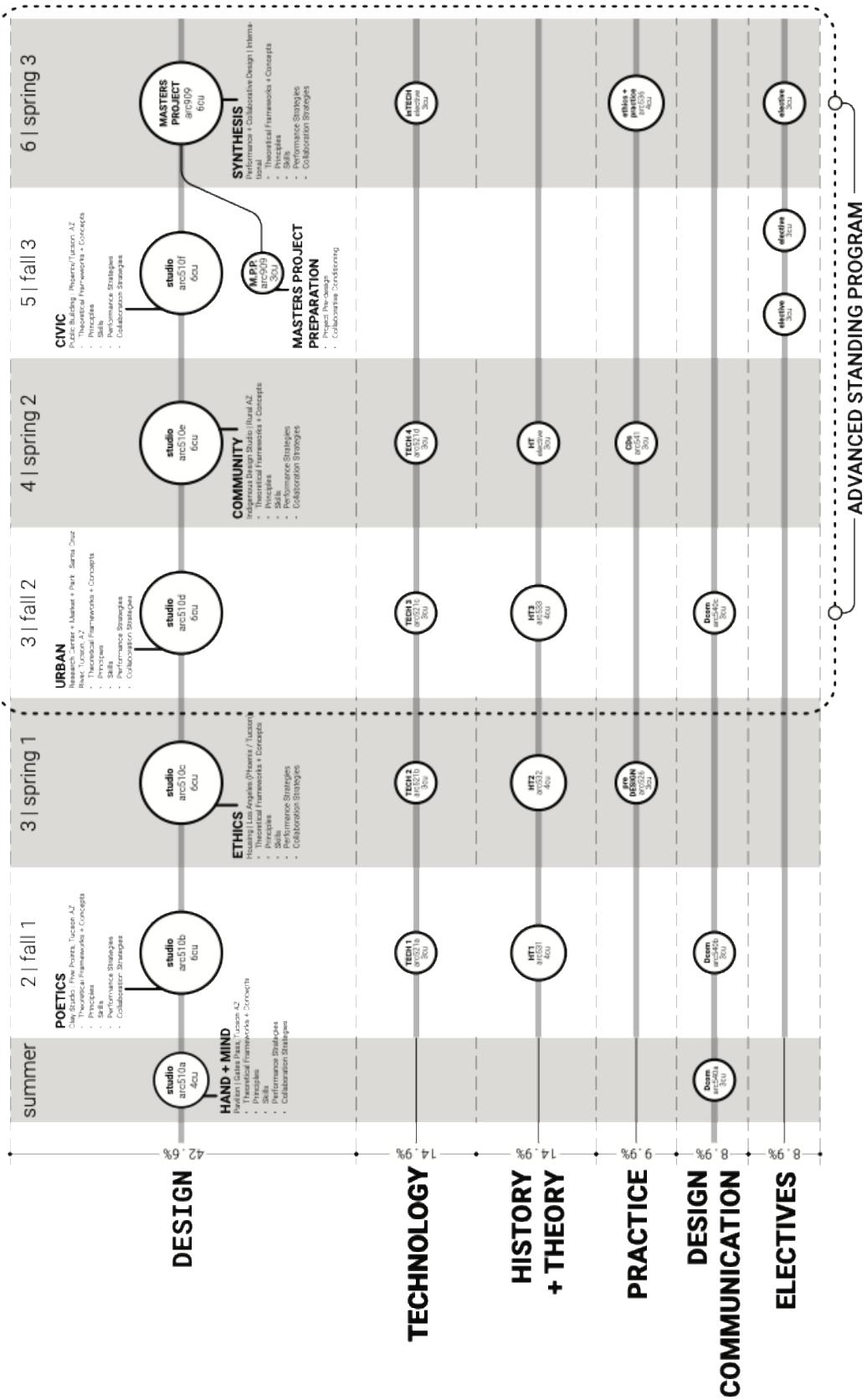
***Figure 10**. M.Arch curriculum map that illustrates the 5 knowledge streams and the two- and three-year tracks.*

4.2.6 Doctor of Architecture. The D.Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D.Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:
Not Applicable

4.3 Evaluation of Preparatory Education. NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

B.Arch.:
All transfer Students applying for admission to the B.Arch should have a college/university GPA of at least a 3.0 (on a 4.0 scale) to be admitted. Students who fall below this criterion and hold at least a 2.75 GPA are still encouraged to apply, as they may be admitted into the program through a comprehensive review process of their application materials.

Students interested in transferring into the B.Arch program from non-NAAB accredited programs, including community colleges without design or pre-architecture programs, must complete all five years of the B.Arch program. Prospective B.Arch students who are planning to begin their studies at a community college or other local universities without architecture or design courses are advised to focus on taking General Education courses, including English 101, English 102 and Math 108 equivalents. The acceptance of transfer credit related to General Education courses is managed by the U of A central admissions office.

Students seeking to transfer from another NAAB-accredited B.Arch program or a community college with architecture or related design courses may apply for advanced standing, specifically placement in the second-year of the B.Arch program. To be considered, applicants must have taken English 101, English 102 and Math 108 equivalents. The acceptance of transfer credit related to General Education courses is managed by the U of A central admissions office. Additionally, to be considered, applicants must submit the following for review by the School of Architecture: 1) unofficial transcripts, 2) a portfolio of work that demonstrates the potential to succeed in a B.Arch program (connects creative work in the portfolio to specific courses, notes individual verses collaborative work, and describes the media or software used to communicate the work), and 3) syllabi for all architecture-related major courses, including studios. These materials are to be submitted to the Recruitment Coordinator, Cylan Shaffer at cschaffer@arizona.edu by April 15th to be considered for a fall semester admissions start or September 15th to be considered for spring semester admissions start.

The applicant's transcripts, portfolio and syllabi for all architecture-related courses are reviewed by Undergraduate Admissions Committee as constituted in the SoA bylaws (Section 3. Undergraduate Admissions Committees). The committee uses the 1st to 2nd year Milestone rubric for weighted criteria as found on the B.Arch Curriculum and Courses webpage under the Milestone drop-down menu.

Students are not granted advanced standing without the prior approval of the committee.

See CAPLA website for publicly posted information on the B.Arch consideration of prior academic work for transfer students. Scroll down to the Transfer Student drop-down.

See Criterion 5 - Resources folder the SoA Bylaws (2023) and the CAPLA Handbook (2017).

M.Arch.:

Admissions and application review process: The admissions process is conducted, in accordance with the SoA bylaws (Section 2; subsection D.1 Graduate Admissions Committees), by the M.Arch Admissions Committee which reviews the transcripts, personal statement, resume, portfolio and letters of recommendation of each applicant. The M.Arch program offers two entry points. Students with non-architecture undergraduate degrees enter the full three-year (3+) program beginning with the summer program. Students with a Bachelor of Science or Bachelor of Art in Architectural Studies, studio centric degrees, typically enter the program with advanced standing in the fall and complete it in two years.

Preparatory education and advanced standing: The M.Arch program evaluates "Preparatory Education" in two instances: 1) admission of students with 4-year undergraduate de-grees in architecture to the 2-year advanced standing program and 2) matriculated students seeking advanced standing in one or more specific required courses. The M.Arch program does not currently admit transfer students.

1. Admissions Committee members are to evaluate each applicant's satisfaction of the NAAB program and student criteria which are claimed in the first year of the M.Arch program. This evaluation is conducted and recorded as part of the regular application review process using the "Evaluation of Preparatory Education" form. If the satisfaction of these criteria is not evident, the committee is required to request additional evidence from the respective applicants. If admission is recommended by the committee and deficiencies remain, admitted students will be required to take additional courses to demonstrate satisfaction of those NAAB criteria, or be required to complete the 3+ year program in its entirety.

2. Matriculated students seeking advance standing in a specific required course must submit a "Graduate Advanced Standing Ap-plication" which includes the following pdf documentation: transcript, syllabus, description of outcome, relevant assignments, and/or other as directed. The application is submitted to the CAPLA Graduate Programs Coordinator, then routed to the course instructor and/or curricular stream coordinator for assessment and recommendations, and then advanced to the M.Arch Program Chair or SoA Di-rector for final decision. Once rendered, the student is informed of the decision, and it is recorded in the student's files.

See Criterion 5 - Resources folder the SoA Bylaws (2023) and the CAPLA Handbook (2017).

See Criteria 4 – Curricular Framework for evidence of "Evaluation of Preparatory Education" student criteria form that is used as part of the application review process.

See CAPLA website for publicly posted information on the M.Arch consideration of prior academic work. See drop-down menus for admissions information.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist**.**

Program Response:
The SoA programs utilize the Undergraduate and Graduate Admissions Committee to evaluate prior academic work as outlined in Section 4.3.1 to determine if admitted students have met certain accreditation criteria.

See CAPLA website for publicly posted information on the B.Arch consideration of prior academic work for transfer students. Scroll down to the Transfer Students drop-down menu.

See CAPLA website for publicly posted information on the M.Arch consideration of prior academic work. See drop-down menus for admissions information.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:
The SoA programs utilize the Undergraduate and Graduate Admissions Committee to evaluate prior academic work as outlined in Section 4.3.1 to determine if admitted students have met certain accreditation criteria.

See CAPLA website for publicly posted information on the B.Arch consideration of prior academic work for transfer students. Scroll down to the [Transfer Students](#) drop-down menu.

See CAPLA website for publicly posted information on the M.Arch consideration of [prior academic work](#). See drop-down menus for admissions information.

5—Resources

5.1 Structure and Governance. The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure. Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:
The U of A is administratively structured with a President, Provost and Senior Vice President for Academic Affairs, and deans over the 21 colleges including CAPLA. There is also a Faculty Senate with a faculty seat elected from CAPLA. The dean of CAPLA oversees the three units of the college, each with a director – the School of Architecture (SoA), the School of Landscape Architecture and Planning (SoLARP), and Drachman Institute (DI), the community engaged research and outreach arm of the college. The leadership of CAPLA, called the Operations Team, consists of the three-unit directors as well as the following positions: Assistant Dean of Finance and Administration, Associate Dean of Academic Affairs, and Associate Dean of Research. The Operations Team meets every two weeks. During the AY24-25 the Associate Dean for Academic Affairs will be on sabbatical and the role is being fulfilled by an Acting Associate Dean of Student Affairs and an Acting Associate Dean of Faculty Affairs. Every other Operations Team meeting includes faculty and staff representation in what is called the Group Operations Meeting. Additional parties present at that meeting include the Director of Marketing and Communications who serves as the Staff Advisory Committee chair, Director of Alumni Relations, and Chair of the Council of Faculty Members.

The student advising/recruitment unit is centralized in CAPLA and supervised by the AD for Academic Affairs. There is one recruitment officer that supports all units in the college as well as three B.Arch advisors and one graduate advisor including support for the M.Arch program. Information Technology and Human Resources are centralized at U of A, however there are two dedicated FTE from IT and two dedicated FTE from HR that support CAPLA. The CAPLA Business Office supports budgeting, transactions and HR related processing as well.

The SoA has three academic programs, B.Arch, M.Arch and MS.Arch, each led by a program chair. There are two dedicated staff in the SoA, an Administrative Associate and an Academic Coordinator. The SoA director, program chairs, and staff constitute the Program Advisory Committee (PAC). The director of the SoA has administrative responsibility for the MaterialsLab, and its manager. The SoA has two elected standing committees, the Faculty Status Committee and the Curriculum Committee, each with an elected chair from the committee. The Curriculum Committee of the SoA is comprised of stream coordinators, elected from the curricular streams of the school – studio, technology, history theory, design communications and practice. There are also appointed chairs of the following standing committees in the SoA – the Events and Lectures Committee and the Digital and Physical Resources Committee. Ad hoc committees are sometimes assembled for a short duration and the chair is appointed by the director.

The administrative structure and key personnel in college and school are listed by name and title below:

Title	First and Last Name
President of U of A	Suresh Garimella
Provost and Senior VP for Academic Affairs	Ronald Marx
CAPLA Dean	Nancy Pollock-Ellwand
Associate Dean of Academic Affairs	Laura Hollengreen (sabbatical)
Acting Associate Dean of Student Affairs (AY24-25)	Beth Weinstein
Acting Associate Dean of Faculty Affairs (AY24-25)	Lisa Schrenk
Associate Dean of Research	Bo Yang
Assistant Dean of Finance	Simon White
Director of IT and Facilities	Lucas Guthrie
Senior Partner, Human Resources	Jenna Privette
Marketing and Communication Director	Jeff Javier
Director of Alumni and Development	TBD (search in process)
Chair, Council of Faculty Members	Susannah Dickinson
SoA Director	Ryan E. Smith
SoLARP Director	Lauri Macmillan Johnson
Drachman Institute Director	Courtney Crosson
SoA Faculty Status Committee	TBD*
SoA Curriculum Committee Chair	Clare Robinson
History Theory Stream Coordinator	Lisa Schrenk
Building Technology Stream Coordinator	Eric Weber
Design Communications Stream Coordinator	Mike Silver
Practice Stream Coordinator	Laura Carr
SoA Events and Lectures Committee Chair	Oscar Lopez

During the writing of the APR, this position was being filled through the election process.

See Appendix 5 for a CAPLA organizational chart that illustrates the line of administrative structure.

See link to CAPLA website for college leadership organization and personnel photos, names and titles.

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:
The Arizona State Legislature passed a faculty governance law for all three of the state universities in 1992 that states that faculty members "share the responsibility for academic and education activities and matters related to faculty personnel…(and) shall actively participate in the development of University policy." The U of A has a Faculty Senate that votes on matters of shared governance with representation from all the colleges on campus. This policy and culture manifests at the college and departmental level as well. CAPLA has a Council of Faculty Members made up of three elected faculty from both schools in the college and from both tenure and career track. The CFM is the General Faculty representation like the Faculty Senate, at the college level. The Staff Advisory Council has members from the two schools and dean's office represented to share staff perspectives on college issues and to engage in advocacy and provide feedback to help inform college-level decision-making. .

College Governance: The college has shared governance via three elected standing committees. The college Constitution and Bylaws Committee is responsible for proposing changes to the college bylaws. The college Curriculum Committee reviews and recommends to school directors and the dean actions regarding the curricula as proposed by the school Curriculum Committees. The College Faculty Status Committee advises the dean and school directors in all promotion and tenure considerations for Professors of Practice and Tenure Track Faculty

from Assistant to Associate and Associate to Professor ranks. *Ad hoc* committees are assembled on an as-needed basis by appointment of the dean including the Diversity, Equity and Inclusion Committee and the Digital Physical Resources Committee. SoA faculty serve on all these committees as well as the CAPLA strategic planning groups during spring 2024, fall 2024 and spring 2025. See the CAPLA Handbook (constitution and bylaws) for more information on the college committee processes, elections, composition, etc.

SoA Faculty and Staff Governance: The SoA director and program chairs, with the two front-of-office staff make up the Program Advisory Council (PAC). The PAC functions as an advisory group to the director on matters including faculty teaching and service assignments, planning and assessment, operational budget allocation and space and facilities planning. The director is responsible for the overall strategic direction, personnel hiring and appointments, performance of the school and allocates and manages the budget delivered each year by the college. With faculty advisement, the director appoints individuals to the program chair positions for a 3-year term. Program chairs are responsible for curriculum, in connection with the stream coordinators (see below), and leading on accreditation, assessment, and student academic probation and grade appeals for their respective programs.

The SoA standing committees, like the college, share in the governance of the unit. The SoA Faculty Status Committee, an elected body of career track and tenure track faculty, advises the director on career track hires, annual performance reviews of faculty, and promotion cases for lecturer track faculty. Furthermore, the committee is responsible for developing a conducting a mentoring program for the SoA faculty. The school Curriculum Committee proposes and approves new programs and major programs changes and advises on curricular minor revisions in all three of the school programs. Positions on committees in the school are for a 3-year term.

The SoA is organized into five curricular knowledge domains called streams including design studio, building technology, history theory, design communications, and practice. Faculty that teach in each stream constitute the voting members of each stream that elect a representative to serve on the Curriculum Committee to represent that knowledge stream. The three program chairs also serve as ex officio voting members of the committee. The B.Arch and M.Arch program chairs serve as the studio stream coordinator. Four faculty nominated students from the SoA programs serve on the Curriculum Committee as well including 2 B.Arch students, 1 M.Arch student and 1 MS.Arch student. The stream is responsible for the curriculum in that stream in coordination with the program chair and Curriculum Committee, that together aim to find opportunities for integration and coordination between the stream areas in each professional program to create a cohesive and comprehensive professional and innovative curriculum.

See Criterion 5 evidence folder for the Committee Roster that outlines the committees and faculty currently serving in these roles.

Additional standing committees in the bylaws are appointed by the director. The Events and Lectures Committee programs the annual SoA lecture series and the end of year Design Excellence Awards. Additional *ad hoc* committees are assembled by appointment of the director for a year on an as-needed basis such as search committees for new hires or special topics.

SoA Student Governance: The SoA Architecture Student Advisory Committee (ASAC) is comprised of two elected students from year 2 – 5 in the B.Arch. Additionally, 1 elected student from each of the three M.Arch years and 1 MS.Arch student serve on the ASAC as well. The bylaws indicate that the ASAC role is to liaise between the student body and SoA administration. The group conducts Town Hall meetings once a semester with the program chair as part of the SoA assessment process. The council developed the SoA Learning and Teaching Culture Guidelines reviewed by the school Curriculum Committee and adopted in the spring of 2024 to respond in part to PC.7 Learning and Teaching Culture. The ASAC periodically is invited to SoA Assembly meetings to provide important perspectives during planning and assessment activities. Furthermore, student representatives serve on the SoA Curriculum Committee, Events and Lectures Committee, and the Digital and Physical Resources Committee.

See Criterion 5 - Resources folder the SoA Bylaws (2023) and the CAPLA Handbook (2017).

5.2 Planning and Assessment
The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:
The CAPLA strategic plan was undertaken in the spring of 2024 and will be completed in the fall of 2024. Faculty from across the college, including SoA faculty and administration have been active participants in this process that includes student surveys, faculty and staff focus groups, and a 3rd party facilitator. The CAPLA mission and vision is "To prepare and inspire creators of environments that enrich People, Places and our Planet". The plan includes the following priorities: Putting People First; Delivering Innovative Pedagogy for a New Era; Preparing for a Changing World; Addressing Global Challenges; and Strengthening Assets.

See Criterion 5 – Resources folder for evidence of the emerging 2024 CAPLA strategic plan.

Visit the CAPLA website for the most current updates on the 2024 CAPLA strategic plan.

With the arrival of a new director in the fall of 2022, the SoA developed a strategic planning and assessment process called *SoA 2028*, probing the question – where does the SoA want to be by 2028 and how will we get there? SoA 2028 is both strategic and tactical. The outcome of this process resulted in a mission, position perspectives, aspirational visions, and guiding values that were adopted in the spring of 2023 that aligns with the U of A and CAPLA respective plans.

The SoA mission claims its place and purpose as follows:

Located in the unique Sonoran region, the School of Architecture prepares students to address complex social and environmental issues, locally and globally, through professional education, critical inquiry, research, and innovation.

More simply stated, "the SoA addresses the grand challenges."

The SoA mission, vision, position and values is accompanied by 5 strategic initiatives and associated actions to be completed by 2028 including: interdisciplinarity, inclusion, innovation, inquiry, and increase. The progress on these initiatives is reviewed by the PAC regularly with a more detailed assessment with the Assembly on a two-year cycle. The next assessment will be in the fall of 2024.

See Criterion 5 - Resources evidence folder for the SoA strategic plan for more information.

The SoA 2028 process also responded to the NAAB 2020 Conditions and the U of A Annual Assessment Requirements. SoA 2028 is a continuous improvement cycle in which faculty, staff and students engage in direct and indirect methods of program planning and assessment. SoA 2028 has two phases. In phase 1, from fall 2022 – summer 2023, the SoA progressed through Planning to address values, mission/vision, learning objectives, curriculum, non-curricular activities, assessment methods, and establishing a recurring cycle as covered above. The second phase, from fall 2024 – present, the SoA 2028 conducts recurring Assessments with plans for improvement (Fig.9).
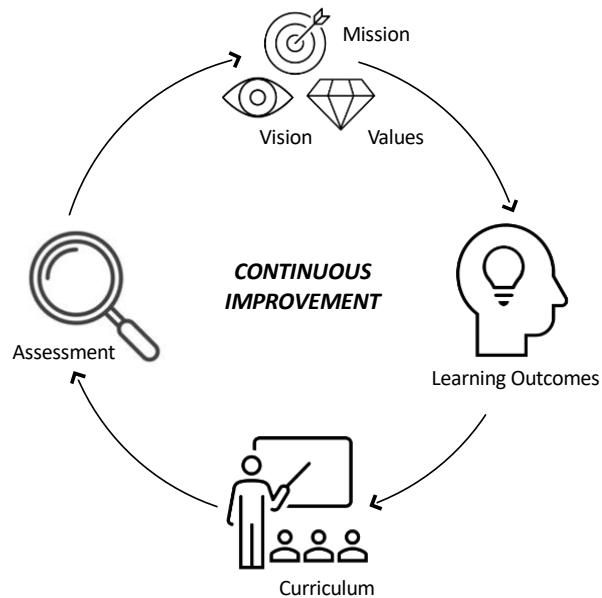
Figure 9. *SoA 2028 continuous improvement cycle consisting of establishing mission, vision and values that inform learning outcomes that are manifest in curriculum and then assessed to reinform the mission.*

See Section 5.3 Curricular Development for information on the relationship between direct and indirect assessment activities and curricular development.

U of A Academic Program Review: Program assessment and review at U of A occurs annually and a more involved Academic Program Review occurs in eight-year cycles through the Office of the Provost. Like the NAAB annual report requirement from accredited schools, U of A annual program assessment is also required each fall semester that is based on a submitted plan and program level learning outcomes from direct and indirect methods of assessment. The annual U of A program assessment report relies on program level learning outcomes assessment (not to be mistaken for course specific learning objectives). The program level learning outcomes for annual program assessment are determined and assessed by the streams through Streams Assessment. The Stream learning outcomes take into consideration the NAAB criteria and serve as the basis for course level learning outcomes and Course Assessment.

See Criterion 4 evidence folder for Stream level learning outcomes.

The U of A 8-year Academic Program Review occurs in an eight-year cycle and coincides with the NAAB accreditation review. Furthermore, the U of A accepts the NAAB accreditation review as sufficient for their own 8-year program review cycle and does not require any additional assessment reporting beyond the submission of the NAAB APR and VTR. The SoA will submit the NAAB APR and VTR to the Office of the Provost and the Arizona Board of Regents as evidence of the Academic Program Review in 2025 upon completion of the NAAB accreditation process.

5.2.2 Key performance indicators used by the unit and the institution.

Program Response:
This fall 2024, the new strategic plan objectives and key performance indicators will be finalized with actions and timelines for completion. The progress on the key performance indicators was discussed in the fall 2024 back-to-school CAPLA meeting and will be completed and adopted by December 2024.

The SoA mission, vision, position and values is accompanied by 5 strategic initiatives and associated actions to be completed by 2028 including: interdisciplinarity, inclusion, innovation, inquiry, and increase.

See Criterion 5 – Resources folder for evidence of the SoA strategic plan.

The SoA also has metrics by which it evaluates student success in the professional programs. The B.Arch and M.Arch program benchmark set by Program Advisory Committee is that 50% of the students in a cohort average a 'B-' grade average grade in required professional studies courses with an ARC prefix each semester. The retention rate goal from year to year for student enrollment in the B.Arch and M.Arch program is 90%.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:
Since the CAPLA strategic plan revision 2024 will be completed this fall, progress has yet to be tracked. The objectives for the CAPLA plan will be tracked annually and reported in the back-to-school meeting to the CAPLA community and posted in the CAPLA annual report that is made public to CAPLA and its stakeholders. Examples of annual reports by the college are posted on the CAPLA website related to the former strategic plan.

The progress on the SoA 5 strategic initiatives is reviewed by the PAC regularly with a more detailed assessment with the Assembly on a two-year cycle. The initiatives were established in the fall of 2022 and will be assessed for the fall of 2024 during SoA Workshops. As of fall 2024, of the 30 goals under the 5 initiatives, 13 have been completed, 13 are in process and four are on hold.

See Criterion 5 – Resources evidence folder for SoA Initiatives Assessment from fall 2024.

Table 6 is a breakdown per cohort of the total number and percentage of students that achieved the benchmark of a 'B-' grade average in required ARC prefix courses during AY23-24. The goal of 50% of the cohort achieving a grade of B- or higher was met by the B.Arch 3rd year in the spring of 2024, and both M.Arch years in both semesters. This analysis helps to inform what cohort years need focus to improve student success.

Table 6. *Student success benchmark for program level goals of 'B-' in required ARC courses.*

	Summer 2023	Fall 2023		Spring 2024	
Cohort Year / Program		# of B- grade or higher / total	% with B- grade or higher	# of B- grade or higher	% with B- grade or higher
B.Arch 2nd year		43	48%	37	47%
B.Arch 3rd year		37	44%	35	53%
B.Arch 4th year		32	38%	40	49%
B.Arch 5th year		26	46%	25	44%
M.Arch 1st year	6	6	100%	6	100%
M.Arch 2nd year		13	81%	14	93%
M.Arch 3rd year		9	100%	Pass or fail grades	Pass or fail grades

Table 7 is a report on the year-to-year retention rate per cohort. All cohorts met the 90% retention rate benchmark except the M.Arch program. This analysis helps to inform ways to improve the retention in the M.Arch program.

Table 7. *Student year-to-year retention rate by cohort.*

Cohort Year	Fall 22 Enrollment	Fall 23 Enrollment	Year to Year Retention Rate
B.Arch 2nd – 3rd year	86	84	97.6%
B.Arch 3rd – 4th year	82	84	100%
B.Arch 4th – 5th year	62	57	91.9%
M.Arch 2nd – 3rd year	11	9	81.8%

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:
The SoA Workshop sessions with the SoA community to develop the response to Criterion 1 including mission, vision, values and initiatives with actions and to develop Criterion 2 values results were used to form the response to this section. Employing a SWOT analysis, the SoA strengths, weaknesses, opportunities and threats to continuously improving learning outcomes and student success are discussed below. In the narrative, strengths and weakness are internal to the SoA and CAPLA, while opportunities and threats are external.

Strengths:
- Effective curricular response led by the studio, technology and history theory streams to the geographic context of the unique Sonoran Desert socio-ecological and borderland socio-economic region.
- A commitment to and emphasis on addressing grand challenges: social and environmental concerns of our day that manifest throughout the programs.
- A Research and Innovation (R&I) stage in the B.Arch consisting of three semesters of advanced studios, electives and a thematic capstone at the end of the program that emphasizes research based design, critical inquiry, leadership and collaboration.
- Focus on environmental response, social equity, community engagement and empirical making through the R&I, mature and award-winning Design Build Studio, Solar Decathlon Studio (Grand Prize 2024), BofA Affordable Housing Challenge Elective (1st Prize 2024), and the Community Studio in connection with the Drachman Institute.
- Talented and committed faculty who are focused on continuously improving the SoA governance and programs, have an appreciation of and desire to improve the community of Tucson and are empathetic, caring, and critically rigorous with students.
- Shared governance between faculty led Curriculum Committee and director engaged in personnel hiring and management. (ie. director was voted to not be a member of the Curriculum Committee effective fall 2023)
- A new and committed leadership consisting of a director (fall 2022), B.Arch program chair (fall 2023) as a new position, and the legacy M.Arch and MS.Arch chairs that work together as a PAC for SoA planning and administration.
- A new and dedicated SoA administrative staff (fall 2022) that are collaborative and provide excellent service.
- Committed and empathetic college staff that supports the school including academic advising and recruitment, IT and facilities, business office, and marketing and communications.
- Involved and active student engagement in governance and cultural life: ASAC, Curriculum Committee, lecture committee, digital and physical resources committee as well as student clubs.
- A newly renovated West Building at $10M has brought 80 new student seats to the college, eight new faculty offices, new computer lab and classroom with video support.
- The renovation also includes a natural air handling system that monitors the air quality further enhancing the objective to use the college buildings as teaching artifacts to demonstrate structures, mechanical systems etc.

- Other existing facilities including a 10,000 SF MaterialsLab space and staff and extensive analog and digital fabrication equipment, a central atrium gallery for large meetings, lectures, exhibits and reviews, and two outdoor garden classroom spaces.
- A long-standing design build program for affordable housing with international reputation.

Weaknesses:
- Imbalance between tenure track (11.3 TT FTE) and career track / adjunct (16.75) faculty numbers that has several negative effects including:
  - overburden of hiring and personnel management for the director
  - overburden of permanent TT and CT faculty to serve on committees
  - lack of stability in curricular planning and assessment
- Shared governance model and robust planning and assessment process of SoA 2028 with streams, workshops, and committees at the school and college level require much engagement and service time of faculty that leaves little time for research and creative work.
- Demanding curriculum presenting challenges to both faculty and student for reflection and school-life balance.
- Teaching loads are high (i.e., the load is 2 studios and 2 lecture course per TT faculty member OR 2 studios per semester per CT faculty member) for 1.0 FTE faculty, leaving little time for research and creative work.
- Continued ideological disconnection between CT and TT faculty.
- Lack of organized focus on addressing equity, diversity and inclusion in student recruitment and the curriculum.
- Lack of engagement with community colleges in the region for transfer matriculation agreements limiting access for underserved populations.
- Lack of flexibility in the B.Arch and M.Arch programs for on ramp and off ramp during education.
- Lack of flexibility in the B.Arch and M.Arch programs for alternative pathways to transfer to a different program.
- Overburdened advising staff who struggle to meet the needs of all students because of time constraints.
- Need for improved communication concerning budget and expenditures between CAPLA administration and the SoA.
- Cost of printing and plotting is growing at a rate that is unsustainable for the college budget and students to manage.
- Current budget restrictions mean that the college and thus school cannot go over budget, cannot access cash reserves, and are not rewarded for activity increases with the current static budget model.

Opportunities:
- The MaterialsLab, an incredible resource, has been underutilized post-COVID.
- Underdeveloped interdisciplinarity partnerships and curricula within the School of Landscape Architecture and Planning in the college. (i.e.,shared foundation year, upper level and grad studios, etc.)
- Potential for increased interdisciplinary research amongst faculty in the SoA and CAPLA, and beyond in the University with Engineering, Medicine, Art, etc.
- Capacity to grow the M.Arch program through WRGP program with western states for in-state tuition.
- Expand reach through online programs as the SoA does not have any and SoLARP has several.
- Development of a four-year interior design program to share a portion of the curriculum with the B.Arch.
- Expose SoA students to architectural engineering students in more deliberate ways for interdisciplinary and technical learning.
- Partner with civil engineering on a four-year construction management four-year degree.
- Fundraising potential with the construction trade industry that is underdeveloped.
- Additional nurturing of the SoA alumni for fundraising.

Threats:

- The U of A has had budget issues since FY23 that have had negative operational and cultural implications for faculty, staff and administration that impacts students' educational experience including the following impacts:
  - U of A requiring merit and cost of living increase for faculty without providing any additional revenue so that it is coming from operational dollars, reducing the overall faculty FTE (31.6 FTE in AY22-23 to 28.05 FTE in AY24-25), and increasing the teaching load of faculty in the school.
  - A dramatic increase in the graduate stipend requirements from U of A for teaching assistants that make hiring an adjunct nearly on par with a graduate student rate without an increase in the budget of the units.
  - Large lecture courses (~90 students) have one instructor whereas they had two prior to AY23-24.
  - Studio sections grew from 15 to 18 in the past two years requiring different pedagogical approaches.
  - Hiring freeze in AY23-24 stopped the hiring of three TT faculty searches. There is a plan to continue to request positions by CAPLA from central.
  - U of A does not offer multiyear contracts to CT faculty beyond three years. Further, U of A does not have a tenure pathway for professionals turned academics.
  - No operational spending in the second half of FY24 which resulted in no field trips, reduced MaterialsLab support, and limited course project funding.
  - Reduction in effective budget (increase in required expenditures with no commensurate increase in revenue) that has especially impacted the available operational dollars for FY25. This limits curricular and non-curricular support beyond basics.
  - Change from Activity Informed Budget model to a Centralized Budget Model in FY25 in which human resources, IT and donor development have been centralized and budgets are static. It is unknown the impact of this model on levels of services from the center to the college and school.
  - U of A does not have a process to apply course fees so that course related expenses of field trip travel or materials for project to be covered by student financial aid. Students pay out of pocket for all travel and materials which is an equity issue.
  - Guaranteed merit aid for incoming B.Arch students has been reduced affecting the projected enrollments for all undergraduate programs at a rate of ~20-25% for AY25-26.
  - Differential tuition has been removed from the university fee structure and a college fee has been applied that is now managed by central.
- A deeper issue is that there has been significant upper-level administrative instability at U of A including many shifts in the provost position over a period of two years and the recent hiring of a new President in the summer of 2024. A national search is now on for a new provost and VP Research. Due to the budget crisis, the Associate VP and VP level administration has been restructured in the spring and summer of 2024.
- Prior to the budget model change starting July 2024, the U of A was an incentive model, requiring units to grow enrollments to keep up with inflation. This produced growth in the B.Arch program to 90-students per cohort and total enrollments in the school programs growing from 453 to 583 (22% increase in 5 years), where it stands today (Fig.10). The M.Arch program is also included in the 583 figure; it has grown from 17 to 29 students from 2018 - 2024 (41% growth in 6 years).
- This growth has caused a space crunch for all the in-person degree programs in the college. With hopes to grow the M.Arch and MS.Arch program and the broader college programs of Bachelor of Landscape Architecture and the new Bachelor of Real Estate Development that is anticipated to launch fall 2025, there is widespread concern that the studios will all be hot-desked and classrooms near the school will not be available for scheduling. This will require students to walk considerable distances to attend architecture classes. The budget crisis coupled with a large enrollment based on a different budget model compounds the challenging financial situation.
- The U of A has a dearth of available large lecture halls in which to teach the B.Arch cohort courses. This reality has a negative impact on coordination and scheduling of courses as locating appropriate classrooms for the functional (acoustics, technology, light, etc.) needs of instructor is difficult.

- Post COVID, the faculty and staff have documented an increased incidence of student mental health concerns. Student behavioral management by staff, faculty and administration now requires considerable time and resources.
- The State of Arizona has a conservative political legislature which has made affirmative action not legally allowable. Although this has not seemingly impacted U of A, the future of this ruling is uncertain on diversity of the student body and faculty. Further, there is also a threat that the state may challenge tenure in the future as well.

School of Architecure Student Enrollments Last 5 Years
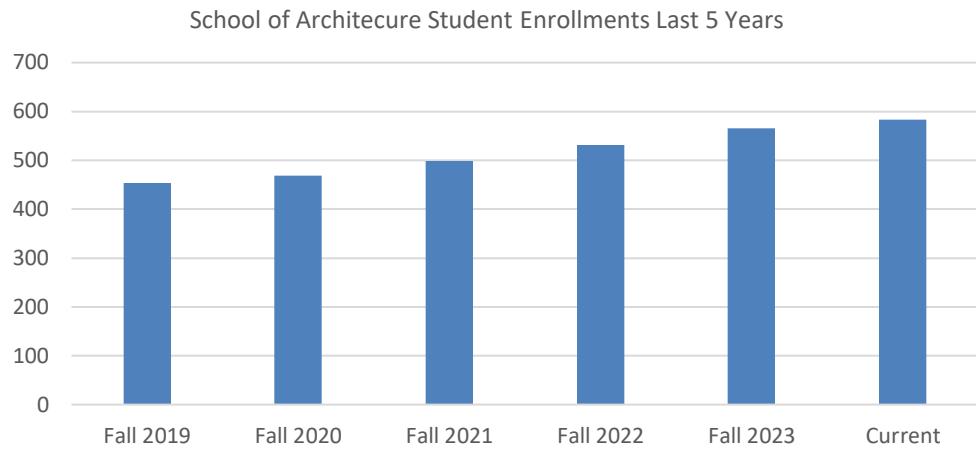
Figure 10. SoA student enrollment 2019-2024.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:
Studio Assessment is a three-day period at the end of each semester in which Studio Coordinators invite professionals, professors and community leaders from the southwest region or beyond to join faculty and students at CAPLA to review student projects. External reviewers are invited to offer their input and feedback on the student outcomes. During AY23-24, for example, 24 professionals, 4 professors at other institutions, and 12 community members joined the end of semester Review Week. Professionals come from a range of practice types. Professors also came from University of Oregon, University of Texas Austin, Arizona State University, and The School of Architecture (formerly Taliesin). In addition, there were community members from the City of Tucson, NGOs throughout the southwest including Habitat for Humanity, as well as the Hopi Tribe working in collaboration with a couple of Indigenous community-engaged studios.

Professionals engage and provide input to the SoA programs through the annual Design Excellence Awards program. AIA Southern Arizona Component provides a jury to evaluate and select winners from each of the years in the B.Arch and M.Arch program as well as overall design excellence from the school. The jurors provide feedback to the students and discuss with the SoA director areas for improvement in the projects. In addition, as a matter of peer review, faculty submit their teaching and research innovations to the AIA Arizona annual awards program. The state AIA component has three separate award categories specifically oriented at architectural education including the Design Pedagogy Award, Educator of the Year Award, and the Design Research Award. The SoA won in two of three categories this past year. Moreover, SoA faculty practitioners regularly submit and win awards in the professional design categories and the Community Design Award for the work with native populations.

In addition to Review Week, CAPLA has a Futures Council made up of academicians, practitioners, industry and government leaders. This group meets each semester and advises the college on ways in which the college can respond to the grand challenges of the built environment. The Futures Council provides input on trends we should anticipate in our research and the approaches we might take in the classroom around the CAPLA vision.

See CAPLA website for more information on the [Futures Council](#).

Program Response:
The SoA uses a continuous improvement planning and assessment process called SoA 2028. Using the assessment methods outlined in Section 5.3, several changes have been made to the B.Arch and M.Arch programs.

B.Arch.:
Since 2022, the B.Arch program and appropriate streams have revised the studio and technology sequence in the Core Stage (semesters 3 – 7 in a 10 semester sequence) to respond to the 2020 NAAB Conditions SC.5 Design Synthesis and SC.6 Building Integration as well as SC.4 Technical Knowledge. These changes to the studio stream came about through Studio Assessments and Program Meetings and were then approved in Curriculum meetings. The changes to the technology stream came from Stream Assessments and Town Halls. And were approved in Curriculum meetings. As the changes were initiated in the fall of 2023, the first cohort will complete the revised studio and technology stream curriculum spring 2025. Also, the B.Arch program has developed the Research and Innovation Stage (semesters 8 – 10) to respond to the NAAB Conditions PC.5 Research and Innovation and PC.6 Leadership and Collaboration and align with the SoA's mission to address grand challenges.

See Section 4.2.4 for the B.Arch curriculum that has resulted from these self-assessments.

M.Arch.:
Since 2022, the M.Arch program has revised the content of each course (total of 4 courses) in the technology sequence to respond to feedback from Stream Assessments and Town Halls, and were approved by in Curriculum Committee Meetings. As the changes were initiated in the fall of 2023, the first cohort will complete the revised technology stream curriculum spring 2025. Also, the M.Arch Milestone was revised to be increasingly formative and less summative from feedback from students in Town Halls. A support course was also added to the M.Arch program to prepare students for Milestone.

After the AY23-24 Milestone Review, the faculty involved provided feedback on improvements to the process and the courses leading up to the penultimate spring semester in which the Milestone portfolio is submitted by students. The outcomes from this self-assessment include the results of the student performance and the means for improvement across the stream knowledge areas. These are currently being enacted for AY24-25 and beyond.

See Criteria 4 evidence folder for the M.Arch Milestone Process and Outcomes.

See Section 4.2.5 for M.Arch curriculum that has resulted from these self-assessments.

Program Response:
During the SoA 2028 phase 1: fall 2022 – spring 2023, planning processes, values, mission/vision, learning objectives, curriculum, non-curricular activities, assessment methods were established as well as a recurring cycle for course and program level assessments. The SoA uses four (4) forms of direct assessment including Course Assessment, Studio Assessment, Stream Assessment and Milestone (M.Arch only). Also, the SoA uses six (6) forms of indirect assessment: Town Halls, Exit Survey (B.Arch only), SoA Workshops, Program Meetings, Curriculum Committee Meetings and Capstone/M.Project Synthesis. Course Assessment is that which is conducted within specific courses by respective instructors. All the other assessment methods used by the SoA are program level involving peer review of course and program outcomes. All the assessment methods are used in both the B.Arch

and M.Arch program except for Milestone which is an M.Arch only method and the Exit Survey which is used by the B.Arch program alone. Each assessment method is described below briefly.

Direct Assessment Methods:
- Course Assessment is that which is conducted in connection with course learning through the establishment of learning objectives, assessment methods, rubrics, benchmarking, and plans for improvement. The Course Assessments are the basis all the PCs and SCs in Section 3 except for PC.7 Teaching and Learning Culture and are conducted for every course in the professional program.
- Studio Assessment is conducted at the end of each semester during final reviews. Peer faculty review studios with respect to the NAAB criteria assigned to the studio course and the associated learning objectives developed by the stream and instructor by using an evaluation form called a Bento Box.
- Stream Assessment is an end of semester activity in which stream faculty and SoA leadership meet to discuss the outcomes of each course within a stream by reviewing the assessment report filled out by each instructor for their course(s) in the stream. The stream then determines plans for improvement that are reflected in the assessment report.
- Milestone is held within the M.Arch program only. M.Arch students in the penultimate year submit a portfolio of learning in the 5 streams. This is evaluated using a rubric by stream coordinator or designees thereof who offer suggestions for areas of improvement and additional courses to be taken as electives in the final year of the professional program to reach competency.

Indirect Assessment Methods:
- Town Halls are hosted once a semester in the B.Arch and twice a semester in the M.Arch program. ASAC elected student representatives and the respective program chair meet with students in the cohort to discuss curriculum and teaching and learning culture.
- Exit Survey is an end of education survey for the B.Arch students to assess stream level learning outcomes tied to the NAAB PCs and SCs. The response rate was 95% in the spring of 2024.
- SoA Workshops are regularly scheduled faculty and staff meetings that occur at least once a month in which engaged discussion, brainstorming, curricular planning and visioning take place. Often assessment method and actual assessments and higher-level discussions on governance and mission and vision, as well as training on pedagogy and course management/grading are presented.
- Program Meetings are held periodically through the year on important curricular topics including studio sequence and themes, technology sequence and knowledge areas, as well as cohort year coordination between streams.
- Curriculum Committee Meetings occur twice a month in which elected and appointed faculty vision, plan, assign PCs and SCs to streams and approve curricular changes. The stream coordinators and programs chairs make up the committee and bring stream level issues to discuss and make decisions. This committee is the primary authority for curriculum management via the streams.
- Capstone and M.Project Synthesis is an end of academic year forum with B.Arch and M.Arch students to discuss the curricular approach to research and innovation and leadership and collaboration that constitutes the final year of the programs. Students present their critical reflection of the final year that provide input for improving the Capstone and M.Project offering in subsequent iterations.

The tables below (Table 8 and 9) explain each direct and indirect assessment activity that has been developed and used by the SoA. The tables include a description of the assessment method, the parties involved in executing the assessment including lead and support roles and the recurring schedule of assessment. The tables also indicate how assessment outcomes led to adjustments and plans for improvement in the curriculum.

Table 8. *Direct methods of assessment, description, involved parties and recurring review cycle.*

PLANNING & ASSESSMENT METHOD	B.ARCH	M.ARCH	DESCRIPTION	PARTIES	FREQUENCY
DIRECT Course Assessment	X	X	• NAAB criteria are assigned by the PAC and verified by the curriculum committee to courses that exist within a knowledge stream. • Stream level learning objectives are developed and mapped to courses by the stream faculty led by the stream chair. • More detailed course level learning objectives and assessment methods of student learning, rubrics and student outcomes are assessed in association with the course grading each year by the instructor. • Instructors submit an Assessment Report at the end of each semester each course with the syllabus, schedule and materials to the Course Archive for review during Stream Assessments (see below).	Lead: Course Instructor Support: Program Advisory Committee Curriculum Committee Stream Chairs Stream Faculty Course Instructor	1X / SEMESTER: Course Assessments occur each semester. Each student is assessed in the course each semester for learning.
Studio Assessment	X	X	• Studio Assessment occurs through a three-day period organized by the SoA staff, director, and studio coordinators, at the end of each semester in which all studios are reviewed. • Two faculty are assigned studios to attend and perform Bento Box review on a form developed by the PAC to assess if the studio has met the learning objectives for the course. Forms are reviewed by the respective program chair and studio stream in the next semester with plans for improvement. • Professionals, community members and invited reviewers from other universities are invited to offer their input and feedback on the student outcomes. (13 professionals joined at the end of fall 2023; 11 professionals joined at the end of spring 2024) • 2 professors from other institutions joined for fall 2023 and spring 2024. • 8 community members from the City of Tucson, Habitat for Humanity, and the Hopi Tribe joined reviews during AY23-24.	Lead: Faculty Peer Reviewers (2) Support: Studio Coordinators Studio Stream Program Advisory Committee Professionals Community Members Outside Professors	2X / SEMESTER: Each studio is assessed by a two faculty peers each semester.
Stream Assessment	X	X	• Stream chair is elected from the faculty teaching in the stream for the academic year. • Develop and assess stream level statement and learning objectives tied to NAAB criteria assigned to the stream courses. • Coordinate and plan for Stream Assessment to review assessment reports for courses in the stream including assessment methods, rubrics, benchmarks and plans for improvement. • Stream Assessment: Facilitated by the stream chair, stream faculty meet at the end of the semester with the PAC to 1) review the stream statement and stream level learning objectives, 2) review the Assessment Report from each course in the stream including NAAB criteria, LOs, rubrics, benchmarks, success factors and plans for improvement. • Stream Assessment may also include an exhibit of work in the studio and lectures and Bento Box forms for silent review of the faculty and discussion following to provide context for the arc of the program and connections between the stream areas.	Lead: Stream Chair Stream Faculty Support: Program Advisory Committee	1X / 2 YR: Stream Day and Program Day occur at the end of each semester. Courses have a two-year review cycle, meaning that at least half the courses are assessed in any given semester.
Milestone		X	• Facilitated by the M.Arch program chair, students submit a portfolio representing their knowledge of the five streams' learning objectives across 24 competencies. (See Criteria 5 - Resources folder for evidential explanation of the Milestone process) • Reviewed by the chairs of the streams (or an appointee thereof) with comments for improvement and recommendations for elective course work focused on improvement areas. • The outcomes of assesment is MET WITH DISTINCTION, MET or to be INCOMPLETE to the 24 competencies.	Lead: Program Chair Stream Chairs	1X / YR: Spring semester of the students' penultimate year in the M.Arch program.

Table 9. Indirect methods of assessment, description, involved parties and recurring review cycle.

PLANNING & ASSESSMENT METHOD	B.ARCH	M.ARCH	DESCRIPTION	PARTIES	FREQUENCY
INDIRECT Town Hall	X	X	• Program chairs and the ASAC representatives from the cohort year meet conduct open discussions with student cohorts. • Students bring ideas about innovation, alternative teaching methods, field trips and study abroad desires forward. • Students bring concerns regarding course coordination, curriculum, faculty instruction, grievances and other matters forward. • The ASAC uses the as an opportunity to develop and get feedback from peers on the Learning and Teaching Culture Policy. • The PAC discusses plans for improvement based on the town hall student input. • A whiteboard is located on the 2nd floor of the east building in which students can voice concerns they have about the cultural life and facilities of the SoA. The director regularly reviews and responds to these comments. • Results are reviewed in PAC and plans for improvement are made.	Lead: ASAC Program Chair Support: Students Program Advisory Committee	1X - 2X / SEM: Town halls meet once per semester in the B.Arch program. 2X / SEM: Town halls meet twice per semester in the M.Arch program.
Exit Survey	X		• The survey is conducted in the last semester of the students' education facilitated by the respective program chair. • The questions focus on stream level learning objectives and program curriculum cohesion. • The results are reviewed by the PAC and plans for improvement are made to the curriculum committee.	Lead: Program Chair Support: Program Advisory Committee	1X / YR: Annually at the end of the academic year on paper or via Qualtrics.
SoA Workshops	X	X	• Workshops are action oriented - gatherings of part of whole of the SoA Assembly (faculty and staff) to solve a problem in real time or participate in a training. • Workshop topics are determined in the back-to-school meeting by the Assembly including shared values determination and assessment, mission and vision development, cultural development, end of year review planning, bylaw revisions, GA sorting to courses, grading best practices, learning objective and assessment method development, etc. • Workshops are facilitated by the director or an appointee of the Director. • ASAC members are invited periodically to provide a student perspective. • Outcomes are documented by the SoA staff with minutes sent to the Assembly.	Lead: Director Support: Assembly ASAC (periodically) SoA Staff	4X / SEM: Workshops occur during the academic year at least once a month.
Program Meetings	X	X	• B.Arch and M.Arch program meetings are held regularly, facilitated by the respective program chair, to discuss program concerns and issues and curriculum planning. • Topics are determined by the respective program chair in consultation with faculty and the director. Examples over the past year include: coordination between studio and lecture courses, multi-section studio management, revisions to the Core studio sequence	Lead: Program Chairs Support: Program Faculty	AS NEEDED: Program meetings occur on an as needed basis.
Curriculum Committee Meetings	X	X	• Elected stream chairs and appointed program chairs, with student representatives have voting rights. Academic coordinator attends for minutes. Director and other faculty are invited on an ad hoc basis. Chair is elected from the membership. • Plan and assess curriculum in both professional programs. • Approve PC and SC assignments to streams and courses. • Coordination Stream level learning objectives and Assessments. • Propose, review and approve curriculum changes and new programs.	Lead: Stream Chairs Program Chairs Student Representatives	8X / SEM: CC.S meets bi-monthly during the academic year.
Capstone Synthesis	X		• The Capstone synthesis is a reflective review. In this session, 5th year students present an exhibit and reflect on the collective work of the fall and spring sequence. • Students in each track in the R&I in the B.Arch graduating cohort present the outcomes of the sequence and offer their critique. This is followed by an open discussion between faculty and students with plans for improvement. • The Synthesis is facilitated by the Capstone Coordinator in the B.Arch.	Capstone Coordinator 5th Year Capstone Students Support: Capstone Instructors Program Chair	1X / YR: Capstone Synthesis occurs at the end of each academic year.
Masters Project Synthesis		X	• This synthesis review is the same structure and purpose as the B.Arch capstone review. • It is facilitated by the Masters Project instructor with the M.Arch program chair. NOTE: The Capstone and M.Arch Synthesis was held concurrently in AY23-24 but will be seperated for AY24-25.	Lead: M.Arch Chair M.Project Students M.Project Instructor	M.Project Synthesis occurs at the end of each academic year.

The SoA assesses throughout the academic year. Figure 11 below illustrates the direct and indirect assessment methods used mapped on an annual calendar in a recurring cycle of when the assessment is conducted.

Figure 11. SoA assessment schedule that illustrates direct and indirect methods in a recurring annual cycle.
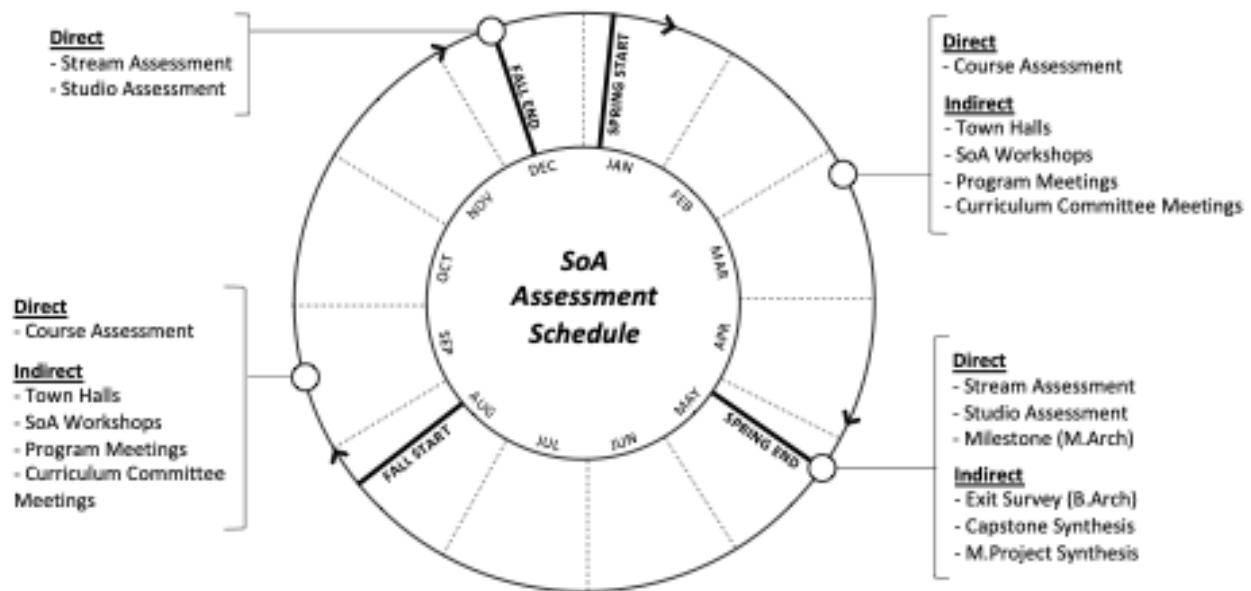
The direct and indirect assessment methods used to review PCs and SCs are discussed in Section 3 – Program and Student Criteria. See Table 1 in Section 3 – Program and Student Criteria that lists the PC and SCs with their associated SoA direct and indirect methods of assessment and the schedule for recurring assessment to occur.

See Criterion 5 – Resources folder for evidence of each Assessment Method Session including agenda and photos.

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:
The previous Section 5.3 with the associated assessment method tables explains the relationship between Course Assessment and curricular development.

5.3.2 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.

Program Response:
The SoA has several personnel and committees involved in curriculum planning and assessment. However, curriculum is the domain of the Curriculum Committee made up of the elected stream coordinators and director appointed program chairs with faculty appointed student representatives. The other parties, including the director, stream faculty, studio coordinators, studio faculty, and the ASAC participate in curricular planning and assessment through the Curriculum Committee. They are listed below with a description of their role and responsibility. Figure 11 below illustrates the parties involved in curricular planning and assessment and their relationship to one another and the curriculum.

Director: The director facilitates overall vision and direction for the SoA; leads in the development of the planning and assessment/accreditation process called SoA 2028 and its recurring schedule; and resources the execution of

the curriculum through faculty, staff, GA/TA, facility and class-based support (field trips, materials, etc.). The director is responsible for hiring and personnel management and review. They consult the Assembly and set the agenda and facilitate the SoA Workshops during the academic year with support from the SoA staff.

Program Chairs: The steward for their respective program, the program chairs manage assessment and curriculum proposals and serve as a connection between the director and faculty. Appointed by the director with input from the Assembly. Program chairs lead Program Meetings and support stream coordinators in facilitating Stream Assessments. The M.Arch program chair facilitates the M.Arch Milestone at the end of the penultimate year. They support the work of the ASAC including facilitating Town Halls. The program chairs write and conduct the Exit Survey assessment and report on the findings to the Curriculum Committee. They set the agenda and facilitate Program Meetings with faculty teaching in their program. The B.Arch program chair works directly with studio coordinators to execute the studio sequence and facilitates the studio coordinator meeting each semester.

Program Advisory Committee: The program chairs and SoA staff advise the director and collaborate administratively to execute the B.Arch and M.Arch programs, SoA events, calendar, etc. The PAC sets the schedule and actions for final reviews. The PAC made the initial proposal for the 2020 NAAB criteria assigned to the appropriate stream and course. They develop assessment methods including the Studio Assessment Bento Boxes and set forth agendas for assessment activities.

Stream Coordinators: Elected from the knowledge stream in which they teach by the faculty in that stream, the stream coordinator calls and leads stream meetings and serves on the Curriculum Committee. The stream coordinator leads the Stream Assessments for the courses in their stream.

Stream Faculty: The faculty teach across the knowledge streams – studio, history theory, building technology, design communications and practice. The stream faculty, working with the stream coordinators propose curricular changes in coordination with the program chair to the Curriculum Committee. The stream develops stream level statements and learning objectives and participates in Stream Assessments.

Studio Coordinators: The foundation and core studios in the B.Arch program are 80-90 students per cohort. This requires 5 or more sections led by a studio coordinator. The studio coordinator manages the execution of the curriculum for the studio including both pedagogical approach and course management. They also coordinate the studio and lecture course deadlines for the semester they lead. Studio coordinators participate in studio coordinator meetings with the B.Arch program chair to assess and improve the sequence of the core stage of the curriculum. Studio coordinators work with the PAC to schedule Studio Assessments and invite external reviewers from the profession, community and academia to assess student work. The Capstone coordinator facilitates the Capstone Synthesis and the M.Arch program chair is the coordinator for the M.Project Synthesis.

Program Faculty: The faculty teaching in a particular program (B.Arch, M.Arch or MS.Arch) are called program faculty. Faculty may be assigned courses in more than one program in a particular semester or teach a course that is co-convened with the expectation that they participate in Program Meetings in each program in which they teach.

Curriculum Committee: Made up of the stream faculty and program chairs, as well as nominated students, the Curriculum Committee reviews proposals and approves curricular changes and new programs. The chair is elected from the membership of the committee. Prior to spring 2023, the director was the default chair of the Curriculum Committee. Through a request of the Assembly a bylaw change was approved to provide more governing authority of curriculum to the faculty. The Curriculum Committee approves NAAB PC and SC assignments to streams and courses from the PAC, conducts Stream Assessments, and reports on stream meeting outcomes.

ASAC: The ASAC is elected by the student cohorts to represent and provide a voice to the PAC. The chair is selected by the ASAC members. They survey and interview peers to assess the cultural life of the school. They co-conduct Town Halls with the program chair and develop and maintain the Teaching and Learning Culture Policy of the SoA. The ASAC attends SoA Workshops when invited to add their perspective and assessment when appropriate.
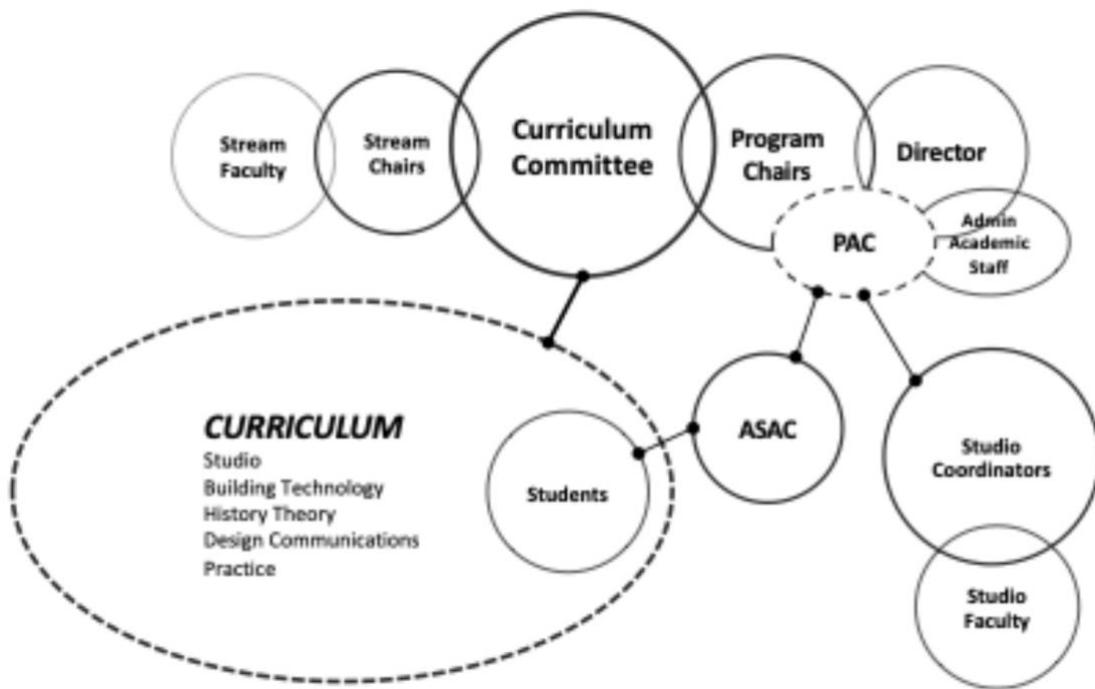
Figure 11. *Personnel and committees involved in curricular planning and assessment. Authority for curriculum is the responsibility of the Curriculum Committee.*

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded 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:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:

As of fall 2024, the SoA has the following human resources supporting its programs:

- 12 tenure track faculty for a total of 11.3 FTE
- 17 career track faculty (>50% time) for a total of 13.40 FTE
- 12 adjunct track faculty (<50% time) for a total of 3.35 FTE

This comes to 41 individual people for a total 28.05 FTE.

As of AY24-25, the SoA has 548 B.Arch students with ~180 students in the first year and 80-90 students in each cohort from year 2 – 5. There are a total of 29 M.Arch students and 6 MS.Arch students. The total student body at approximately 583. At 28.05 faculty FTE, there is a 21:1 faculty to student ratio. The total faculty FTE in the school is down compared to AY22-23 per Table 10. Comparatively, during AY22-23, with an enrollment of ~450 students, there was a 14:1 faculty to student ratio. The reduction in overall FTE and faculty to student ratio is a result of the budget challenges at U of A as outlined in Section 5.2.4 SWOT analysis.

Each faculty member is assigned a Distribution of Effort (DOE) by the director at the start of each academic year through consultation with the faculty member. The DOE designates the primary responsibilities in teaching, research, and service. DOEs may be updated throughout the academic year to reflect the actual workload. The

DOE approximates the assigned responsibilities to guide the faculty member activities and conduct annual performance reviews and ensure equity in workload estimations that no one faculty member is overburdened.

Table 10. *Total SoA number and FTE of faculty by track.*

Faculty Track	AY22-23	AY23-24	AY24-25
Tenure Track	(13) 12.20 FTE	(13) 11.90 FTE	(12) 11.3 FTE
Career Track (>50%)	(14) 11.48 FTE	(16) 12.55 FTE	(17) 13.40 FTE
Adjunct Track (<50%)	(19) 7.92 FTE	(16) 3.86 FTE	(12) 3.35 FTE
Totals	(46) 31.6 FTE	(45) 28.31 FTE	(41) 28.05 FTE

In the SoA, generally, a 3-CU course is considered 20% DOE for the semester or 10% for the academic year. A 6-CU course (studio) is considered 40% DOE for the semester or 20% for the academic year. Consideration is made by the director for enrollment numbers in courses, GTA and TA assignments or lack thereof, team teaching, advising on MS.Arch theses, and other unique impacts on the over DOE for teaching. Tenure eligible and tenured faculty in the SoA usually have a 50% - 60% Teaching DOE. Career Track faculty and Lecturer faculty usually have an 80-90% Teaching DOE. Teaching effort of faculty in the school has increased during the budget crisis. Faculty are not required to carry additional credit units and courses. Rather, teaching loads have increased by virtue of larger section enrollments in studios and lecture courses, there is no team teaching as was common prior to AY23-24, and there has been a reduction in teaching assistant support in some courses.

For service, since not all committees require equivalent work, and since roles on the committees vary, the Service DOE assignment is a prediction that can be corrected later to reflect more closely, the actual time spent. The Service DOE for faculty in the SoA ranges from 0 – 20% with the upper end reflecting a significant service role such as stream coordinators and Curriculum Committee member or Faculty Status Committee member. The SoA bylaws dictate the faculty track and where they are eligible to serve in the SoA and college. As outlined in Section 5.2.4, fewer overall faculty FTEs is challenging the school and college to fill the necessary committees and service roles required for shared governance. Research workloads for faculty are approximates and depend on the track. Tenure eligible and tenured faculty have a greater research DOE. The research, scholarly and creative work DOE is generally between 20%-40% depending on the amount of load in Teaching and Service. Career track and lecturer faculty generally do not have a research DOE. (See SoA bylaws Article XII Section 1 Distribution of Effort).

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:
The Architect Licensing Advisor from 2016 to fall 2023 was Mary Hardin who retired. Since then, Professor Michael Kothke, AIA, NCARB, ASID has been serving in the role. He is an active practicing architect and has held positions in the AIA leadership in Arizona. Michael is attending the 2025 NCARB Licensing Advisor Summit and has taken training to stay up to date on the requirements for licensure. He manages and teaches the internship class each semester and summer wherein students work for an architecture under the supervision of an architect licensed in the U.S. or Canada or gain other relevant practice experience to gain course credit and NCARB AXP hours. The SoA held a path to licensure workshop for all B.Arch and M.Arch students in the spring of 2023. Guest speakers included leadership from NCARB that were visiting Arizona that week. In the fall of 2023, Professor Kothke advised a licensing workshop that AIAS and NOMA hosted with a guest speaker in the same subject and in the spring of 2024, he organized a workshop with Ed Marley, VP for NCARB and a Tucson practicing architect and partner at Swaim Associates. Attendance was poor in the spring, so the SoA will focus on a fall event and advertise more widely.

See Criterion 5 – Resources for evidence of Pathway to Licensure that includes photos from the NCARB workshops and a syllabus of the internship class.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

Program Response:

The SoA aims to provide development support for research travel, continuing education and training workshop attendance to faculty and staff of all ranks by request to the director. The availability of professional development was higher prior to the budget crisis during AY23-24. Operational dollars for the school have been decreased by 26% post-budget crisis. Faculty and staff submit requests using the U of A 3rd party system called Concur, which is approved or denied by the director based on prioritization of faculty members' development and alignment with the mission of the school and university. However, there continues to be healthy support from the school for field trips to cover faculty costs associated with teaching-oriented travel and project-based support for classroom materials, experiments, etc. Tenured faculty receive a sabbatical and a 10% increase in salary just after obtaining tenure or promotion to another rank. Sabbaticals are not available to career track or lecturer faculty and promotional raises are not automatic.

CAPLA provides a teaching innovation seed grant and research innovation seed grant that SoA faculty regularly are awarded to pursue their own interests in professional development that benefits the college and thus school. For example, there are currently two active teaching grants to SoA faculty supported by CAPLA. Faculty are also encouraged to pursue external grant funding and may negotiate course buyouts to work on research. The CAPLA business office and the College of Engineering ERAS (grants office) support faculty research grant development and submission, however the CAPLA business office provides post-award project management and close out. CAPLA has an Associate Dean for Research who supports and advises faculty in research. In addition, research is driven by the Drachman Institute, a community-engaged research center in which faculty work on outreach scholarship.

Faculty regularly take their research into the classroom. This is managed through the B.Arch Research and Innovation Stage where faculty create groups to focus on themes related to grand challenges. The coursework that is developed by faculty for the R&I tracks through advanced studios and electives aligns with faculty research or practice interests. Some examples include health and wellness, adaptive environments, community design, policy design, etc. Each semester there are one or two elective opportunities that exist outside of the R&I where faculty may submit to the Curriculum Committee for selection and approval. See the CAPLA website for more information about [research and practice support](#) for faculty.

At U of A more broadly, there is support for research faculty from the Office of Research, Innovation and Impact to help advance the development, submission and management of externally funded projects. Support comes by way of one-on-one support during a proposal development cycle or trainings through seminars and workshops on the grant navigation and management process at U of A. This office also manages the research integrity program and human subject protection program with associated online trainings for compliance with federal laws.

Regarding teaching, the University Center for Assessment, Teaching and Technology provides consultations and workshops to help faculty improve their teaching with offerings on course design, curricular planning, instructional strategy, course and program assessment and the use of technology and multimedia. The Disability Resource Center provides faculty with course delivery content that is inherently accessible and reduces the need for individual accommodations. The UA Academic Leadership Institute is a yearlong program for 25 faculty and campus leaders to improve their leadership capabilities and one faculty member in the school has participated. The Office of Diversity and Inclusion offers the Inclusive Leadership Institute. Several SoA faculty have participated in this one-year program that aims at developing thought leaders who can advance diversity, equity and inclusion excellence in their units.

Faculty and staff have opportunities to pursue professional development. Resources available on the Human Resources website orient faculty and staff to a myriad of online trainings through the university platform called EDGE. It is the same platform that faculty and staff engage for required training around data privacy / FERPA as well as other topics. The university champions "Career Conversations" as a program for fostering open dialogue and constructive improvement between staff and supervisors and "Crucial Conversations" for navigating conflict

resolutions between all employees and supervisors. Faculty and staff also have free, confidential, short-term counseling available through a program called ComPsych.

The Staff Council is a group at the U of A whose goal is to enhance the quality of career life for Classified and University Staff by providing advocacy, information and resources. Human Resources Consulting and Employee Advising works with supervisors and employees, respectively, to foster a positive and effective workplace for all. These are excellent resources for workplace concerns that are not related to protected category status as set forth in the Nondiscrimination and Anti-harassment Policy.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:
At CAPLA, students have access to advisors who can support them in navigating both academic and personal challenges. The college has a dedicated recruiter who works with advisors and administrators to answer questions about admissions and program selection. For declared majors, the B.Arch program students have two academic advisors, one for 1st year – fall of 3rd year and another for spring 3rd year – 5th year. The M.Arch program shares an advisor with the other graduate programs in the college. The advising staff, supervised by the Associate Dean of Academic Affairs in CAPLA, works closely with the director, program chairs, and the faculty in the SoA to support students who may be in danger of failing at midterm. The SoA has a process whereby faculty are asked to proactively notify advisors of failing students; in addition to the faculty member meeting with the student, the advisor meets with the student to maximize the opportunity for success in the course. Good communication with the advising team allows the advisor to compare notes on the student's performance in other courses and determine if there are extenuating circumstances for which the student may need more intervention.

At U of A there are several resources for students to get help outside of the college. The Disability Resource Center leads the University in a progressive and proactive approach to campus accessibility. Its goal is to ensure that disabled employees, students and visitors have a similar, if not identical, experience to that of their non-disabled counterparts. The DRC works with students to determine if there is a need for an accommodation request. The SoA faculty receive recommendations for accommodations from the DRC and work with students so they can complete their education successfully.

In addition to the DRC, the U of A Dean of Students handles violations of codes of academic integrity and student conduct. This office also supports faculty with students or students with classmate behaviors that may be disruptive and threatening. The office has Coordinators of Student Advocacy and Assistance who are a resource when students are concerned about well-being. Campus Health and Counseling and Psych Services is a group of licensed professionals who provide psychological and psychiatric services to U of A students, faculty and staff. Finally, the Ombuds Program can help students address concerns and challenges in an effective and constructive manner through consultation, coaching, and providing an objective, neutral view of the situation. The Ombuds Office serves all levels of UA faculty, staff, and students in all UA units and colleges who have a university-related concern. The Office of Institutional Equity handles Title VI and Title IX complaints. The Graduate College at U of A supports M.Arch students in admissions, teaching and research assistantship identification, funding and financial information, and disciplinary navigation.

CAPLA hosts a virtual interview fair in the fall semester and an in-person on campus interview fair in the spring semester each year with visiting architecture and other design firms. These interview fairs are accompanied by resume and portfolio advisement workshops. Also, the SoA hosts an annual NCARB path to licensure workshop to learn about the AXP process. The SoA has an internship elective course that can be taken either semester and in the summer term and CAPLA manages an externship program in the summer.

5.5 Social Equity, Diversity, and Inclusion
The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:

The U of A has a commitment to diversity and inclusion. The Office of Diversity and Inclusion is directed by the Vice Provost and Chief Inclusion Officer. The Office is responsible for embedding the principles of diversity and equity in every practice at U of A to promote inclusion and compassion. The roots of this office began in 2016 through a grassroots effort from student leaders to support minoritized students to success. To date, more than $2.8 million has been allocated to advancing campus racial equity with student priorities in the following areas: student representation and success, mental health, alternatives to police response, faculty/staff/administrator representation, education and training, accountability and campus space. The most recent statement from the Office focuses on compassion and inclusion for transgender and LGBTQ+ students. For more information about the Office and its services, visit Office of Diversity and Inclusion.

During the last strategic planning effort in 2019, measures for inclusive excellence were outlined. In the wake of Black Lives Matter, student and alumni concerns regarding inclusion motivated a group of students in the summer of 2020 to mobilize a group focused on CAPLA diversity, equity, and inclusion efforts. In fall 2020, a group of faculty through grassroots efforts assembled an equity, diversity, and inclusion ad hoc committee with the goal to enact the objectives outlined in the strategic plan and respond to the encouragement of students and alumni for action. The committee has been integral to tracking EDI initiatives through the last CAPLA strategic plan including the following strategic objectives: 1) Recruit, support and retain successful students who reflect the future of Arizona and will be active contributors during school; 2) Reinforce an inclusive and respectful environmental where all contribute to CAPLA success; and 3) Prioritize wellbeing, equity and diversity as central tenet of CAPLA culture. The committee, led by the Associate Dean for Academic Affairs, has been open to all faculty and staff who desire to participate. Due to the positive impact of the group, the committee has become a standing committee of the faculty. The committee, and hence CAPLA and the SoA's vision for EDI includes a commitment to fostering equitable opportunities for diverse people and promoting inclusive participation. The tenets of EDI at CAPLA include the following:

- We expect the programs and initiatives of CAPLA to reflect the society that we serve.
- We advocate for non-discrimination and respect for the human and civil rights of all.
- We assert that social justice and equity are inextricably linked to environmental stewardship and sustainability.
- We acknowledge the pillars of equity, diversity and inclusion in all aspects of CAPLA endeavors including teaching and learning, research and outreach, mentorship and employment, as well as in our community and business transactions.

The committee in consultation with faculty, staff, students and alumni has been taking the following EDI measures: Operations, Reporting and Goal-Setting, Student and Faculty Support, Training, Conflict Resolution, and Communications and Mentoring. The accomplishments from these measures are extensive and outlined in Table 11 below.

In 2024-2025, CAPLA faculty are considering how best to regularize the composition and meeting schedule of the EDI Committee as part of a larger committee reorganization for effective shared governance and advocacy with the aim to make equity, diversity, and inclusion a part of every facet of CAPLA and the SoA. The activity for AY24-25 is to work under the direction of the Acting Associate Dean for Student Affairs on a grant to decolonize the curricula of the programs in CAPLA.

The bibliographical guide that was developed by the committee was supported by the efforts of the University Libraries and is organized by the following sections: Societal Systems and Structures of Inequity, Teaching/Education, Architecture, and Cities. See the University Libraries webpage "Resources on Equity, Diversity and Inclusion, and the Built Environment".

Table 11. *CAPLA EDI Committee accomplishments.*

2020-2022	2022-2024
• Drafted a CAPLA EDI vision and EDI Committee mission. • Gathered and made available demographic data for all programs and cohorts—in order to benchmark and set goals for recruitment and retention of diverse students, faculty, staff and administrators. • Joined the National Organization of Minority Architects and created a CAPLA NOMAS student chapter. • Conducted mandatory implicit bias training for all faculty and staff and supervisory harassment prevention training for administrators. • Created a new CAPLA EDI webpage and dashboard including featured EDI narratives, a list of initiatives and indication of their implementation status, presentation of demographics, description of EDI committee membership, a list of associated student organizations and other resources. • Developed an anti-racism bibliography making it and the listed texts available to the CAPLA community and using them to inform discussions to create a shared understanding of racism and other kinds of discrimination. • Drafted guidelines for CAPLA guests and visitors in order to inform them about our culture and our expectations for professional and equitable interaction with members of the CAPLA community. • Drafted a conflict resolution primer for students	• Prioritizing diversity and inclusion in all job searches. • Requiring EDI training for all newly hired and ongoing faculty and staff supervisors in order to prevent harassment and discrimination, including micro-aggressions. • Scheduling occasional faculty and staff trainings to address topics such as conflict resolution strategies, threat identification, and student mental health conditions that may impact different sub-populations of the CAPLA community differently. • Providing occasional bystander intervention training for student ambassadors, student building monitors and leaders of student organizations. • Setting student recruitment goals for local, state and regional recruitment of specific underrepresented populations in high schools and community colleges. • Launching a First Generation Student Alliance. • Providing faculty and peer mentoring to students at difficult transition points in our curricula. • Creating and maintaining a roster of students who are eligible for need-based graduate funding packages. • Fundraising at different scales and in different ways—in order to help meet tuition, fee, technology and/or material costs for students in need. • Creating regular forums for students, faculty, staff, administrators and alumni to discuss EDI issues in a safe space. • Evaluating our curricula and pedagogies for EDI, identifying and showcasing models in CAPLA programs and elsewhere. • Working through the Drachman Institute to engage with diverse and underserved local communities. • Developing website profiles, other coverage and opportunities to celebrate diverse contributions that showcase the diverse members of the CAPLA community.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:
The U of A Human Resources website under Affirmative Action states,

"The University of Arizona is committed to equal opportunity and affirmative action in all aspects of employment for qualified minorities, women, individuals with disabilities, and protected veterans. The university's Affirmative Action Program acts as an audit tool to help identify areas of underutilization for these groups. If the university determines that its workforce does not adequately reflect the available labor market in a job group, it will create placement goals to promote good-faith corrective efforts. The Affirmative Action Program is an important tool the university uses to live its values and meet Equal Employment Opportunity regulations."

The data in this section is taken from UAnalytics, the U of A institutional data platform. The SoA faculty is imbalanced in numbers and FTE between tenure line (11.3 FTE) and career track / adjunct faculty (16.75 FTE). There is a plan to increase the tenure line faculty numbers in the future, however, there is not a clear budget model to make this happen in place at U of A yet. This is to be determined in the coming months. Diversity of faculty background between primarily academic and primarily practice is important to bring a variety of perspectives, experience and expertise to student learning.

In 2016, at the time of the previous NAAB accreditation, the SoA diversity identification was 80% White. Racial and ethnic diversity has improved in the SoA since. Faculty race and ethnic identification in fall of 2022 in the SoA is as follows: 64.8% White, 9.3% Hispanic or Latinx, 7.4% Asian, 7.4% Not Reported, 3.7% Two or More Races, and 1.9% Black or African American. Faculty diversity representation in the SoA is greater in relation to the institutional diversity populations; however, there is room to continue improving the racial diversity of the SoA faculty to reflect the student body and demographics of the region. See Table 12 for the side-by-side comparison of race and ethnicity populations in the SoA faculty, U of A faculty and Pima County generally.

Table 12. *Race and ethnicity faculty reporting for the SoA, U of A and Pima County.*

Race and Ethnicity	SoA (2024)	U of A (2023)	Pima County (2020)
White	68.8%	72%	50.3%
Hispanic or Latinx	9.3%	6%	38.5%
Asian	7.4%	10.5%	3.3%
American Indian / Alaska Native	<1%	<1%	4.5%
Black or African American	1.9%	7%	4.4%
Pacific Islander	<1%	<1%	<3%
Two or More Races	3.7%	<1%	Unknown
Not Reported	7.4%	Unknown	Unknown

Prior to the last accreditation visit, the previous director of the SoA made a conscious effort to increase the gender diversity of the faculty to have more female representation. In 2016, 58% of the tenure track faculty were female and 35% of the career track and adjunct faculty were female. There continues to be considerable gender equity in the SoA today. As of fall 2022, the gender distribution of the faculty in the SoA is 48.1% Female and 51.9% Male. This is compared with the faculty at the U of A broadly that is quite similar at 54% Female and 46% Male (2023). Pima County gender distribution is 48.9% Female and 51.1% Male (2020). See Table 13.

Table 13. *Gender diversity faculty reporting for the SoA, U of A and Pima County.*

Gender	SoA (2022)	U of A (2023)	Pima County (2020)
Female	48.1%	54%	48.9%
Male	51.9%	46%	51.1%

The U of A offers the Inclusive Leadership Institute. Faculty may apply and be selected to be a "fellow" and participate in a community of learning that fosters leaders and champions for inclusivity on campus. The training includes issues of justice, equity, diversity and inclusion with the purpose of developing thought-leaders. Once enrolled, faculty participants attend eight 2-hour workshops sessions and commit to one year involvement. They

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participate in mentorship and coaching sessions with a senior university leader and complete a final project. Four SoA faculty have participated in the program since the last accreditation visit and were integral parties to forming the EDI committee at CAPLA. The college has also hosted the Emerging Faculty Fellows program, a two-year hire that infuses the community with relevant research and teaching. The first fellow was a Black planner from Ghana and the second fellow, currently in their second year of the fellowship, is a women public history scholar from Belgium.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:

The U of A issued the following statement after the U.S. Supreme Court's ruling that colleges cannot consider race in admissions:

> "Arizona state law has prohibited the consideration of race or ethnicity in university admissions since 2010. As the state's land grant university and a Hispanic Serving Institution, we are proud to have seen significant growth in diverse student enrollment over the last decade. In the last 10 years, our first-year class has increased from 39% students of color to 47%. We expect the fall 2023 first-year class to bring slightly more students of color to the University of Arizona."

The U of A and the SoA racial and ethnic diversity has not been significantly impacted by the recent U.S. Supreme Court decision in Students for Fair Admissions that does not allow affirmative action in college admissions. According to UAnalytics, the U of A data platform, the SoA race and ethnicity diversity demographics have stayed relatively static from 2021 – 2024 (Fig.12). Students are counted in every race/ethnicity group in which they self-identify in UAccess; therefore, the total percentage can exceed 100%. As of fall 2024 in the SoA there are 43% White, 28% Hispanic or Latinx, 6.5% Two or more races, and less than 5% Black or African American, Asian, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander. The SoA has fewer White students, slightly higher number of Hispanic students, and 4.4% fewer Black students compared with the institution; however, the other race and ethnic group identification percentage is similar. Compared to the geographic population of the region, the SoA should increase in Hispanic and Latinx population by 10.5%. To do so, the SoA is planning to reinstate a summer architecture immersion program in 2025 that was offered to junior high and high school students prior to COVID. The SoA plans to recruit for the summer program from public schools in historically Hispanic neighborhood and have a Latinx faculty member teach the program. See Table 14 for the side-by-side comparison of race and ethnicity populations in the SoA, U of A and Pima County.

Percentage by IPEDS Race/Ethnicity
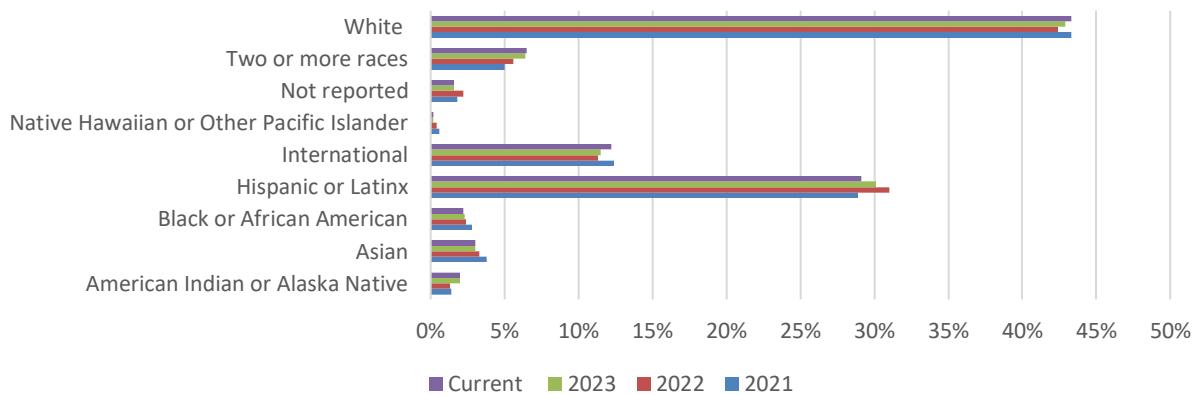
Figure 12. SoA student race and ethnicity identification (2021 – 2024). Students can self-identify to more than one group so the total percentage can exceed 100%

Table 14. *Race and ethnicity student reporting for the SoA, U of A and Pima County.*

Race and Ethnicity	SoA (2024)	U of A (2023)	Pima County (2020)
White	43%	65.4%	50.3%
Hispanic or Latinx	28%	25.7%	38.5%
Asian	3%	10.5%	3.3%
American Indian or Alaska Native	2%	<5%	4.5%
Black or African American	2.5%	6.9%	4.4%
Pacific Islander	.5%	<5%	<3%

The SoA as of fall 2022 had a gender distribution of 53.4% Female compared to the U of A at 55.2% (2023) Female and Pima County at 48.9% (2020). See Table 15.

Table 15. *Gender diversity student reporting for the SoA, U of A and Pima County.*

Gender	SoA (2022)	U of A (2023)	Pima County (2020)
Female	53.4%	55.2%	48.9%
Male	46.6%	44.8%	51.1%

An important effort that the SoA takes toward encouraging racial, ethnic, and economic diversity in the undergraduate student body is in the first year of the B.Arch program. The B.Arch program has an open admissions process for the foundations year. This means that students who meet the university and program requirements for admission may take B.Arch foundation courses. The students' performance in first year is the basis by which their matriculation to 2nd year is determined. The SoA cannot accommodate all students who pass architecture courses in the 2nd year, due to space and faculty resource restrictions. Students who fail one or more of the fall foundation courses, ARC 101 and ARC 131, may repeat in the spring and then finish the spring ARC 102 and 121 courses in the summer. This process is to grant students who may not have the study skills at admission or have had trouble adjusting to college life, another opportunity to matriculate into the professional program. According to the literature, students of color and students from lower middle-class families historically do not perform as well in the first year of college (Horwitz, 2020). The school is aiming to provide a mechanism for all students to improve and increase their chances to matriculate. The seven (7) students who did take ARC 102 and 121 in the summer of 2023, for example, were all economically or racially diverse based on advising records. All seven of the students matriculated to ARC 201 in the 2nd year of the program.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:
The U of A statement on EEO/AA is included below:

> "At the University of Arizona, we value our inclusive climate because we know that diversity in experiences and perspectives is vital to advancing innovation, critical thinking, solving complex problems, and creating an inclusive academic community. As a Hispanic-serving institution, we translate these values into action by seeking individuals who have experience and expertise working with diverse students, colleagues, and constituencies. Because we seek a workforce with a wide range of perspectives and experiences, we provide equal employment opportunities to applicants and employees without regard to race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. As an Employer of National Service, we also welcome alumni of AmeriCorps, Peace Corps, and other national service programs and others who will help us advance our Inclusive

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Excellence initiative aimed at creating a university that values student, staff and faculty engagement in addressing issues of diversity and inclusiveness."

Since 2019, CAPLA has made commitments to EDI at all levels of the college. These plans and outcomes are recorded on the CAPLA website. As part of the 2019 strategic plan, CAPLA outlined three EDI objectives to address "making CAPLA a leader in inclusive excellence". The objectives are as follows:

1. Recruit, support and retain successful students who reflect the future of Arizona and the communities we serve.
2. Reinforce an inclusive and respectful environment where all faculty, administrators, staff, students and outside partners contribute to CAPLA's success.
3. Prioritize wellbeing, equity and diversity as a central tenet of CAPLA culture in all our activities.

Under each of these objectives are goals with time frames, responsibilities and status updates. The website also has a link to EDI resources as they relate to architecture and built environment disciplines in the college. The website has data on demographics for diversity monitoring. Clubs exist in the college that address diversity including NOMA, Freedom by Design, Puente (Hispanic student organization) and Women in Architecture Society. Notably, all four clubs are advised by architecture faculty. Finally, the website includes media stories about CAPLA's diversity efforts and highlights the diversity of students and faculty.

See the CAPLA website for information on the college's approach to EEO/AA and equity, diversity, inclusion and belonging: EDI webpage.

See U of A webpage under Human Resources website for information regarding the university's affirmative action program.

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

Program Response:
The U of A provides resources to students, faculty and staff with different physical and/or mental abilities. The Dean of Students has the Office of Counseling and Psychological Services with counseling and mental health consultation available to all parties. Furthermore, the Disability Resource Center at U of A advocates for mental and physically different faculty, staff and students to request accommodations for work and study to allow all to succeed on campus. CAPLA and the SoA take reasonable efforts to accommodate different needs as well and consider all requests from the Disability Resource Center. In the recent past this has resulted in identifying a flex room for students with auditory stimulation concerns to sit during louder studio sessions. Also, accommodation was made in AY23-24 for a faculty member to teach in a particular room to meet their physical needs.

The U of A fulfills the American Disability Act through their Design and Specification standard that outlines all Campus Accessibility Requirements. This is achieved through a coordinated collaboration between Facilities Management, Planning, Design, and Construction, and Parking and Transportation Services regarding campus building, facility and transportation access. These partnerships use universal design principles when reviewing new building plans, renovations, and transportation routes and to create future planning for ensuring universal campus access and inclusion. During the 2022 renovation to the West Building of CAPLA, gender neutral restrooms were installed on all three floors to replace the gendered restrooms that were previously there. CAPLA added a lactation room on the 2nd floor of the East Building in fall of 2022. Moreover, the SoA has installed a new automatically opening accessibility door to the SoA offices to accommodate students, faculty and staff with different abilities. CAPLA facilities are ADA accessible throughout and has one elevator.

5.6 Physical Resources
The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

CAPLA inhabits two buildings that are connected by a common outdoor stair (Fig.13). Renovated in 2022, the three-level west building houses the Sundt Gallery, Student and Alumni Center, Faculty/Staff Offices, the Dean's Office, Studio Spaces, Collaborative Spaces, and the Drachman Institute. The west building also houses a lecture hall controlled by the university, two classrooms, the plotter room, photo lab, and computer lab. The CAPLA East Building is a three level and penthouse building that is home to both the School of Architecture and the School of Landscape Architecture and Planning offices, large studio spaces and a conference room that looks out over the Catalina Mountains to the north. Its distinctive design features a full glass north side, allowing studio spaces to be bathed in natural light. The bottom floor hosts an extensive 10,000 square foot indoor / outdoor MaterialsLlab and model shop, providing ample resources for hands-on learning and experimentation.

Figure 13. CAPLA east building to the left and west building to the right as viewed from the north.

5.6.1 Space to support and encourage studio-based learning.

Program Response:
The studio spaces at CAPLA are designed to inspire creativity and collaboration. With expansive, flexible layouts and abundant natural light streaming through large windows, these spaces foster an environment conducive to innovative design work. Studio spaces are located throughout both the CAPLA East and CAPLA West buildings (Fig.14). The West building completed in 2023 has an automated ventilation system that moves natural air through the studios and Sundt Gallery as a response to concerns of air quality that emerged during COVID. The CAPLA studios has structure and MEP systems that are intentionally left exposed as a learning artifact for students. Additionally, their strategic placement adjacent to faculty offices and breakout spaces promotes active learning and mentorship, enhancing the educational experience for students. Studio spaces are organized into pods that accommodate a section of studio. Students in the Foundation studio use hot desks, while students in the B.Arch 2-5 years and M.Arch program have dedicated desks. Each studio section has access to a white board and large monitor on a cart. The Sundt Gallery is a large clerestory lit space for studio reviews and exhibits (Fig.16). Studios also use a meeting and review breakout space called the Green Room which has superior acoustical properties for discursive studio discussions.

Figure 14. Studio space on the 2nd floor of the east building.

Figure 15. Capstone reviews being held in the Sundt Gallery.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:

CAPLA has one lecture hall that is controlled by central scheduling. Lectures are often held in this room and when booked, nearby buildings provide large lecture hall spaces, so students do not have to walk far to get to classes. CAPLA east and west buildings however have two acoustically isolated classrooms, a computer lab with 30 stations, several huddle spaces that provide break out rooms near studios, a printing/plotting room, and a photo lab with VR equipment and a space for photographing models. The MaterialsLab and Model Shop is a 10,000 SF space (Fig.16). The Model Shop is home to four laser cutters and a dozen 3D printers as well as fine-grained work. This lab is open 24/7 by key card access. The MaterialsLab is adjacent and houses a full metal and wood workshop including a CNC room for milling, a robot arm and a 3.5 axis CNC panel cutter, augmenting traditional analog shop tools. There is interior space for the machines, and outdoor space covered for fabrication work and used in hospitable Tucson weather. Students engage in the shop through studio, building technology and design communications course work primarily. There is a full-time shop manager and shop staff person, as well as 5-8 student monitors in any given semester that support interactive and didactic learning.

Figure 16. Students casting plaster in the MaterialsLab.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

In the $10M 2022 renovation, energy and air quality upgrades were integrated in addition to much needed additional studio and faculty office space. This has improved the indoor environmental quality for faculty, staff and students. In the renovation three huddle rooms were added that connect studios to faculty offices where studio sections may meet or faculty may conduct a seminar, or research groups can gather. Furthermore, an informal meeting space was added to the architecture office in 2022. Faculty often use these spaces for course planning, meeting with students in groups, or one on one. The Underwood Garden, to the south of the CAPLA east building, is an outdoor landscape that interprets the ecoregions of the Sonoran Desert and is an instructive water management and bio-diversity case study that recirculates the condensate from the air conditioning system through the pond (Fig.17). Furthermore, a shell pavilion and garden are located west of the West Building.

See the CAPLA webpage "Our Facilities" for more information.

Figure 17. Underwood Garden to the south of the east building.

5.6.4 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, off-site, or hybrid formats have on digital and physical resources.

Program Response:

The B.Arch and M.Arch programs are in-person on-campus programs. The facilities: studios, labs, review rooms, huddle rooms, conference rooms and gallery all support the pedagogy of the program adequately. Courses are managed on the learning management system called D2L. There is a dedicated individual in the college that supports this environment and works with faculty on course development and management in D2L. During COVID, the U of A, as with most universities, pivoted to live online learning. U of A adopted Zoom as the video conference platform and still uses it today to supplement courses. When faculty are out of town for research or a conference and miss one class, they will teach from the road through Zoom.

The U of A has a campus-wide concern with the lack of space available for large lecture courses to meet in person. The B.Arch program now has 80-90 in a cohort. All non-studio courses in the 2nd – 4th year need large lecture halls to accommodate students. The lack of availability makes scheduling difficult for the SoA staff and students are being required to walk great distances for classes across campus. Twice in the past academic year, courses were moved to live online format due to the lack of space. A hybrid format of in person and live online allows for flexibility. However, meeting online is an exception and not a rule and is avoided due to the advertised format of

the courses. Recently, it was discovered that SoA courses were not scheduled at regular times that is followed by the rest of campus causing challenges with identifying large lecture halls for the B.Arch cohort. This has been rectified which has made scheduling easier. However, a long-term plan for additional lecture halls at U of A is needed to meet the needs of growing in-person student courses in the CAPLA programs.

The U of A Libraries has several facilities to support student learning as well as faculty development and pedagogy including:

- Computers stations and software including AutoCAD, SolidWorks, etc.
- CATalyst Studios with state-of-the-art Data Studio, VR/AR Studio and a Maker Studio with training.
- In the Maker Studio, there are 3D printing services, fabrication tools, laser cutters, vinyl cutters, CNC router and CNC mill.
- Students can borrow equipment including iPads, laptops, projectors, cameras, headphones, etc.
- There are over 100 group and individual study rooms available.

See U of A Library report on NAAB accreditation in Criterion 5 – Resources folder of evidence for a full list of the facilities and services available to students and faculty.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:

The SoA annual budget is provided from the U of A through the CAPLA business office. The dean, in consultation with school directors and the Assistant Dean of Finance and Administration makes final determinations based on the needs of the college and its units. The budget of the SoA is organized into personnel and operations. Personnel includes all faculty, staff, administration and student employee costs including benefits. The operational expense categories include faculty and staff travel, IT, office supplies, membership dues, NAAB accreditation, studio reviews (reviewers and food), lectures and events, course project supplies, MaterialsLab and Model Shop, and other taxes and fees.

The challenges for the SoA associated with the budget difficulties are outlined in Section 5.2.4 under the Threats heading. The budget crisis during FY2023-2024 at U of A has resulted in a new centralized budget model for FY2024-2025 and beyond. The central budget no longer based on new activity or growth. This is an issue for colleges and schools trying to innovate and bring on new initiatives, degree programs and projects. Furthermore, in the centralized budget model, the effective personnel budget is lower because of added personnel expenses required to be absorbed by the units (ERE benefits, mandatory cost of living and merit raises, and an increase in the graduate assistant stipend rate).

This has resulted in a reduction of $334,000 in overall budget from FY2024 to FY2025. During that period, this constitutes a 30% lower operational budget and a neutral personnel budget as reflected in Table 16. This has already had negative impacts on the ability for faculty to travel for research and the ability of the school's plans to compensate guest reviewers during Studio Assessments. Also, there has been a reduction in adjunct numbers and an increase in the total FTE of career track faculty taking on larger enrollment courses which makes managing school and college committees challenging. This is exacerbated by an increased enrollment that was initiated through the previous growth incentive budget model for which there are no longer incentives to maintain or increase.

However, through goodwill and creative management, the SoA has been able to continue to support students in field trips, and deliver on the mission of the B.Arch and M.Arch programs. Despite these challenges and unknown mechanisms in the new centralized budget model, the school is working with CAPA business office to find ways to properly fund its personnel and programs. This has not come without strain on faculty and administration, however. This new budget at U of A will continue to require the SoA to be innovative in how it can manage large

enrollment studios and lecture courses. The projected budget beyond FY2025, the current fiscal year, seemingly will be more stable due to the centralization of resources by the university that is intended to control allocations and spending. The projection is that the budgets will increase once the U of A budget shortfall is rectified in the future years.

There has been an ongoing challenge associated with the way in which the financial accounting system at U of A manages accounts and subaccounts and codes and the categories for budget and expenditure needed by the school to support faculty and students in the programs. A system needs to be developed that allows for interpretation of financial data between the SoA and CAPLA business office and the U of A to properly track operational expenses through the fiscal year.

Table 16. Actuals for FY2020 – 2024 with estimated 2025 budget - broken down by personnel and operations.

EXPENSE CATEGORY	FISCAL YEAR					
	2020	2021	2022	2023	2024	2025 est.
Personal Services (Salary/Wages + ERE)						
Administrative	251,000	246,000	268,000	449,000	340,000	340,000
Faculty						
Tenured / Tenured Eligible	1,219,000	1,082,000	1,258,000	1,340,000	1,321,000	1,180,000
Career Track	1,138,000	955,000	1,082,000	1,061,000	1,181,000	1,147,000
Non-Tenure Eligible	165,000	207,000	285,000	484,000	532,000	535,000
Other	55,000	116,000	67,000	121,000	89,000	112,000
TOTAL Faculty	**2,577,000**	**2,360,000**	**2,692,000**	**3,006,000**	**3,123,000**	**2,974,000**
Staff	274,000	214,000	200,000	208,000	275,000	282,000
Graduate Assistant/Associate	294,000	163,000	113,000	173,000	240,000	236,000
Student Worker (hourly)	91,000	48,000	65,000	73,000	80,000	86,000
TOTAL Personal Services	**3,487,000**	**3,031,000**	**3,338,000**	**3,909,000**	**4,058,000**	**3,918,000**
Operations						
Operations (General Expenses)	182,000	97,000	147,000	146,000	144,000	170,000
Operations (Travel)	49,000	0	24,000	66,000	38,000	36,000
Operations (Student Aid)	139,000	164,000	210,000	175,000	204,000	98,000
Operations (Other)	73,000	98,000	105,000	109,000	112,000	0
TOTAL Operations	**443,000**	**359,000**	**486,000**	**496,000**	**498,000**	**304,000**
TOTAL EXPENSES	**3,930,000**	**3,390,000**	**3,824,000**	**4,405,000**	**4,556,000**	**4,222,000**

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

Program Response:
The architecture literature and visual resources to support the B.Arch and M.Arch program are located at the Main Library near central campus and online at: https://www.library.arizona.edu/. The information resources available to students, faculty and staff in the SoA include print and digital books, reference works, technical standards, laboratory and technical reports, online journals, conference proceedings, videos, research databases, as well as the campus repository materials such as UA theses.

See U of A Library report on NAAB accreditation in Criterion 5 – Resources folder of evidence for a full list of the facilities and services available to students and faculty.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:
The architecture librarian is Paula C. Johnson, Associate Librarian and Liaison to the College of Architecture, Planning and Landscape Architecture. Shan Sutton is the Dean of the University of Arizona Libraries.

See the library website to learn more about Paula Johnson. The SoA director and CAPLA Librarian Paula Johnson met in the summer of 2024 to discuss the planning of a workshop for SoA faculty, students and staff in the spring of 2025 to discuss additional ways that the U of A library can support the SoA and CAPLA.

See Criterion 5 – Resources folder of evidence for the U of A Library Report on NAAB Accreditation for a full list of the facilities and services available to students and faculty.

6—Public Information
The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

Each program is responsible for demonstrating compliance with each criterion. If the programs have separate webpages, responses below should clearly identify and demonstrate compliance for the respective program.

6.1 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, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:
NAAB exact language in the 2020 Conditions for Accreditation, Appendix 2, can be found on the CAPLA website on the NAAB accreditation page.

6.2 Access to NAAB Conditions and Procedures
The program must make the following documents available to all students, faculty, and the public, via the program's website:
   a) Conditions for Accreditation, 2020 Edition
   b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
   c) Procedures for Accreditation, 2020 Edition
   d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:
The following documents are available on the CAPLA website on the NAAB Accreditation page (scroll down to accreditation resources and reports, first drop-down, NAAB Conditions and Procedures):

- Conditions for Accreditation 2020
- Conditions for Accreditation 2014 (date of last visit was 2016)
- Procedures for Accreditation 2020
- Procedures for Accreditation 2015

6.3 Access to Career Development Information
The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:

There are three primary resources for career development and placement services for SoA students. The first is the annual CAPLA Job Interview Fair. The virtual fair is held in the fall semester and the in-person fair in the early spring semester of each year in which firms from across the southwest and west coast visit Tucson for a two-day event. In preparation for the fair, the AIAS hosts a portfolio workshop to learn how to present in an interview both their design work as well as their resume and answering interviewer questions professionally. Students practice interviewing for employment with visiting firms that set up booths throughout the CAPLA facilities for 'speed dating' style interviewing with 25-minute interviews and 5-minute transitions. The interviews provide an opportunity for students to ask questions about career planning and consider the breadth of firm types available. In addition to the interviews, students attend a browsing session to learn about all the firms broadly like an exhibit hall format and attend a networking evening reception for all the firm representatives, faculty and staff (Fig.18). Many of the firms are alumni of the SoA. The number of firms participating is increasing every year. Scholarships are offered on the proceeds from the event.

See the CAPLA website for detailed information on the job interview fair and associated events and activities.

Figure 18. CAPLA interview fair in the Sundt Gallery.

The second access point for career development and placement is the SoA internship class available to all B.Arch and M.Arch students as an elective. The course, taught and managed by Michael Kothke, the NCARB Liaison, is available to students during the calendar year as a fall, spring or summer course between 1-3 credits depending on the hours at the internship. Students record NCARB AXP hours through the course and answer evaluative questions about their internship experience regarding career development and planning. In addition, Professor Kothke facilitates the path to licensure workshops annually for all SoA students. Related, CAPLA runs an externship program for students during the summer whereby students are placed in host firms in cities throughout the U.S., usually with alumni owned companies.

See 5.4.2 Human Resources Development for more information about this course and the path to licensure workshops.

The third career development resource available to students is exposure to professionals through a variety of venues and activities. The Futures Council network dinner is where members of the CAPLA Futures Council meet with students socially to discuss career goals and offer their insight and advice. The last Futures Council networking dinner was held in fall of 2023. See CAPLA website for more information on the Futures Council. Further, during Studio Assessments, students interact and are exposed to professionals that visit the school for

studio reviews. Finally, the SoA co-sponsors a bus to take students to the annual AIA Arizona conference where they network with professionals in the state.

6.4 Public Access to Accreditation Reports and Related Documents
To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:
   a)   All Interim Progress Reports submitted since the last team visit
   b)   All NAAB responses to any Plan to Correct (if applicable) and any NAAB responses to the program Annual Reports since the last team visit
   c)   The most recent decision letter from the NAAB
   d)   The Architecture Program Report submitted for the last visit
   e)   The final edition of the most recent Visiting Team Report, including attachments and addenda
   f)   The program's optional response to the Visiting Team Report
   g)   Plan to Correct (if applicable)
   h)   NCARB ARE pass rates
   i)   Statements and/or policies on learning and teaching culture
   j)   Statements and/or policies on diversity, equity, and inclusion

Program Response:
All public access reports and documents related to NAAB accreditation are posted publicly on the CAPLA webpage titled, "Accreditation Status and Professional Registration". The webpage includes four drop-down tabs under the section called "Accreditation Resources and Reports". The drop-down tabs organize the NAAB information.

NAAB Conditions and Procedures
   •   2014 NAAB Conditions for Accreditation
   •   2015 NAAB Procedures for Accreditation
   •   2020 NAAB Conditions for Accreditation
   •   2020 NAAB Procedures for Accreditation

University of Arizona School of Architecture NAAB Data
   •   Policy on Studio Culture
   •   Teaching and Learning Culture Policy (2024)
   •   NAAB Student Performance Criteria with links to the B.Arch and M.Arch Matrices
   •   Interim Progress Report (2018)
   •   Pass Rates

Bachelor of Architecture NAAB Data
   •   2016 Architecture Program Report (B.Arch and M.Arch)
   •   2016 Visiting Team Report (B.Arch and M.Arch)
   •   2016 NAAB Decision Letter (B.Arch and M.Arch)

Master of Architecture NAAB Data
   •   2013 Architectural Program Report
   •   2013 Notice of Initial Accreditation
   •   2016 Architecture Program Report (B.Arch and M.Arch)
   •   2016 Visiting Team Report (B.Arch and M.Arch)
   •   2016 NAAB Decision Letter (B.Arch and M.Arch)

B.Arch.:

	Requirement	Program Website Link (if applicable)
a)	All Interim Progress Reports submitted since the last team visit	This is located under the tab titled: University of Arizona School of Architecture NAAB Data. The link is 2018 2-Year Interim Progress Report.
b)	All NAAB responses to any Plan to Correct (if applicable) and any NAAB responses to the program Annual Reports since the last team visit	This is located under the tab titled: University of Arizona School of Architecture NAAB Data. The link is 2018 2-Year Interim Progress Report.
c)	The most recent decision letter from the NAAB	This is located under the tab titled: Bachelor of Architecture NAAB Data. The link is 2016 NAAB Decision Letter.
d)	The Architecture Program Report submitted for the last visit	This is located under the tab titled: Bachelor of Architecture NAAB Data. The link is 2016 Architectural Program Report (B.Arch + M.Arch).
e)	The final edition of the most recent Visiting Team Report, including attachments and addenda	This is located under the tab titled: Bachelor of Architecture NAAB Data. The link is 2016 Visiting Team Report.
f)	The program's optional response to the Visiting Team Report	Not Applicable
g)	Plan to Correct (if applicable)	Not Applicable
h)	NCARB ARE pass rates	This is located under the tab titled: University of Arizona School of Architecture NAAB Data. The link is NCARB published pass rates for the ARE and another link for ARE pass rates for UA.
i)	Statements and/or policies on learning and teaching culture	This is located under the tab titled: University of Arizona School of Architecture NAAB Data. There is a link to the Policy on Studio Culture and the Teaching and Learning Culture Policy.
j)	Statements and/or policies on diversity, equity, and inclusion	This is located on the CAPLA webpage titled: Equity, Diversity & Inclusion.

M.Arch.:

	Requirement	Program Website Link (if applicable)
a)	All Interim Progress Reports submitted since the last team visit	This is located under the tab titled: University of Arizona School of Architecture NAAB Data. The link is 2018 2-Year Interim Progress Report.
b)	All NAAB responses to any Plan to Correct (if applicable) and any NAAB responses to the program Annual Reports since the last team visit	This is located under the tab titled: University of Arizona School of Architecture NAAB Data. The link is 2018 2-Year Interim Progress Report.
c)	The most recent decision letter from the NAAB	This is located under the tab titled: Master of Architecture NAAB Data. The link is 2016 NAAB Decision Letter.
d)	The Architecture Program Report submitted for the last visit	This is located under the tab titled: Master of Architecture NAAB Data. The link is 2016 Architectural Program Report (B.Arch + M.Arch).
e)	The final edition of the most recent Visiting Team Report, including attachments and addenda	This is located under the tab titled: Master of Architecture NAAB Data. The link is 2016 Visiting Team Report.
f)	The program's optional response to the Visiting Team Report	Not Applicable
g)	Plan to Correct (if applicable)	Not Applicable

Requirement	Program Website Link (if applicable)
h) NCARB ARE pass rates	This is located under the tab titled: University of Arizona School of Architecture NAAB Data. The link is NCARB published pass rates for the ARE and another link for ARE pass rates for UA.
i) Statements and/or policies on learning and teaching culture	This is located under the tab titled: University of Arizona School of Architecture NAAB Data. There is a link to the Policy on Studio Culture and the Teaching and Learning Culture Policy.
j) Statements and/or policies on diversity, equity, and inclusion	This is located on the CAPLA webpage titled: Equity, Diversity & Inclusion.

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:
   a) Application forms and instructions
   b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
   c) Forms and a description of the process for evaluating the content of a non-accredited degrees
   d) Requirements and forms for applying for financial aid and scholarships
   e) Explanation of how student diversity goals affect admission procedures

Program Response:

The CAPLA website includes public information for prospective students to understand the policies and procedures for evaluating applicants for admission to the B.Arch and M.Arch programs for both first-time students and transfer students. The location of the public information is included below per NAAB prompts as a link to the CAPLA website.

B.Arch.:
   a) Application forms and instructions
   b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
   c) Forms and a description of the process for evaluating the content of a non-accredited degrees

Prospective students may locate application forms and instruction on the CAPLA webpage titled Bachelor of Architecture Admission & Cost. The link at the top of the page takes students to the U of A admission portal where students can apply for admissions. Scrolling down on the same page for CAPLA B.Arch admissions one finds information about the admissions process including links to the following: How to Apply as a First Year Student; How to Apply as an International Student; and How to Apply as a Transfer Student.

Language on the same webpage indicates that students applying for First-Year fall admissions to the Bachelor of Architecture program need to meet the general admissions requirements of the U of A. This includes having a core unweighted high school GPA of at least 3.5 (on a 4.0 scale) to be automatically admitted. The website also conveys that students who fall below a 3.5 core unweighted GPA and hold at least a 3.0 are encouraged to apply with additional information. These applicants are subject to an SoA holistic review process including students' personal statement, activities resume, course rigor and types of classes taken all speaking to the student's ability and interest in art, design and/or architecture. The webiste indicates that CAPLA does not require portfolios for undergraduate admissions.

A drop-down menu for TRANSFER STUDENTS on the same page conveys transfer student application information from non-NAAB accredited majors as well as NAAB accredited program transfers. The webpage drop-down

provides guidance on student submission requirements to apply for advanced standing from another NAAB accredited program to start at the second year including unofficial transcripts, a portfolio of work and syllabi for all architecture-related major courses, including studios. The language outlines the process by which their submission will be reviewed and how to submit.

d) Requirements and forms for applying for financial aid and scholarships

The same B.Arch Admissions webpage has the program costs illustrated. It also has a link at the bottom to the U of A portal for students to apply for scholarships and financial aid. There is another CAPLA webpage, Cost & Financial Aid, that provides prospective students a breakdown of costs and a tuition calculator, and a link to the U of A at large scholarship and financial aid portal.

CAPLA has another Scholarship webpage with CAPLA and SoA specific scholarships under a drop-down menu that includes eligibility requirements, amounts of the scholarships and whether it is needs-based or merit-based aid. The webpage has link buttons to help students apply through ScholarshipUniverse or links to scholarships that are outside of ScholarshipUniverse. The deadline to apply for CAPLA specific scholarships is posted on the webpage.

e) Explanation of how student diversity goals affect admission procedures

There is a statement on the B.Arch Admissions webpage that indicates how diversity affects admissions:

> "The B.Arch program has a record of admitting and supporting a diverse student body in terms of gender, race, ethnicity, sexual orientation, and socioeconomic demographics. The SoA values a range of diverse backgrounds and experiences of students and faculty as it enriches and strengthens the culture and learning in our programs. However, prospective students are evaluated during admissions based on the merits of their application materials as they indicate one's capacity and promise to become a successful architect. Per the recent U.S. Supreme Court ruling we do not ask nor consider personal diversity characteristics during the application and admissions review process."

M.Arch.:
a) Application forms and instructions
b) Admissions requirements; admissions-decision procedures, including policies and process for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees

The M.Arch program admissions policies and procedures are recorded on the Master of Architecture Admissions & Cost webpage for CAPLA. The page has drop-down menus that contain the relevant information regarding M.Arch admission policies and procedures that govern the evaluation of applicants for admission to the program. The following drop-down menus include the necessary information for applicants:

- Admissions Requirements: This drop-down menu outlines that applicants need to meet U of A Graduate College admissions standards. The standards are listed on the CAPLA website and a link is included that direct applicants to the Graduate College webpage that contains this information.
- Application Process: This drop-down menu lists how to apply with links to GradApp the Graduate College portal for applicants, information about the application fee, and the documents that need to be uploaded in PDF format including: personal statement, CV, letters of recommendation, portfolio, and transcripts. There is a statement that indicates that all students are to apply in the summer semester for regardless of the three or two-year advanced standing path and that advanced standing students will be automatically changed to fall semester matriculation.
- Applicants Without Formal Architectural Backgrounds: This drop-down menu provides additional considerations that applicants should take in preparing their portfolio to maximize their opportunity for admissions.

- Application Review Process + Advanced Standing: This drop-down menu informs applicants of the policies and procedures that the program uses to review applications and consider preparatory education for advanced standing. This includes the evaluation form used by the committee for reviewing NAAB related prior coursework.

d) Requirements and forms for applying for financial aid and scholarships

The same M.Arch Admissions webpage has the program costs illustrated. It also has a link at the bottom to the U of A portal for students to apply for scholarships and financial aid. There is another CAPLA webpage, Cost & Financial Aid, that provides prospective students a breakdown of costs and a tuition calculator, and a link to the U of A at large scholarship and financial aid portal.

CAPLA has another Scholarship webpage with CAPLA and SoA specific scholarships under a drop-down menu that includes eligibility requirements, amounts of the scholarships and whether it is need based or merit based aid. The webpage has link buttons to help students apply through ScholarshipUniverse or links to scholarships that are outside of ScholarshipUniverse. The deadline to apply for CAPLA specific scholarships is posted on the webpage.

f) Explanation of how student diversity goals affect admission procedures

The same M.Arch Admissions webpage has information in the Application Review Process drop-down menu regarding diversity in admissions that states:

> "The M.Arch program has a record of admitting and supporting a diverse student body in terms of gender, race, ethnicity, sexual orientation, and socioeconomic demographics. The SoA values a range of diverse backgrounds and experiences of students and faculty as it enriches and strengthens the culture and learning in our programs. However, prospective students are evaluated during admissions based on the merits of their application materials as they indicate one's capacity and promise to become a successful architect. Per the recent U.S. Supreme Court ruling we do not ask nor consider personal diversity characteristics during the application and admissions review process."

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:
Financial aid information is made available to students publicly on the CAPLA website with a specific webpage that includes information about costs for both the B.Arch and M.Arch students. The webpage links to the U of A portal for scholarships and financial aid.

See CAPLA website on the Cost and Financial Aid webpage.

6.6.2 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.

Program Response:
The estimate for the total cost of education per year including tuition, program fees, textbooks, model supplies, computer/software, travel, and printing/plotting is included on the CAPLA website for both the B.Arch and M.Arch program.

See CAPLA website on the Cost and Financial Aid webpage and the B.Arch Admissions and M.Arch Admissions pages.

APPENDIX CONTENTS:

1   **B.Arch and M.Arch PC/SC Matrices**
2   **B.Arch and M.Arch Assessment Logics**
3   **University Regional Accreditation Letter**
4   **B.Arch and M.Arch Course Lists**
5   **Organizational Chart**
6   **Faculty Resumes**

Appendix 1 – B.Arch and M.Arch PC/SC Matrices

B.Arch PC/SC Matrix

Course columns:

Year 1 — FALL: ARC 101a/b Foundation Studio I; ARC 131a/b Design and Environment I/II — SPR: ARC 102 Foundation Studio II; ARC 121 Physical Principles of Blt Envmt

Year 2 — FALL: ARC 201 Design Studio I; ARC 221 Building Construction I; ARC 231 History+Theory I; ARC 241 Techne I — SPRING: ARC 202 Design Studio II; ARC 222 Building Technologies I; ARC 232 History+Theory II; ARC 242 Techne II

Year 3 — FALL: ARC 301 Design Studio III; ARC 321 Building Technologies II; ARC 326 Pre-Design; ARC 333 History+Theory III; ARC 341 Techne III — SPRING: ARC 302 Design Studio IV; ARC 322 Building Construction II; ARC 435 Critical Inquiry & Expression; ARC 436 Ethics+Practice

Year 4 — FALL: ARC 401 Design Studio V; ARC 421 Building Technologies III; ARC 441 Contract Documents; ARC 493 Internship — SPRING: ARC 410f Options Studio I; various R&I elective 1; various R&I elective 2; ARC 493 Internship

Year 5 — FALL: ARC 410f Options Studio II; ARC 497 Project Inquiry; various R&I elective 3 — SPR: ARC 498 Capstone Studio; various R&I elective 4

Direct: Course Assessment; Studio Assessment; Stream Assessment

Indirect: Town Halls; Exit Survey; SoA Workshops; Program Meetings; Curriculum Meetings; Capstone Synthesis

Shared Values
- Design
- Env. Stewardship & Professional Respon.
- Equity, Diversity & Inclusion
- Knowledge & Innovation
- Leadership, Collab. & Community Engmt.
- Lifelong Learning

Program Criteria
- PC.1 Career Paths
- PC.2 Design
- PC.3 Ecological Know. & Respon.
- PC.4 History & Theory
- PC.5 Research & Innovation
- PC.6 Leadership & Collaboration
- PC.7 Learning & Teaching Culture
- PC.8 Social Equity & Inclusion

Student Criteria
- SC.1 HSW in the Built Environ.
- SC.2 Professional Practice
- SC.3 Regulatory Context
- SC.4 Technical Knowledge
- SC.5 Design Synthesis
- SC.6 Building Integration

M.Arch PC/SC Matrix

	Year 1 FALL				Year 1 SPRING				Year 2 FALL				Year 2 SPRING					Year 3 FALL		Year 3 SPRING			Direct				Indirect				
	ARC 510b Immersion Studio II	ARC 521a Integrated Technologies I	ARC 531 History+Theory I	ARC 540b Design Communications I	ARC 510c Immersion Studio III	ARC 521b Integrated Technologies II	ARC 526 Pre-Design	ARC 532 History+Theory II	ARC 510d Comprehensive Studio I	ARC 521c Integrated Technologies III	ARC 533 History+Theory III	ARC 540c Design Communications III	ARC 510e Comprehensive Studio II	ARC 521d Integrated Technologies IV	various History+Theory req'd electve	ARC 535 Critical Inquiry+Expression	ARC 541 Contract Documents	ARC 510f Options Studio	ARC 909 Master's Project Preparation	ARC 909 Master's Project	ARC 536 Ethics+Practice	various Integrated Tech req'd electv	Course Assessment	Studio Assessment	Stream Assessment	Milestone	Town Halls	SoA Workshops	Program Meetings	Curriculum Meetings	Masters Project Synthesis
Shared Values																															
Design	X				X				X				X					X		X								X			
Env. Stewardship & Professional Respon.		X				X								X														X			
Equity, Diversity & Inclusion			X												X													X			
Knowledge & Innovation																												X			
Leadership, Collab. & Community Engmt.																												X			
Lifelong Learning							X									X	X	X	X	X	X							X			
Program Criteria																															
PC.1 Career Paths	X						X														X		X		X	X				X	X
PC.2 Design													X							X			X	X	X	X				X	X
PC.3 Ecological Know. & Respon.																							X		X	X				X	X
PC.4 History & Theory			X					X		X										X			X	X	X	X				X	X
PC.5 Research & Innovation										X									X	X			X	X	X	X				X	X
PC.6 Leadership & Collaboration							X												X	X	X		X	X	X	X				X	
PC.7 Learning & Teaching Culture																							X	X	X		X	X	X	X	
PC.8 Social Equity & Inclusion							X				X		X										X		X	X				X	X
Student Criteria																															
SC.1 HSW in the Built Environ.							X							X			X			X	X		X		X	X				X	
SC.2 Professional Practice							X										X				X		X		X	X				X	
SC.3 Regulatory Context							X										X						X		X	X				X	
SC.4 Technical Knowledge		X				X				X				X									X	X	X	X				X	
SC.5 Design Synthesis																			X	X			X	X	X	X				X	X
SC.6 Building Integration													X							X			X	X	X	X				X	X

Appendix 2 – B.Arch and M.Arch Assessment Logics

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SoA NAAB ASSESSMENT LOGIC - B.ARCH PROGRAM

NAAB CRITERION	COURSE	YEAR	INSTRUCTOR	STREAM	PHASE	STUDENT LEARNING OUTCOMES — *What is the learning objective(s) or outcome(s) that addresses this criterion? What is being assessed?*	ASSESSMENT METHOD — *How is this assessed? What tools are used to evaluate student learning?*	TARGET / BENCHMARK — *How do you define success?*	RESULT — *What percentage of students achieve success?*	PLAN FOR IMPROVEMENT — *What actions did you take/plan to take because of this assessment?*	LINKS + DESCRIPTION OF EVIDENCE — *Course materials in Box folders*
PC.1	ARC 436	2024S	C. Pifer	Practice	Core	1. **Identify** the broad set of skills an Architecture degree provides, and understand how those skills may be applied both within the construction industry, and outside the industry in various alternative career paths.	METHOD: Using instructor and guest lecture Q&A as well as in-class discussion, students discuss the entire path to licensure, from school, AXP, to ARE to Licensure with state board of technical registration. This criterion is assessed in the midterm (10% class grade) and final exams (15% class grade). Instruction delivered in Lectures 13 and 10. Lecture 13 content assessed in Midterm exam questions 13 & 14. And final exam questions 10, 11,17, & 22. Lecture 10 Content assessed in Midterm exam questions 03 & 13 and final exam questions 12, 14 & 17	The benchmark for PC.1 is 80% (B) or above. Midterm and Final exams are assessed on a numerical scale based on multiple choice and short answer questions. Periodically through the semester, assessment statistics are reviewed to identify gaps in knowledge for reinforcement.	2024 Data: Midterm Average: 79.11% 45/81 Students achieved a grade of 80% or higher. Final Average: 94.43% 74/81 Students achieved a grade of 80% or higher	Separate out the specific elements of the course related to this criterion in assessments. This would enable more granular tracking of success for this criterion. Closer tracking would enable earlier and more effective reinforcement of content.	https://arizona.app.box.com/folder/28253 7767028
PC.1	131B	2023F	D.Sylvester	Studio	Foundation	Understand various ways design professionals contribute to the design of the built environment (2024F)	Quiz	The benchmark for PC.1 is 80% (B) or above.	181 total tudents in course. 85.9% of the students received a B or higher	ARC131 and the accompanying studio (ARC101) are under development to become more interdisciplinary for the College.	https://arizona.app.box.com/folder/28253 7767028
PC.2	ARC 498	2024S	B. Mackey	Studio	R+I	1. **Understand** the relationship between the built environment and policy and regulation. What are the issues? What have other people said about these issues? What architectural interventions have addressed these issues? This understanding shall have a keen interest in relating resultant designs and the various cultural, practical, and environmental factors at play. 2. Have the **ability** to provide a methodology for the design process to organize the creation of a vision and establish goals to evaluate generated products. 3. Have the **ability** to intervene. To create a physical intervention in a real space thoroughly exploring the relationship between the issues and vision.	1. Identify a problem or issue in the built environment/landscape that is a result of policy and regulation. The problem shall be contextualized in theory and precedent as researched in ARC497 Project Inquiry. 2. Provide a vision or attitude regarding the problem and issue. Provide a methodology, structure, backbone to organize the physical manifestation of the vision in relation to the problem and the associated theory and precedent. 3. Understand the physical context in which this problem or issue exists. The student must draw plans, sections, maps, diagrams, and axonometrics for this investigation. 4. Present ideas, notions, interventions that respond to 1, 2, and 3 above. The presentation shall include text and diagrams. The diagrams shall be a minimum of plan, section, and axonometric. 5. Understand how to evaluate the intervention. Is it successful? What do you use to measure the success?	The benchmark for PC.2 is 80% (B) or above.	89% of students succeeded. 89% received A 66% received B 11% received C	I would like to define the criteria outlined in "EXECUTION" better. I would like students to assess their work more directly. Did the students define a process or set of criteria in which to assess their resulting designs?	https://arizona.app.box.com/folder/28253 3193219
PC.2	ARC 498	2024S	B. Weinstein	Studio	R+I	1. **Follow a self-initiated architectural project through the major design phases**, iteratively employing diverse architectural design methods including modelling, drawing and writing. 2. **Develop a research-informed and conceptually based** architectural project that enhances the qualities of a place, responding to social, ecological, cultural, technological and/or other matters that matter as set forth through research. 3. Manifest a personal architectural **position** through the design of a comprehensive architectural project, **presented in an authentic, precise and compelling manner** through written, verbal and visual media.	METHOD: Each of the Project Phases in the semester (1_Preliminary, 2_Schematic, 3_Developed, 4_Resolved and 5_Refined/re-presented) will be assessed using the criteria for evaluation laid out in 2.3.3 (Concept, Process and Execution). Each phase builds in complexity, specificity, and comprehensiveness. Lesser emphasis is placed on execution in preliminary and schematic phases. See differing weights per assignment/ project phase in Syllabus (https://arizona.box.com/s/jyd56kx6yttf372ydqzy9ogtxwq6xdo3)	The benchmark for PC.2 is 80% (B) or above. Each phase is evaluated on scale of 0-10, with 9-10 = A, 8-8.99 = B; 7-7.99= C. Each assignment criteria articulated in grade sheet (https://arizona.box.com/s/ugbzyqa2d2h7uj7c02o2k4wqn1gnr). Comments and grades communicated through D2L. An overall grade for each assignment was given.	**Project Part 1** 69% of students receiving 80% or above (success) 31% of students receiving 70% or above (passing, studio) **Project Part 2** 69% of students receiving 80% or above (success) 31% of students receiving 70% or above (passing, studio) **Project Part 3** 85% of students receiving 80% or above (success) 15% of students receiving 70% or above (passing, studio) **Project Part 4** 85% of students receiving 80% or above (success) 15% of students receiving 70% or above (passing, studio) **Project Part 5** 85% of students receiving 80% or above (success) 15% of students receiving 70% or above (passing, studies **Final Grade** (Grade Roster, rounding up/down)	Rewrite learning objectives; these are largely inherited from Dan Hoffman's structure. More clearly differentiate 1) research, 2) position, 3) process, 4) execution with verbal, written and visual communication. More clear rubric to help with grading, particularly with larger numbers of students Initiate concept models in ARC497 so that students begin to translate ideas sooner.	https://arizona.app.box.com/folder/28253 3193219
PC.2	ARC 201	2023F	C. Domin	Studio	Core	1. **Understand** the unique challenges of designing within existing conditions. 2. **Understand** the constructive logic of buildings via documentation and measurement of existing conditions - structure and enclosure. 3. **Present** an interpretation of existing conditions and new program using image, drawings, and text. 4. **Develop** an architectural project that attempts to enhances the qualities of a place though an understanding of context, materials, environmental conditions, and building technology, both existing and new 5. **Find value** in the existing fabric of cities through understanding, documenting, and defining the architectural character of a building.	1. Via ARC 201 Assignment 1, 2, 3 deliverables + evaluation and Faculty Presentation. 2. Via ARC 201 Assignment 1 deliverables and Faculty Presentation. 3. Via ARC 201 Assignment 1, 2, 3 deliverables + evaluation . 4. Via ARC 201 Assignment 1, 2, 3 deliverables + evaluation . 5. Via ARC 201 Assignment 1, 2, 3 deliverables + evaluation .	The benchmark for PC.2 is 80% (B) or above. Learning Outcomes for ARC201 are assessed via detailed grading rubrics for each of the semester assignments.	**Assignment # 1** 12/86 or 14.1% achieving an A 31/86 or 36% achieving a B **Module or Assignment # 2** 17/86 or 19.8% achieving an A 44/86 or 51.2% achieving a B **Module or Assignment # 3** 27/86 or 31.4% achieving an A 37/86 or 43% achieving a B **FINAL GRADE** 23/86 or 26.7% achieving an A 40/86 or 46.5% achieving a B Percent of students receiving 80% or above (success) 73.2% Percent of students receiving 70% or above 95.3%	For the next iteration of ARC201 Existing Condition studio, we aspire to do more of less. To focus on the essential conditions of the existing building including the constructive logic, social, and historical context. We would like to focus even more deeply and how to make alterations to the existing condition based on a more nuanced understanding of masonry construction, steel, and timber framing. At least two coordination meetings should be scheduled during the sequence of each project to keep the focus on shared studio criteria linked to the central theme of the studio, Existing Conditions. The threshold, mirador, and stair components will benefit from clarification in the next iteration. We would like to redouble our efforts to align grading outcomes with clearly defined project criteria stated in a syllabus, evaluation rubric, and project statements.	https://arizona.app.box.com/folder/28253 3193219
PC.2	ARC 498	2024S	C. Domin	Studio	R+I	1. **Ability** to create and present a conceptual research-based design project composed of drawings, models, and generative artifacts related to (Meta)Physics of Light. 2. **Ability** to develop a project statement that establishes goals framed within a clear definition of site, program, and (Meta)Physics of Light research. 3. **Ability** to create present an interpretation of a site and program, with light as the super-program, using image, drawings, and text. 4. **Develop** an architectural project that enhances the qualities of a place though an understanding of light, materials, environmental systems, and building technology. 5. **Manifest** a personal Light of Place position through the design of a comprehensive architectural project with a pronounced sensitivity to light, place, the predicament of culture, and ecological resilience.	1. Provide a range information and data regarding the physical and cultural qualities of a site with light at the center of the investigation Via ARC 498 Assignment 1, 2, 3 deliverables + evaluation and Faculty + Student Presentation. 2. Manifest (Meta)Physics of Light research in a manner that enhances the human, energetic, cultural, and material potential of the site Via ARC 498 Assignment 1 deliverables and Faculty + Studewnt Presentation. 3. Present a project in an authentic, precise, and compelling manner through written, verbal, and visual information as a logical outcome of (Meta)Physics of Light research Via ARC 498 Assignment 1, 2, 3 deliverables + evaluation	The benchmark for PC.2 is 80% (B) or above. Learning Outcomes for ARC498 are assessed via detailed grading rubrics for each of the semester assignments and external evaluation rubric at the final Project 3 review. MPL student Tyler Newman received the Capstone Studio Design Excellence Award 2024, vetted by external evaluators	Based on current projections, 100% of the 14 student cohort achieved success based on our rubric and grading criteria: 5 (A), 7 (B), 2 (C)	For the next iteration of MPL ARC498 Capstone studio, we will focus more attention on the transition from The Research and Inquiry phase of the endeavor to site and project intertwined. The,relatively objective, light typology investigations should could be more clearly integrated into the final phiase of teh investigation via finite and active intevestigation which foucess attention on the Light of Place project development. The trip the our site location should be completed earlier in the schedule—possibly during the first week of the spring semester to the week before school begins (if possible).	https://arizona.app.box.com/folder/28253 3193219
PC.2	ARC 498	2024S	C. Trumble	Studio	R+I	1. **Demonstrate** conceptual, schematic design and design development skills.	Students are required to collaborate on the **conceptual design of a masterplan.** They are to participate in the conceptual, schematic and design development of an architectural component project within the masterplan. **The designs are to be developed iteratively and presented in diagrams, drawings, renders, digital and physical models.**	80% benchmark for studio standard	9 students were enrolled in this course spring 2024. 9 of 9 students satisfied this learning outcome. Four at the level of (4) "Agree" and five at the level of "Strongly Agree" (5).	IMPROVEMENT PLAN: Adjust course schedule to accommodate more time for Iterative Conceptual Development and Design Development. GOAL: to have all students engage in more conceptual exploration and definition, and to have more depth and iterative development of general designs. This qualitative measure is an augmentation of the general learning outcome. Aspire to have 75% perform at level of 5 (up from 35%).	https://arizona.app.box.com/folder/28253 3193219
PC.2	ARC 302	2024S	E. Guerrero	Studio	Core	1. **Formulate** a design that responds to social equity in an urban context, shaping the built environment. 2. **Interpret and synthesize** multiple factors that demonstrate strategies for the site, climate, and social conditions. 3. **Identify** urban theories, strategies, and propose an urban conceptual frame of development for the area of interest. 4. **Evidence** of a design in multiple scales of development. Awareness of architects' responsibilities on all scales. (region, metropolitan, city, district, neighborhood, block, site, building, street). 5. **Develop** a project with organizational principles and spatial order using diverse spatial frameworks. Some spatial framework expected to develop are eye view level explorations, transitions of light-shadow, outdoor-indoor. Awareness of thresholds, edges, boundaries and connections and sequences of in between spaces. 6. **Demonstrate** understanding of the spatial experience of transitions outdoor/indoor, light/shadow, public/private, thresholds, edges, and boundaries.	**Module A. Research.** Learning outcomes: 1,2,4. NAAB criteria: Program Criterion 2 **Module B. Predesign.** Learning outcomes: 1,2, 3, 4, 7, 8, 9. NAAB criteria: Program Criterion 2; Program Criterion 8 **Module C. Design concept.** Learning outcomes: 1 2 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16. NAAB criteria: Program Criterion 2; Program Criterion 8; Student Criterion 5 **Module D. Schematic design.** Learning outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14, 15, 16. NAAB criteria: Program Criterion 2; Program Criterion 8; Student Criterion 5; Student Criterion 6 **Module E. Design development and Systems selection.** Learning outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. NAAB criteria: Program Criterion 2; Program Criterion 8; Student Criterion 5; Student Criterion 6 **Module F. Design resolution and review.** Learning outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. NAAB criteria: Program Criterion 2; Program Criterion 8; Student Criterion 5; Student Criterion 6 **Module G. Responsibility and collaboration, spreads, notes.** Learning outcomes: 1, 2, 3, 7, 8, 9, 14, 15, 16.	The benchmark for PC.2 is 80% (B) or above.	84 students Coordinated studio, **Module A:** 94% of students achieved B or higher **Module B:** 94% of students achieved B or higher **5 sections** Section 1, 16/15 passed. Section 2, 17/17 passed. Section 3, 17/16 passed. Section 4, 17/15 passed. Section 5, 17/16 passed.	**a) plan for improving the course.** Focus on the site of interest, and schedule modules and open chamelites before holidays. _plan for improving the learning outcome LO1 Find required equivalent complexity on the proposed sites. LO2 Focus on the site of interest vs. other cities in the world. LO3 Reduce the number of scales for analysis to 4. LO4 Shorten the length of mapping assignment LO5 Introduce unit design simultaneously to indoor-outdoor transitions analysis. LO6 Strengthen the relationship between transitions and program. _plan for improving the assessment method and or scale of evaluation. Before the course starts, produce a deep reflection among instructors and discuss the learning outcome, the module, the rubric, and the expectations during faculty meetings. Reduce the evaluated components in all rubrics. **b) goal for increasing the percentage of students that demonstrate learning of this outcome for next year.** Develop cleaner link between learning outcome, rubrics, and assessment by clearly sharing the learning outcomes during	https://arizona.app.box.com/folder/28253 3193219
PC.2	ARC 498	2024S	J. Robles	Studio	R+I	Upon successful completion of this course, students will: 1. **Understand** the complexities of design in the context of its environmental, energetic, ecological, and cultural implications. 2. Have the **ability** to respond to project goals and values set forth by research and iterative study through the design process 3. Have the **ability** to contextualize their work through research by critically positioning it through referential investigative and iterative processes of defining, embracing, responding to, and enhancing the qualities of a place, its ecosystem, inhabitants, environments, and materials. 4. Have the **ability** to explore multiscale design proposals based on iterative material information and processes from the micro-macro	Each Phase will be assessed using the Criteria of Evaluation laid out in 2.3.3 at each phase through the semester. Each phase builds in complexity and specificity as the project develops, and will be evaluated per the Criteria set forth in 2.3.3. The Semester culminates in a singular, final project and exhibit that embodies the learning outcomes through the presented work	80/100 minimum is defined as successful, with a 70/100 as passing. Based on grading scale in syllabus.	13 Students in the course. **P1:** 80% (success) or above: 70% 70-79% (passing): 23% **P2:** 80% (success) or above: 70% 70-79% (passing): 30% **P3:** 80% (success) or above: 70% 70-79% (passing): 30% **P4:** 80% (success) or above: 92%	Learning outcomes are achieved to varying successes, since the assessment benchmark addresses each of the 4 outcomes. The grading criteria varies in weights over the semester, and allows time for the students to develop weaker areas or lean on strengths of their projects and process. More examples of work and processes related to the learning outcomes to be introduced earlier and iteratively, across supporting studios and electives in the track.	https://arizona.app.box.com/folder/28253 3193219
PC.2	ARC 401	2023F	M. Kothke	Studio	Core	1. **Understand** the role of the design process in shaping the built environment, as well as the ways that design can integrate multiple factors in different settings and scales of development, from buildings to cities. 3. Have the **ability** to conceptualize a building design through a holistic, integrative process that includes the early use of building performance tools, to prioritize spatial, cultural, material, and environmental concerns with a focus on technical systems and material logic. 4. Have the **ability** to research, analyze, diagram, and present findings from pertinent case studies with an emphasis on demonstrating the value of the case study to inform the selection of building envelope system, structural system, environmental control system and life safety system, paired with the measurement of building performance. 6. Have the **ability** to analyze building program as a functional and generative design component. 7. Have the **ability** to refine design concepts through iterative explorations to inform the selection and integration of a building envelope system, structural system, environmental control system and life safety system, paired with the measurement of building performance. 9. Have the **ability** to synthesize client goals, building goals, and supporting strategies; connecting the dots with a comprehensive design project that demonstrates the impact of the built environment on human health, safety, and welfare through the integration of context, site, program, and building, while tracking measurable building performance from concept to resolution.	The role of the design process in shaping the built environment is central to ARC401. The studio engages a range of methods and processes to inform the design of a medium to large scale, programmatically complex building on a dynamic urban site that integrates with natural and environmental forces. ARC401 instills in students the following design-process ethic: Design begins with intuition and seeing with fresh eyes the many potential influences that surround us. Paired with a set of objectives and constraints, design decisions and actions then translate this intuition into a resolved work. This resolved work, whether on paper, or built, is a vessel of insights about the world to be revealed and shared as the work becomes inhabited within its physical, cultural, and conceptual context. The design process is a form of building knowledge. This design process focus is instilled and supported by Learning Outcomes 1, 3, 4, 6, 7, and 9 and assessed through each of the studio's seven assignments and their associated evaluation rubrics. With the ARC401 studio's alignment with the AIA COTE Top Ten for Students competition and its Framework for Design Excellence, the studio is supported by the ten measures of the Framework: Design for Integration, Design for Equitable Communities, Design for Ecosystems, Design for Water, Design for Economy, Design for Energy, Design for Well-Being, Design for Resources, Design for Change, and Design for Discovery. Per the AIA COTE Top Ten: The Framework for Design Excellence "represents the defining principles of good design in the twenty-first century. Comprised of a series of ten value statements and accompanied by searching questions, it informs progress toward a zero-carbon, equitable, resilient, and healthy built environment...It is intended to be accessible and relevant for every architect, every client, and every project, regardless size, typology, or aspiration."	The benchmark of success for PC.2 is a 'B' grade or higher (80%+) for the studio and relevant assignments. The passing grade for the course is a minimum grade of 'C' (70%+).	**Assignment 1.1** 64/84 B or higher (75.9%) 79/84 C or higher (94.0%) **Assignment 2.1** 55/85 B or higher (65.1%) 79/85 C or higher (94.0%) **Assignment 3.1** 61/85 B or higher (71.1%) 75/85 C or higher (88.0%) **Assignment 5.1** 56/85 B or higher (66.3%) 83/85 C or higher (97.6%) **Assignment 6.1** 63/85 B or higher (73.5%) 81/85 C or higher (95.2%)	The ARC401 studio is committed to both the fundamentals and universals of design process as it is to pedagogical innovations that can further design as a critical tool with which to impact the world. Designing is not a mysterious process to be wielded by only a select few. Rather, design rhymes with decide. The ARC401 studio will continue to unpack this simple but powerful and egalitarian truth for the student cohort.	https://arizona.app.box.com/folder/28253 3193219

PC.2	ARC 202	2024S	S. Trumble	Studio	Core	A. Students **learn and identify** ecological and environmental qualities of Sonoran Desert climate as generative conditions for architectural form and passive systems that acknowledge resilient relationships with the natural world. B. Students **learn and identify** socio-economic theories and experiences of homelessness and Housing First in the design of low-density, mid-rise housing forms and systems that acknowledge different backgrounds, economic resources, and abilities. C. Students **practice and apply** a design methodology that examines the intersection of energy-form-dwelling-climate through the use of abstraction. Design principles are derived from the nature of materials, light (darkness) and human behavior. Design methodology remains in the realm of the abstract (conceptually-rich	principle-based). D. Students **practice and apply** a design methodology that examines architectonics (space, structure and form derived from modes of construction). Students **practice and apply** drawing and modeling in a range of media and formats (freehand drawing, computer-generated projective geometry, physical and computer-aided modeling). This method develops architectonic understanding.	This course divides assessment method into four modules. Each module is assessed with equal weight *. **Module 1:** 1. Social Principles 2. Environmental and Ecological Principles 3. Site Organization Principles 4. Architectonic Principles 5. Group Presentation/Discussion/Peer Review * module 1 = 25% weight **Module 2:** 1. Social, Environmental and Ecological Principles 2. Site Organization and Passive Systems 3. Aggregation and Dwelling Unit Logic 4. Architectonic Principles (Integration) 5. Group Presentation/Discussion/Peer Review * module 2 = 25% weight **Module 3:** 1. Light and Shadow Modulation 2. Passive Systems 3. Organization and Architectonic Integration 4. Spatial/Atmospheric/Experiential Qualities 5. Group Presentation/Discussion/Peer Review * module 3 = 25% weight **Module 4:** 1. District and neighborhood scales: Design synthesis, Ecological knowledge and responsibility, and Social equity and inclusion	The benchmark for PC.2 is 80% (B) or above. **MODULE 1:** Components 1-4 are assessed as follows: Concept: the degree to which a work exhibits significant and insightful ways of addressing learning objectives. Process: the degree to which the project is logically and iteratively explored in both method and content; the degree to which a student advances the project through iterative work. Execution: the degree to which the project exhibits mastery of technique and production; the degree to which it fulfills its qualitative and quantitative objectives; the degree to which the project exhibits excellence in craft. Component 5 is assessed as follows: a. Presentation outline: Ability to clearly state one's own design intentions and principles b. Peer review worksheet: Ability to legibly and succinctly describe another's work in diagram and annotation **MODULE 2:** Components 1-4 are assessed as follows: Concept: the degree to which a work exhibits significant and insightful ways of addressing learning objectives. Process: the degree to which the project is logically and iteratively explored in both method and content; the degree to which a student advances the project through iterative work. Execution: the degree to which the project exhibits mastery of technique and production; the degree to which it fulfills its qualitative and quantitative objectives; the degree to which the project exhibits excellence in craft. Component 5 is assessed as follows:	Total number of undergraduate students completing the course: 77 Percent 80% or above (success): 86.5% Percent 60% or above (passing): 99.75% **Module 1** A: 21/78 students B: 48/78students C: 8/78 students D: 1/78 students **Module 2** A: 21/78 students B: 46/78students C: 7/78 students D: 4/78 students **Module 3** A: 23/78 students B: 41/78students C: 12/78 students D: 2/78 students **Module 4** A: 26/78 students B: 44/78students C: 7/78 students E: 1/78 student	Plan for improving the course, learning outcome, assessment method and or scale of evaluation: A. Strengthen connection between learning objectives, rubrics and criterion. B. Integrate corequisite course in Environmental Systems by sharing rubrics C. Integrate corequisite course in Design Communications	https://arizona.app.box.com/folder/28253 3193219
PC.2	ARC 301	2023F	T. Rosano	Studio	Core	1. **Employ** diagramming, drawing, and modeling as a means to **critically investigate** ideas, question assumptions, and test hypotheses through a process of iteration. 2. **Synthesize** multiple requirements into a resolved design with a clear conceptual idea and evident ordering principles. 3. **Demonstrate their understanding** of and response to site factors, such as solar orientation, topography, climate, water flows and precipitation, and wind conditions through appropriate placement and integration of a structure on a site. 4. **Implement** appropriate design responses to cultural, social, and historical context, building codes, life-safety requirements, and Universal Design. 5. **Analyze** the ethical impacts of architectural decisions on the environment, site, users, craftspeople, and	For all L.O., Assessment is based on analytic rubric for: [Project #1 (Final): Mt. Lemmon & Project #2: (Final) Bisbee.	The benchmark for PC.2 is 80% (B) or above. Rubric (based on %) with the following criteria evaluated: Concept, Execution, Process, Presentation (weight of each criterion changes from Interim to Final) Note: rubrics are attached to (at the end of) each assignment/project statement	83 students: grades range from A through D. A: (18 students) B (48 students) C (17 students) D (0 students)	Because of the integration inherent in a design project, the rubric is analytic overall, but holistic within each criterion. This makes it challenging to assess each L.O. individually. One remedy is to adjust the rubric to address some L.O. separately, keeping criteria that address the project comprehensively. Also see attached Addendum/ General Reflection	https://arizona.app.box.com/folder/28253 3193219
PC.3	ARC 421	2023F	D. Brubaker	Technology	Core	[1] DESCRIBE the recent history and technological evolution of major environmental control systems for medium- and high-rise buildings. [2] IDENTIFY, document, and analyze the forces, factors, and environmental conditions that influence mechanical system design in medium- and high-rise buildings. [3] SELECT and evaluate, and choose envelope and environmental control systems for applicable building programs in medium-and high-rise buildings. [4] DIAGRAM systems and assemblies through technical drawings, detailed models, and digital models of building service systems.	[1] Quiz 1 [2] Quiz 2, Quiz 3 [3] WUFI Workshop 2023 09 26 rev1 - Assemblies [4] Window workshop	The benchmark for PC.3 is 80% (B) or above.	**Quiz 1/2/3 percentages** 80% (success) or higher: 15.2%/82.3%/81% 70% or higher: 41.8%/88.6%/92.4% 60% (passing) or higher: 69.6%/96.2%/97.5% **WUFI Workshop** A: 66/79 students B: 2/79students D: 5/79 students E: 6/79 students **Window Workshop** A: 17/79 students B: 15/79students C: 11/79 students D: 8/79 students E: 28/79 students	Provide more examples of how to do the exercise.	https://arizona.app.box.com/folder/28252 9955538
PC.3	ARC 222	2024S	O. Youssef	Technology	Core	**Learn** about the importance of outdoor human thermal comfort and develop the ability to assess microclimatic conditions. **Utilize** Climate Consultant to assess local climate conditions. Investigate and diagrammatically overlay on a Section Drawing of your chosen structure to explain its interaction with the surrounding climate, and ways in which you can achieve thermal comfort. Collect the following additional data available to you from the software: - Dry-Bulb Temperature (annual hourly) - Relative Humidity (annual hourly) - Wind Rose (annual) - Comfort Zone – Psychrometric Chart diagram for your shade structure	Evaluate Climate conditions through a local weather file and plot the data on a psychrometric chart Learning outcomes [4,8,9,10,12]	The benchmark for PC.3 is 80% (B) or above. Thermal Comfort Assignment Diagram a series of environmental phenomenon and illustrate the interaction with the surrounding climate Rubric - Use of correct weather file - highlighted data - polished visuals - comprehensive analysis - suggest strategies for improved thermal comfort conditions.	10 Students: 0 3 Students: 50-55% 1 Student: 60-65% 10 Students: 65-70% 6 Students: 75-80% 2 Students: 85-90% 25 Students: 90-95% 55 Students: 95-100%	Build a climate station to assess environmental indices that impact the microclimate – more hand held tools to measure surface temperature	https://arizona.app.box.com/folder/28252 9955538
PC.3	ARC 202	2024S	S. Trumble	Studio	Core	Students **learn and identify** ecological and environmental qualities of Sonoran Desert climate as generative conditions for architectural form and passive systems that acknowledge resilient relationships with the natural world.	This course divides assessment method into four modules. Each module is assessed with equal weight *. **Module 1:** 1. Social Principles 2. Environmental and Ecological Principles 3. Site Organization Principles 4. Architectonic Principles 5. Group Presentation/Discussion/Peer Review * module 1 = 25% weight **Module 2:** 1. Social, Environmental and Ecological Principles 2. Site Organization and Passive Systems 3. Aggregation and Dwelling Unit Logic 4. Architectonic Principles (Integration) 5. Group Presentation/Discussion/Peer Review * module 2 = 25% weight **Module 3:** 1. Light and Shadow Modulation 2. Passive Systems 3. Organization and Architectonic Integration 4. Spatial/Atmospheric/Experiential Qualities 5. Group Presentation/Discussion/Peer Review * module 3 = 25% weight **Module 4:** 1. District and neighborhood scales: Design synthesis, Ecological knowledge and responsibility, and Social equity and inclusion	The benchmark for PC.2 is 80% (B) or above. **MODULE 1:** Components 1-4 are assessed as follows: Concept: the degree to which a work exhibits significant and insightful ways of addressing learning objectives. Process: the degree to which the project is logically and iteratively explored in both method and content; the degree to which a student advances the project through iterative work. Execution: the degree to which the project exhibits mastery of technique and production; the degree to which it fulfills its qualitative and quantitative objectives; the degree to which the project exhibits excellence in craft. Component 5 is assessed as follows: a. Presentation outline: Ability to clearly state one's own design intentions and principles b. Peer review worksheet: Ability to legibly and succinctly describe another's work in diagram and annotation **MODULE 2:** Components 1-4 are assessed as follows: Concept: the degree to which a work exhibits significant and insightful ways of addressing learning objectives. Process: the degree to which the project is logically and iteratively explored in both method and content; the degree to which a student advances the project through iterative work. Execution: the degree to which the project exhibits mastery of technique and production; the degree to which it fulfills its qualitative and quantitative objectives; the degree to which the project exhibits excellence in craft. Component 5 is assessed as follows:	Coordinated studio with 5 faculty (5 sections): **Section 1:** 17/17 Students passed **Section 2:** 16/16 Students passed **Section 3:** 16/16 Students passed **Section 4:** 15/15 Students passed **Section 5:** 13/14 Students passed **99% achieved success *** * Success is defined as a B or above. Passing is defined as a C or above.	Plan for improving the course, learning outcome, assessment method and or scale of evaluation: A. Strengthen connection between learning objectives, rubrics and criterion. B. Integrate corequisite course in Environmental Systems by sharing rubrics C. Integrate corequisite course in Design Communications	https://arizona.app.box.com/folder/28252 9955538
PC.3	ARC 301	2023F	T. Rosano	Studio	Core	1. **Demonstrate their understanding** of and response to site factors, such as solar orientation, topography, climate, water flows and precipitation, and wind conditions through appropriate placement and integration of a structure on a site. 2. **Analyze** the ethical impacts of architectural decisions on the environment, site, users, craftspeople, and collaborators, and articulate the professional judgement used in the decision-making process.	For all L.O., Assessment is based on analytic rubric for: [Project #1 (Final): Mt. Lemmon	The benchmark for PC.3 is 80% (B) or above. Rubric (based on %) with the following criteria evaluated: Concept, Execution, Process, Presentation (weight of each criterion changes from Interim to Final) Note: rubrics are attached to (at the end of) each assignment/project statement	83 students: grades range from A through D. A: (18 students) B (48 students) C (17 students) D (0 students)	Rather than only be assessed as part of the whole project, this PC could be separated out by having a separate grade item (or assignment) that addresses this specific issue/criterion. Also see attached Addendum/ General Reflection	https://arizona.app.box.com/folder/28252 9955538
PC.4	ARC 333	2023F	C. Robinson	History + Theory	Core	1. **Understand, recognize, and describe** the major ideas in 20th century architectural history and theory as they relate built and speculative works of architecture. 2. **Ability** to connect built works of architecture and architectural theory to social, political, economic contexts.	MIDTERM and FINAL EXAMS: 30% of the total course grade, are evaluated for learning outcomes 1 and 2.	The benchmark for PC.4 is 80% (B) or above. GRADED ON A SCALE OF ZERO (0) TO 100, WHERE A IS BETWEEN 90-100, B IS BETWEEN 80-89, AND C IS BETWEEN 70-79, etc. See EXAM STUDY GUIDES for expectations and weight of questions. Excellent, complete, and correct answers receive an A, Good, solid answers receive a B, Adequate answers receive a C. THE BENCHMARK FOR THE COURSE IS 100% B OR ABOVE FOR UNDERGRADS AND 100% B OR ABOVE FOR GRADUATE STUDENTS.	2022: Undergrad midterm: 94% 3 or above; grad midterm 86% 4 or above; undergrad final 95% 3 or above; grad final 100% 4 or above 2023: Undergrad midterm 89% above C; Undergrad final 91% above C; Grad midterm 86% above B; Grad final 100% above B	Revise exam study guides; practice a sample question during class; revisit content of course modules for clarity and content.	https://arizona.app.box.com/folder/28253 0511780
PC.4	ARC 435	2024S	L. Hollengreen, B. Weinstein	History + Theory	Core	**Ability** to identify, describe, and analyze contemporary theoretical and design approaches to architecture and urbanism.	Discussion participation, team preparation to lead discussion one week (involving preparation of a handout and all activities), three short essays, and a midterm.	The benchmark for PC.4 is 80% (B) or above. Grading from 0-100. 60 or above is considered passing. 80 or above is the benchmark. A rubric is used for the essays with the following criteria assessed: Substantial analysis of at least 1-2 assigned readings, Argumentation (diction, structure, use of evidence, conclusions), Grammar/spelling/punctuation conventions, Appropriate citation format.	**Course grades:** A = 37 students B = 38 students C = 5 students **Discussion participation,** A: 55/80 (68.75%). B: 18/80 (22.5%).C: 2/80 (2.5%). D: 2/80 (2.5%). E: 3/80 (3.75%). **Discussion preparation,** A: 59/80 (73.75%). B: 18/80 (22.5%). E: 3/80 (3.75%). **Essay 1,** A: 51/80 (63.75%). B: 17/80 (21.25%). C: 8/80 (10%). D: 1/80 (1.25%). E: 3/80 (3.75%). **Essay 2,** A: 49/80 (61.25%). B: 24/80 (30%). C: 4/80 (5%). D: 1/80 (1.25%). E: 2/80 (2.5%). **Essay 3,** A: 43/80 (53.75%). B: 29/80 (36.35%). C: 2/80 (2.5%). E: 6/80 (7.5%)	a) Consider use of rubrics for all major assessments? Work towards grading standardization across 4-5 faculty graders. Resist grade inflation. b) Students who did not achieve the learning objectives of the course were students who were notably absent over the course of the semester or impervious to guidance.	https://arizona.app.box.com/folder/28253 0511780

PC	Course	Term	Instructor	Area	Type	Learning Objectives	Assessment Method	Benchmark	Results	Reflection / Changes	Link
PC.4	ARC 231/231H	2023F	L. Schrenk	History + Theory	Core	Upon successful completion of this course, students will have: 1. **Gained an understanding** of early architectural developments from around the world and how cultural, political, social, climatic, and technological changes influenced these developments. (NAAB PC.4) Other Learning Objectives: 2. **Achieved** a familiarity with important ancient and medieval architectural landmarks and to be able to ADDRESS their significance. 3. **Demonstrated** the use of basic vocabulary of architecture and write effectively and critically about the built environment. 4. **Gained an understanding** of the significance of history and theory in an architectural education and **critically dissected** works of architecture to **clearly understand** their formal, structural, functional, symbolic, and contextual...	1. 3 exams, worth for ARC 231: 35% of the grade and for ARC 231H & ARC 531: 40%. Other Learning Objectives: 2. 3 exams, worth for ARC 231: 35% of the grade and for ARC 231H & ARC 531: 40% and Scavenger Hunt: 10% of overall grade. 3-4. 3 exams, worth for ARC 231: 35% of the grade and for ARC 231H & ARC 531: 40% AND a research paper, worth 15% of the grade and for ARC 231H & ARC 531: 25%.	The benchmark for PC.4 is 80% (B) or above. 1-100 Grades on a 1-100 scale.	Total number of undergraduate students completing the course: 89. **Exam # 1** A=30; B=29; C=8; D=9; F=13. 66 % of students completed exam above an 80%. 85 % of students completed exam above an 60%. **Exam #2** A=41; B=13; C=9; D=6; F=3. 80 % of students completed exam above an 80%. 97 % of students completed exam above an 60%. **Exam #3** A=49; B=20; C=8; D=8; F=4. 76 % of students completed exam above an 80%	I already go over the exams in class and have the students complete an exam wrapper and pass those back out before the next exam. Those who receive a grade below 70 on an exam are required to meet with a TA to go over their exam, talk about study strategies, and receive help with their research paper. Note improvement from exam 1 to 2 as evidence. (Some students' grades jumped more than 15 points between the first two exams)	https://arizona.app.box.com/folder/28253 0511780
PC.4	ARC 232	2024S	L. Schrenk	History + Theory	Core	Upon successful completion of this course, students will have: 1. **Gained an understanding** of early architectural developments from around the world and how cultural, political, social, climatic, and technological changes influenced these developments. (NAAB PC.4) Other Learning Objectives 2. **Developed** of the major concepts, developments, and debates in architectural theory that took place between approximately 1350 and the start of the 20th century. 3. **Gained an understanding** of the use of basic vocabulary of architecture and write effectively and critically about the built environment. 4. **Added** to their **understanding** of basic architectural vocabulary. 5. **Furthered** their ability to write effectively and critically about the built environment in meaningful ways, including	#1: 3 exams, worth for ARC 232: 40% of the grade and for ARC 232H & ARC 532: 40%. Other Learning Objectives #2-4: 3 exams, worth for ARC 232: 40% of the grade and for ARC 232H & ARC 532: 40%. #5: 3 exams, worth for ARC 232: 40% of the grade and for ARC 232H & ARC 532: 40% AND a research paper, worth 15% of the grade and a poster, worth 10%, and for ARC 232H & ARC 532: paper (25%), and presentation (5%).	The benchmark for PC.4 is 80% (B) or above. 1-100 Grades on a 1-100 scale with the benchmark at 80.	Total number of undergraduate students completing the course: 87. **Exam # 1 –** A=28; B=24; C=18; D=7; F=10. 60 % of students completed exam above an 80%. 89 % of students completed exam above an 60%. **Exam #2 -** A=28; B=36; C=16; D=3; F=3. 75 % of students completed exam above an 80%. 94 % of students completed exam above an 60%. **Exam #3 -** A=40; B=23; C=12; D-5; F=6. 72 % of students completed exam above an 80%. 93 % of students completed exam above an 60%	I already go over the exams in class and have the students complete an exam wrapper and pass those back out before the next exam. Those who receive a grade below 70 on an exam are required to meet with a TA to go over their exam, talk about study strategies, and receive help with their research paper. Note improvement from exam 1 to 2 as evidence.	https://arizona.app.box.com/folder/28253 0511780
PC.5	ARC 497	2023F	B. Mackey	Studio	R+I	3. **Ability** to synthesize and apply theoretical concepts about the built environment to the built environment; not only existing conditions, but also to imagine possible futures in existing built environments.	Students are asked to read a particular reading and write a 200-350 word response to the reading summarizing the author's statements, comparing it to previous readings, and applying it to something specific in the physical landscape. Students are also asked to provide a graphic response to the reading – this graphic response should be a diagram overlaying the theories and conditions discussed in the readings on something real in the built environment. For the assessment, I read their work and provide comments on the writing and graphics regarding their insight, interpretation, and ability to compare the content to the built environment. The semester shall end with the students generating a project idea for the next semester. The project idea shall incorporate the theories and issues addressed in the readings and be located on a specific site(s) in Tucson. I evaluate their effort to participate, their insight into the relationship between readings, discussions, and proposed project. I do this through documenting the white boards we write as a group during our class sessions – the white board is evidence of the class contribution. I also provide summary notes of class discussions. The assessment occurs over the course of the semester during discussions about readings and potential Capstone project ideas, culminating with a formulated idea of the project. Does the project incorporate the variety of theories and concepts discussed over the course of the semester? If so, the students successfully completed the coursework.	Students are required to develop a research question and project idea based on the coursework digested in the seminar. They are given the option of doing this individually or in a group. Pass/Fail is used for the evaluation. Pass is an "A" and Fail is an "E."	100% met the benchmark. I had a class of 8 students that were interested in the topic and engaged throughout the course. Each student read most of the readings, responded thoughtfully, improved their critical thinking skills, and worked as a group to create a theoretical base for a project for the upcoming spring semester.	I should be more demanding with the response to the readings. I should create a matrix evaluating the following: 1. Did the student respond to every reading assigned for the discussion? (40%) Yes: 90 or above. No: 75 or below. 2. Did the student construct a thoughtful argument/discussion about each reading? (25%) Yes: 90 or above. No: 75 or below. 3. Did the student compare the reading to past readings? (5%) Yes: 90 or above. No: 75 or below. 4. Did the student compare the reading to a condition in the built environment? (10%) Yes: 90 or above. No: 75 or below. 5. Did the student generate a compelling graphic spatial diagram describing the relationship between the reading and a condition in the built environment? (20%)	https://arizona.app.box.com/folder/28253 7025539
PC.5	ARC 498	2024S	B. Mackey	Studio	R+I	2. Have the **ability** to provide a methodology for the design process to organize the creation of a vision and establish goals to evaluate generated products. 3. Have the **ability** to intervene. To create a physical intervention in a real space thoroughly exploring the relationship between the issues and vision. 4. Have the **ability** to evaluate their work.	1. Identify a problem or issue in the built environment/landscape that is a result of policy and regulation. The problem shall be contextualized in theory and precedent as researched in ARC497 Project Inquiry. 2. Provide a vision or attitude regarding the problem and issue. Provide a methodology, structure, backbone to organize the physical manifestation of the vision in relation to the problem and the associated theory and precedent. 3. Understand the physical context in which this problem or issue exists. The student must draw plans, sections, maps, diagrams, and axonometrics for this investigation. 4. Present ideas, notions, interventions that respond to 1, 2, and 3 above. The presentation shall include text and diagrams. The diagrams shall be a minimum of plan, section, and axonometric.	The benchmark for PC.5 is 80% (B) or above.	9 Students total in the course. 8/9 that received an 80% 'B' or higher in the course	I would like to define the criteria outlined in 'EXECUTION' better. I would like students to assess their work more directly. Did the students define a process or set of criteria in which to assess their resulting designs?	https://arizona.app.box.com/folder/28253 7025539
PC.5	ARC 410F	2024S	B. Shea	Studio	R+I	1. **Relate** methods of architectural research to innovative and emerging systems, technologies, and assemblies of building representation & construction. 2. **Explain** architectural design concepts & strategies verbally and in writing as a means to critically investigate ideas & creatively test hypotheses. 3. **Discuss** histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. 4. **Prioritize** diverse cultural and social contexts through design, and translate these values into built environments that equitably support and include people of different backgrounds, resources, and abilities.	LO 1, 2: Mid-Term Assessment via Analytic Rubric for Project 0, 1 & 2. LO 3, 4: Final Assessment via Analytic Rubric for Project 3, 4 & 5	The benchmark for PC.5 is 80% (B) or above. Formative: Desk Crits. Diagnostic: P0 (P / F). Summative: P1 Final Review / Exam (0-100). Summative: P2 Final Review / Exam (0-100). Summative: P3 Final Review / Exam (0-100). Summative: P4 Final Review / Exam (0-100).	**P0** 18/18 achieving an A. 100% of students receiving 80% or above (success). **P1** 77.7% of students receiving 80% or above (success). **P2** 88.8% of students receiving 80% or above (success). **P3** 88.8% of students receiving 80% or above (success). **P4** 88.8% of students receiving 80% or above (success). **P5** 88.8% of students receiving 80% or above (success)	1. Compile a list of relevant case-study projects as well as a digital & print template for analysis 2. Coordinate interim reviews & charrettes throughout the term with other Advanced Studios to facilitate Peer Review 3. Align the studio course assignments to build on the final written assignment from ARC 435/535: Forms of Critical Inquiry and Expression 4. Institute an online presentation format with comprehensive slide show presentations shared with diverse public audiences	https://arizona.app.box.com/folder/28253 7025539
PC.5	ARC 497	2023F	B. Weinstein	Studio	R+I	**Understand** a range of design-based and other research methods applicable to architecture (For PC.5)	Assessing work presented at iterative reviews (Assignment 1-2; Project phases 1-5); evaluating the range and appropriateness of research methods used; iterative process, and progress towards the framing and preparation for a capstone project to be developed in the subsequent semester. See differing weights per assignment/ project phase in Syllabus. NB: Assignment was reduced to 10% (from 20%), and total grade adjusted accordingly.	The benchmark for PC.5 is 80% (B) or above. Each phase is evaluated on scale of 0-10, with 9-10 = A, 8-8.99 = B; 7-7.99= C. Each assignment criteria articulated in grade sheet. Comments and grades communicated through D2L.	**Assignment 1-2** 8/13 or 62% achieving a B (success). 5/13 or 38% achieving a C (passing, studio). **Project Part 1** 92% of students receiving 80% or above (success). 8% of students receiving 70% or above (passing, studio). **Project Part 2** 92% of students receiving 80% or above (success). 8% of students receiving 70% or above (passing, studio). **Project Part 3** 69% of students receiving 80% or above (success). 8% of students receiving 70% or above (passing, studio). **Project Part 4** 77% of students receiving 80% or above (success). 23% of students receiving 70% or above (passing, studio). **Final Grade** (Grade Roster, rounding up/down) 77% Percent of students receiving 80% or above (success)	Find greater efficiency in grading, particularly with 50% increase in student #s. Develop rubric to assess diversity and appropriateness of research methods, as well as development and quality at distinct phases. Develop exercises through which students develop **self-reflective/critical thinking** and **verbal and graphic** communication skills to articulate methods, findings, goals and application to design experiments. Without sacrificing the improved range of research methods employed and continued improvement of data gathering, analysis, and visualization, the course does need to build in iterative speculation exercises so that students build agility review between research for and about architecture (urbanism).	https://arizona.app.box.com/folder/28253 7025539
PC.5	ARC 498	2024S	B. Weinstein	Studio	R+I	1. Follow a self-initiated architectural project through the major design phases, **iteratively employing diverse architectural design methods** including modelling, drawing and writing. 2. Develop a **research-informed** and conceptually based architectural project that enhances the qualities of a place, responding to social, ecological, cultural, technological and/or other matters that matter as set forth through research. 3. Manifest a personal architectural position through the design of a comprehensive architectural project, presented in an authentic, precise and compelling manner through written, verbal and visual media.	METHOD: Each of the Project Phases in the semester, as articulated in 2.3.3.A (1_Preliminary, 2_Schematic, 3_Developed, 4_Resolved and 5_Refined/re-presented) will be assessed using the criteria for evaluation laid out in 2.3.3 (Concept, Process and Execution). Each phase builds in complexity, specificity, and comprehensiveness. Lesser emphasis is placed on execution in preliminary and schematic phases. See differing weights per assignment/ project phase in Syllabus (https://arizona.box.com/s/jvd56ke6vttf372vdszy9ogtxwo6xdo3)	The benchmark for PC.5 is 80% (B) or above. Each phase is evaluated on scale of 0-10, with 9-10 = A, 8-8.99 = B; 7-7.99= C. Each assignment criteria articulated in grade sheet (https://arizona.box.com/s/ugbizyqa2dj2hz7uj7c02o2k4wqn1gnn). Comments and grades communicated through D2L. An overall grade for each assignment was given.	11 Urban Agency capstone students and 2 independent capstone students. **1_Preliminary** 3 x A or 23%. 6 x B or 46%. **2_Schematic** 2 x A or 15%. 6 x B or 46%. **3_Developed** 4 x A or 31%. 7 x B or 54%. **4_Resolved** 3 x A or 23%. 8 x B or 62%. **5_Refined/re-presented** 7 x A or 54%. 4 x B or 31%	1. More design charettes to develop documents that analyze site, analyze case studies, and explore systems diagrammatically. 2. continue to develop links between mapping systems/networks/issues and developing concept models. 3. More concerted research and innovation regarding critical use of media. Students desperately need to develop more critical attitude to media and therefore improvements would entail introduction (more seminars or workshop sessions on this topic, introducing examples earlier. More clear rubric to help with grading, particularly with larger numbers of students	https://arizona.app.box.com/folder/28253 7025539
PC.5	ARC 410F	2024S	C. Crosson	Studio	R+I	1. **Identify, describe, and apply the criteria** that make multi-use basins feasible as a decentralized infrastructure to mitigate flooding in Tucson (Assessment occurs in projects: 2.0, 3.0 and 4.0,6.0). 2. **Design** the prototypical pieces of a water reuse system through architectural invention (Assessment occurs in projects: 4.0, 6.0).	1. Assessment occurs in projects: 2.0, 3.0 and 4.0, 6.0 2. Assessment occurs in projects: 4.0, 6.0	The benchmark for PC.5 is 80% (B) or above. Success is defined across 3-part criteria of: concept, process, and execution. 1. CONCEPT: the degree to which a work exhibits significant, insightful, and sometimes unexpected ways of addressing criteria 2. PROCESS: the degree to which the project is logically and iteratively explored in both method and content; the degree to which a student is able to advance the project through well-designed experiments and testing; the degree to which a student situates the work in a larger technological and cultural context 3. EXECUTION: the degree to which the project exhibits mastery of technique and production; the degree to which it fulfils its qualitative and quantitative objectives; the degree to which the project is excellent as a physical artifact.	**Module or Assignment # 2.0** 2/17 or 12% achieving an A. 11/17 or 65% achieving a B. 4/17 or 23% achieving a C. 76% Percent of students receiving 80% or above (success). 100% Percent of students receiving 70% or above (passing, studio). **Module or Assignment 3.0** 2/17 or 12% achieving an A. 11/17 or 65% achieving a B. 4/17 or 23% achieving a C. 76% Percent of students receiving 80% or above (success). 100% Percent of students receiving 70% or above (passing, studio). **Module or Assignment 4.0** 3/17 or 18% achieving an A. 12/17 or 70% achieving a B. 2/17 or 12% achieving a C. 88% Percent of students receiving 80% or above (success). 100% Percent of students receiving 70% or above (passing, studio). **Module or Assignment 6.0** 5/17 or 29% achieving an A. 10/17 or 59% achieving a B	1-2. Work with students more closely to develop their prototypical pieces and systems diagrams. Some students systems diagrams were not comprehensive and not closely linked to the data provided by county flood control.	https://arizona.app.box.com/folder/28253 7025539

PC.5	Course	Term	Instructor			Learning Objectives	Assessment Methods	Benchmark	Results	Analysis/Improvement Plan	Link
PC.5	ARC 497	2023F	C. Domin	Studio	R+I	1. **Create and present** a conceptual MetaPhysics of Light typology research-based design proposal composed of collages, drawings, models, photos and other artifacts. 2. **Develop** a preliminary research statement that establishes goals framed within a clear definition of (Meta)Physics of Light. 3. **Prepare** light typology investigations, which are to be used as a basis for the performative design of the independent project. 4. **Present** an interpretation of a site and super-program using image, drawing, and text. 5. **Utilize** iterative design techniques to evaluate project goals.	1. Via MPL Assignment 1, 2 deliverables + evaluation and Faculty Presentation. 2. Via MPL Assignment 1 deliverables and Faculty Presentation. 3. Via MPL Assignment 1, 2 deliverables + evaluation 4. Via MPL Assignment 1, 2 deliverables + evaluation 5. Via MPL Assignment 1, 2 deliverables + evaluation	The benchmark for PC.5 is 80% (B) or above. Learning Outcomes for ARC497 MPL are assessed via detailed grading rubrics for each of the semester assignments.	Total number of undergraduate students completing the course: 14 **Module or Assignment # 1** 7/14 or 50% achieving an A 6/14 or 42.9% achieving a B Percent of students receiving 80% or above (success) = 92.9% **Module or Assignment # 2** 8/14 or 57.1% achieving an A 5/14 or 35.7% achieving a B Percent of students receiving 80% or above (success) = 92.8% **FINAL GRADE** 11/14 or 78.6% achieving an A 2/14 or 14.3% achieving a B Percent of students receiving 80% or above (success) = 92.9%	For the next iteration of the MetaPhysics of Light Research and Innovation Project Inquiry class, we propose to increase the number of assignments from 2 to 3 in order to provide earlier grading during the semester and increase criteria based assessment topics. The model based light typology curriculum yielded significant results based on defined outcomes this semester, but we would like to consider adding a digital lighting analysis tool to our suite of analytical tools in the next iteration of the course. Physical light models were deployed with clear intent and well-crafted sophistication. The site analysis component is paired with an on-site field investigation in the spring semester. Increasing the level of focus during the fall semester on a more defined site locale (river transect analysis) could assist with deepening understanding and context for the final Light of Place models in the fall semester. Moving the site analysis component ahead of	https://arizona.app.box.com/folder/28253 7025539
PC.5	ARC 498	2024S	C. Domin	Studio	R+I	1. **Ability** to create and present a conceptual research-based design project composed of drawings, models, and generative artifacts related to (Meta) Physics of Light. 2. **Ability** to develop a project statement that establishes goals framed within a clear definition of site, program, and (Meta)Physics of Light research. 3. **Ability** to create present an interpretation of a site and program, with light as the super-program, using image, drawings, and text. 4. **Develop** an architectural project that enhances the qualities of a place though an understanding of light, materials, environmental systems, and building technology. 5. **Manifest a** personal Light of Place **position** through the design of a comprehensive architectural project with a	1. Provide a range information and data regarding the physical and cultural qualities of a site with light at the center of the investigation *Via ARC 498 Assignment 1, 2, 3 deliverables + evaluation and Faculty + Student Presentation.* 2. Manifest (Meta)Physics of Light research in a manner that enhances the human, energetic, cultural, and material potential of the site *Via ARC 498 Assignment 1 deliverables and Faculty + Studewnt Presentation.* 3. Present a project in an authentic, precise, and compelling manner through written, verbal, and visual information as a logical outcome of (Meta)Physics of Light research	The benchmark for PC.5 is 80% (B) or above. Learning Outcomes for ARC498 are assessed via detailed grading rubrics for each of the semester assignments and external evaluation rubric at the final Project 3 review. MPL student Tyler Newman received the Capstone Studio Design Excellence Award 2024, vetted by external evaluators	Based on current projections, 100% of the 14 student cohort achieved success based on our rubric and grading criteria: 5 (A), 7 (B), 2 (C)	For the next iteration of MPL ARC498 Capstone studio, we will focus more attention on the transition from The Research and Inquiry phase of the endeavor to site and project intertwined. This relatively objective, light typology investigations should could be more clearly integrated into the final phase of teh investigation via finite and active intevestigation which foucess attention on the the Light of Place project development. The trip the our site location should be completed earlier in the schedule—possibly during the first week of the spring semester to the week before school begins (if possible).	https://arizona.app.box.com/folder/28253 7025539
PC.5	ARC 497	2023F	C. Trumble	Studio	R+I	**Demonstrate** how to conduct and synthesize archival and empirical pre-design research.	Students are required to report, reflect, and self-evaluate their performance on the breadth of their responsibilities, on a bi-weekly frequency, which frequently includes research. The instructor evaluates each student's performance through observation, interactions, and review of their **SELF-REPORTS + EVALUATIONS.** Students are required to summarize pre-design research in booklet and presentation form.	The benchmark for PC.5 is 80% (B) or above.	9 students were enrolled in this course fall 2023. 9 of 9 students satisfied this learning outcome. Four at the level of (4) "Agree" and five at the level of "Strongly Agree" (5).	Improvement Plan: Rigorously support and enforce research standards and expectations. Goal: to have all students be able to conduct, synthesize, document and apply pre-design research. Aspire to have 75% perform at level of 5 (up from 44%)	https://arizona.app.box.com/folder/28253 7025539
PC.5	ARC 498	2024S	C. Trumble	Studio	R+I	1. **Demonstrate** how to conduct and synthesize archival and empirical pre-design research.	Students are required to report, reflect, and self-evaluate their performance on the breadth of their responsibilities, on a bi-weekly frequency, which frequently includes research. The instructor evaluates each student's performance through observation, interactions, and review of their **SELF-REPORTS + EVALUATIONS.** Students are required to summarize pre-design research in booklet and presentation form.	The benchmark for PC.5 is 80% (B) or above.	9 students were enrolled in this course fall 2023. 9 of 9 students satisfied this learning outcome. Four at the level of (4) "Agree" and five at the level of "Strongly Agree" (5).	IMPROVEMENT PLAN: The SoA Curriculum Committee approved a proposal to introduce a "research Methods" course in the fall of the third and final year of the M. Arch program, concurrent with the Masters Project Prep Course, beginning in fall 2025. In the interim, for next year's students, a special course session will be held to introduce students to the various forms of architectural research. GOAL: to have all students conduct more effective research and to employ that research in design. Aspire to have 75% perform at level of 5 (up from 33%)	https://arizona.app.box.com/folder/28253 7025539
PC.5	ARC 410F	2024S	D. Brubaker	Studio	R+I	a) A deep respect and curiosity for the fascinating field of building science, grounded in a knowledge of the basic principles that govern buildings' energy use, durability, and occupant health. b) **Iterative problem-solving**, creativity, resilience, and the **ability to learn** new skills quickly. As we'll be working in teams with tight deadlines, there will be plenty of opportunity to improve your abilities in project and time management. c) **Verbal and graphic communication skills**, with a special emphasis on negotiating the difference between the specialized language of architecture and design culture and effective communication with a broader public. d) **Create meaningful content** for your portfolio to assist in securing future employment opportunities. e) **Work with a client** group to assess, and then **create solutions** to meet their requirements. You will complete the following activities in this class: f) **Compose, execute, and reflect** on an individual development plan to motivate your own learning path. g) **Work within a team** atmosphere to create solutions that meet the diverse requirements of both the Solar Decathlon program rules as well as the requirements of the client group. h) Design a building and submit that design to the Solar Decathlon Design Challenge competition. The design and submission will meet the requirements defined by the Solar Decathlon Design Challenge Rules document for one of the competition divisions (suburban single family housing, , attached housing, mixed-use multifamily housing, education building) as determined in class. i) The design of the building will also meet Phius requirements for the selected building type.	The students were assessed using drawings, discussions, energy modeling, computer modeling, narratives, models, videos, and verbal presentations that were submitted to the Department of Energy - National Renewable Energy Lab for assessment by industry expert Jurors. A rubric was also used for the assessment. Semifinal Submission was worth 20%. Final Project Report was worth 50%. Presentation materials were worth 10%.	A Likert scale was used in the Rubric for the assessment. Also used was the assessment done by the industry expert Jurors at the Solar Decathlon Competition. See Evaluation methods and rubrics in the Solar Decathlon Rules page 25-29. Success was defined by a score of greater than 80%.	There were 16 students in the course. In my opinion all of the students achieved success. Building Science video course and quizzes provided by NREL helped to achieve success in furthering the knowledge of building science. All three teams made it to the Finals Competition. This is evidence that the teaching methods, and student efforts were better than the majority of colleges in the competition. One team won first place in their division and was the winner of the overall competition. Another team won second place in their division. These outstanding results shows the effort and passion that the students put into this course. 15 out of 16 students achieved success (above 80%) in this class.	New course could be improved by bringing on a contractor next class to better achieve realistic project costs. New course could have more specific rubrics to measure success. New course could have more private meetings with students to try to address any team cohesion issues.	https://arizona.app.box.com/folder/28253 7025539
PC.5	ARC 410F	2023F	E. Guerrero	Studio	R+I	5. Have the **ability** to apply methodological tools of observation, documentation, and analysis to the built urban environment at various scales from the street, block, neighborhood, city, and region. 6. Have the **ability** to analyze and interpret case studies and relate knowledge to local conditions.	Assignments on Module A and Module B1 as named below in section 2.3.3.	The benchmark for PC.5 is 80% (B) or above. Graded on a scale of zero (0) to 100.	12 students achieving 80% or better 12 total students in the course	Develop clearer link between learning outcome, rubrics and assessment via clearly stating learning outcomes in the module/assignment document and rubrics. Produce a lecture to introduce new modules/assignments, stating the learning that is desired linked with the work in studio.	https://arizona.app.box.com/folder/28253 7025539
PC.5	ARC 410F	2023F	E. Weber	Studio	R+I	1. **Understand** building assemblies for this construction type; using empirical methods of creating assemblies and field testing. 2. **Understand** appropriate code requirements relevant to the construction of this project. 3. Have the **ability** to construct an energy-efficient and water-conserving dwelling. 4. Have the **ability** to document the design work, budget accounting, materials take-offs, construction processes, and inspection preparation relevant to completion of this project.	Assignment 1 – Details and shop drawings are carefully executed, accurate, and thorough. Assignment 2 - Student takes initiative to manage construction site, stays current with circumstances. Assignment 3 – Student is reliable, engaged in the work, takes initiative on site, moves the project forward. Assignment 4 – Design work is strong functionally and aesthetically, adheres to budget limitations, is well documented and implemented in a timely manner. Assignment 5 - Journal is kept conscientiously, with a high level of detail and annotation. Assignment 6 – Student is able to present the trajectory of their own contribution to the project graphically and orally. Assignment 7– Student completes tasks to close down construction site in an organized and timely manner.	Criteria for evaluation include the completeness of the assignment, demonstrated application of concepts, and understanding of concepts and results as evidenced in the corresponding documentation. 70% or better is considered a successful project.	100% of students passed the class. **Assignment 1:** N/A; did not assign for this class. **Assignment 2:** 15/15 100% **Assignment 3:** 15/15 100% **Assignment 4:** 15/15 100% **Assignment 5:** 14/15 93% **Assignment 6:** 15/15 100% **Assignment 7:**	Will improve links between learning objectives, rubrics and assessment. Will reinforce connection between learning objectives by restating the intended outcomes.	https://arizona.app.box.com/folder/28253 7025539
PC.5	ARC 410F	2024S	E. Weber	Studio	R+I	1. **Understand** building assemblies for this construction type; using empirical methods of creating assemblies and field testing. 2. **Understand** appropriate code requirements relevant to the construction of this project. 3. Have the **ability to construct** an energy-efficient and water-conserving dwelling. 4. Have the **ability to document** the design work, budget accounting, materials take-offs, construction processes, and inspection preparation relevant to completion of this project.	Assignment 1 – Details and shop drawings are carefully executed, accurate, and thorough. Shop drawings are coordinated between team members and other assemblies created by other student teams. Assignment 2 - Student takes initiative to manage construction site, stays current with circumstances. Student consistently coordinates their efforts with classmates. Assignment 3 – Student is reliable, engaged in the work, takes initiative on site, moves the project forward. Student works well with classmates to achieve project goals. Assignment 4 – Design work is strong functionally and aesthetically, adheres to budget limitations, is well documented and implemented in a timely manner. Assignment 5 - Journal is kept conscientiously, with a high level of detail and annotation. Assignment 6 – Student is able to present the trajectory of their own contribution to the project graphically and orally. Assignment 7– Student completes tasks to close down construction site in an organized and timely manner.	Criteria for evaluation include the completeness of the assignment, demonstrated application of concepts, and understanding of concepts and results as evidenced in the corresponding documentation. 70% or better is considered a successful project.	**Module or Assignment # _1_** Shop Drawings and Details 06/20 or 30% achieving an A 11/20 or 55% achieving a B 03/20 or 15% achieving a C **Module or Assignment # _2_** Site Management 17/20 or 85% achieving an A 03/20 or 15% achieving a B **Module or Assignment # _3_** Fieldwork 17/20 or 85% achieving an A 01/20 or 5% achieving a B 02/20 or 10% achieving a C **Module or Assignment # _4_** Design & Implementation - Field Work 12/20 or 60% achieving an A 08/20 or 40% achieving a B **Module or Assignment # _5_** Construction Journal 15/20 or 75% achieving an A 04/20 or 20% achieving a B 01/20 or 5% achieving a C **Module or Assignment # _6_** Final Presentation 19/20 or 95% achieving an A 01/20 or 5% who received an E	I think students need more exposure to construction drawings and shop/fabrication drawings coming into this class, as I have limited bandwidth to show them all of the intricacies of this process. Students learn a great deal about what's necessary, and the limits of their understanding when they actually have to build from them, which is a great lesson. I gave the students more examples this semester, which helped significantly. I think I will introduce this a bit in the ARC221 course, so it won't be completely foreign later in their education. The other item I need to improve is direct individual accountability for task completion. Going forward, I will need to assign specific tasks and expected due dates for construction task completion. I have been reluctant to do this in the past because there are numerous variables that impede student completion, many of which are outside of their (and my) control. Perhaps creating requirements and then editing as they go would work, but it's challenging as if dates change, some students will read into this that they are arbitrary. I will work on developing a better plan for this over the next year.	https://arizona.app.box.com/folder/28253 7025539
PC.5	ARC 410F	2023F	J. Robles	Studio	R+I	**Understand** how research performed in the course can inform the design process and outcome. **Understand** how to work collaboratively as a varying teams in research, concept generation, conveyance of ideas, establishing goals as a team and executing and articulating a design that is responsive and expressive of the research and process of discovery.	See Syllabus for Project outline for each phase, criteria for assessment, and weights of assessment. Assignment sheet linked below: Phase 1: Define Light, worth 20% of total course grade. Phase 3: Manifest Light "Material, Detail, & Assembly" worth 30% of total course grade are evaluated for learning outcomes 1. Phase 3 "Through Meaning" worth 20% of total course grade is evaluated for learning outcome 2. Periodic group pin ups, individual and team desk crits, feedback/redlines on work at each phase as well as critical reviews at the end of each phase to assess the work, process, and learning outcomes.	Each Phase is weighted and assessed out of 100 points. The benchmark for PC.5 is 80% (B) or above. Each phase weights assessments related to the studio content and Learning Outcomes at each phase. See Assignments sheets Evidence through process of the phases and the work produced as evidence Criteria and Weights listed in the Syllabus, and Outlines and Rubric listed in the Assignment Sheets.	19 Students **P1 - Define Light** 90 or above: 8/19 80 or above: 10/19 60 or above: 1/19 80% (success) or aboe: 95% **P3 - Manifest Light** 90 or above: 12/19 80 or above: 7/19	Develop more clear link between learning objectives, rubrics and assessment via clearly stating learning objectives in the assignment sheets and rubrics, reinforcing the learning that is desired of the students from the course.	https://arizona.app.box.com/folder/28253 7025539

PC	Course	Term	Instructor	Type	Core/R+I	Learning Outcomes	Assessment Method	Benchmark	Results	Recommendations	Link
PC.5	ARC 497	2023F	J. Robles	Studio	R+I	1. **Understand** how research performed in the course can inform the design process and outcome. 3. **Understand** the nature of materials and their social, economic, political, and environmental impacts.	Each Phase builds a focus and method of research that culminates in a singular final project that synthesizes research, analyses, data and metrics. Each Phase is worth 20% of total course grade (60%) and the final Phase is worth 40% of total course grade. All Phases are continually evaluated for both learning outcomes though the work: Weekly Readings and Group Discussions about the readings. Individual Desk Crits, Periodic group pin ups for feedback, Conceptboard as a tool for mark-up and comments, periodic group discussions through the semester.	The benchmark for PC.5 is 80% (B) or above. Each Phase is weighted and assessed out of 100 points. Each phase focused on percentages of the topics we were exploring all semester, with varying weights towards topics related to the Learning Outcomes at each phase. Evidence through process of the phases and the work produced as evidence Each Phase uses a Grading Matrix that relates to the percentages outlined in the syllabus, assignment sheets, and the criteria outlined both in the syllabus' Course Components and Criteria of Evaluation.	**P1:** 2/13 - 90 or above 4/13 - 80 or above 6/13 - 70 or above 1/13 - 60 or above 46% - 80 or above, success 46% - 70-79, passing 8% - 60-69, not passing **P2:** 1/13 - 90 or above 8/13 - 80 or above 3/13 - 70 or above 1/13 - 60 or above 69% - 80 or above, success 23% - 70-79, passing 8% - 60-69, not passing **P3:** 3/13 - 90 or above 4/13 - 80 or above 5/13 - 70 or above 1/13 - 60 or above 54% - 80 or above, success 38% - 70-79, passing 8% - 60-69, not passing **P4:** 5/13 - 90 or above 5/13 - 80 or above	Develop a Rubric that clearly links the learning outcomes to the content being explored and researched in a manner that qualifies and quantifies the work performed. Since this is a pre-cursor to Spring's 498 Design Studio, Learning Outcome 1 can't be fully assessed until the end of the following term. Will need to adjust this LO to reflect and assess work completed in the research phase alone. This class and assessment can be developed further to address and assess a more clearly articulated outline and rubric for the work researched this semester and simplified for clarity. Learning objective 3 relates more to the content and the takeaways presented. This will be calibrated to further to identify ways that this can advance architectural research and evaluate innovations. Since this course is in tandem as the research semester to the Spring 498 course, it was a focus that the majority of the assessment take place in the Spring towards meeting the Learning Objectives related to PC.5, as the culmination of the work will strive to exemplify research and innovation through design methodologies, material studies, program and environmental experimentations.	https://arizona.app.box.com/folder/28253 7025539
PC.5	ARC 498	2024S	J. Robles	Studio	R+I	Upon successful completion of this course, students will: 1. **Understand** the complexities of design in the context of its environmental, energetic, ecological, and cultural implications. 2. Have the **ability** to respond to project goals and values set forth by research and iterative study through the design process 3. Have the **ability** to contextualize their work through research by critically positioning it through referential investigative and iterative processes of defining, embracing, responding to, and enhancing the qualities of a place, its ecosystem, inhabitants, environments, and materials. 4. Have the **ability** to explore multiscale design proposals based on iterative material information and processes from the micro-macro.	Each Phase will be assessed using the Criteria of Evaluation laid out in 2.3.3 at each phase through the semester. Each phase builds in complexity and specificity as the project develops, and will be evaluated per the Criteria set forth in 2.3.3. The Semester culminates in a singular, final project and exhibit that embodies the learning outcomes through the presented work	The benchmark for PC.5 is 80% (B) or above. Based on grading scale in syllabus.	13 Students in the course. **P1:** 4/13 - 90 or above 5/13 - 80 or above 3/13 - 70 or above 1/13 - 60 or above 80% (success) or above: 70% 70-79% (passing): 23% **P2:** 3/13 - 90 or above 6/13 - 80 or above 4/13 - 70 or above 80% (success) or above: 70% 70-79% (passing): 30% **P3:** 2/13 - 90 or above 7/13 - 80 or above 4/13 - 70 or above 80% (success) or above: 70% 70-79% (passing): 30% **P4:** 5/13 - 90 or above	The studio really looks at design through research and innovation. Experimentations in varying scales and disciplines outside of architecture allow for some opportunities in methods, processes, and outcomes through the research and design. More focus on the innovative aspects of the successful projects from the past will be shared earlier in the research seminar to outline and build knowledge from the research and interests done prior.	https://arizona.app.box.com/folder/28253 7025539
PC.5	ARC 435	2024S	L. Hollengreen, B. Weinstein	History + Theory	Core	1. **Ability** to position their own research and professional goals in relation to contemporary discourse, citing the work of specific authors and architects. 2. **Ability** to develop a clear and coherent written statement of design aspiration and intention. 3. **Understanding** of the research that can inform design and that design can be research: how to formulate a research question, identify pertinent, credible, and authoritative sources, structure written research, and draw original conclusions.	Final project that is a research project proposal, scaffolded by assignments on topic identification, research questions, keywords, exemplary sources, both textual and architectural.	The benchmark for PC.5 is 80% (B) or above. Grading from 0-100. 60 or above is considered passing.	For course grades: grades range from A through E. A = 37 students) B = 36 students C = 5 students D = 0 E = 0 For the final project submission, 36/80 students achieved an A (45%). 24/80 students achieved a B (30%). 6/80 students achieved a C (7.5%). 8/80 students achieved a D (10%). 6/80 students achieved an E (7.5%). On the final project assignment, 17% of students presented work that was substantially deficient or did not submit at all. Slightly lower success rates on this culminating, cumulative assignment indicate the challenge of sustaining focus over a five-week project at the end of the semester and of synthesizing materials from the course and	a) Consider use of rubric for the final project. Work towards grading standardization across 4-5 faculty graders. Resist grade inflation. In addition, assess automatic deductions for students who fail to adhere to the formatting and other requirements for the final project? b) Students who did not achieve the learning objectives of the course were students who were notably absent over the course of the semester or impervious to guidance.	https://arizona.app.box.com/folder/28253 7025539
PC.5	ARC 410F	2024S	M. Silver	Studio	R+I	1. **Understanding** the role material and fabrication play in the expression of concepts while demonstrating a high level of quality in drawing and modelmaking 2. **Understanding** both analogue and digital craft through the expression of material control, quality, detail, and precision 3. **Developing an ability** to assess spatial and formal relationships through clear geometric means and project conceptualization	1. Work is assessed by the quality and craft of final project models and drawings. 2. assessed by how well a given fabrication process was translated into a functional building form. 3. Assessed by how innovative a given design solution was.	The benchmark for PC.5 is 80% (B) or above.	12 students. 100% achieved benchmark or above.	Develop a tighter link between pattern and surface through a more rigorous exploration of taping geometries deployed in three- dimensional space.	https://arizona.app.box.com/folder/28253 7025539
PC.5	ARC 410F	2023F	S. Dickinson	Studio	R+I	1. **Read** contemporary architecture theory texts/case studies, study climate change and complexity theory, then extrapolate ideas and principles for design thinking. 2. **Develop and Research** macro-scale data-mapping with GIS and other tools. 3. **Develop and Research** site-specific micro-climate data with field work and collaborative databases. 4. **Visit** regional sites and make observations across environmental, social, and physical phenomena. 5. **Generate** contextual design solutions to contemporary challenges related to climate change.	Each module requires a visual cohesive dissemination (verbal and physical) focused on that particular part of the syllabus. Each module is based on research, critical inquiry and design methods. Emphasis is put on 4D dynamic design i.e. relating to temporal aspects of change and climate to create more adaptive and resilient futures. If students decide to work in groups (2 people max.), then individual contributions are assessed.	The benchmark for PC.5 is 80% (B) or above. Rubrics for all work, see Instructional folder.	Total number of undergraduate students completing the course: 1 **Module # 1** 100% achieving a C 100% of students passing **Module # 2** 100% achieving a B 100% of students receiving success **Module # 3** 100% achieving a D 100% of students receiving 60% or above **Module # 4** 100% achieving a B	I'm not sure as the course will re-designed next year to be part of an R+I.	https://arizona.app.box.com/folder/28253 7025539
PC.5	ARC 410F	2023F	T. Rosano	Studio	R+I	1. **Compare** various international border policies and their resultant physical, cultural, economic, and environmental manifestations. 2. **Research and analyze** conditions at the U.S./Mexico border to form a position statement/thesis directing a design solution. 3. **Interrogate** international border policy generally, and specifically for a particular need and/or opportunity relative to social, political, or environmental conditions. 4. Employ diagramming, drawing, modeling, and narrative to **critically investigate** ideas, question assumptions, and test hypotheses through a process of iteration.	For all L.O., Assessment is based on analytic rubric for: Border History to evaluate Learning Outcome 1; Project Formation to evaluate Learning Outcomes 2, 3; Design Resolution to evaluate Learning Outcomes 2, 3, 4, 5	The benchmark for PC.5 is 80% (B) or above. Rubric (based on %) with the following criteria evaluated: Concept, Execution, Process, Presentation (weight of each criterion changes from Interim to Final) Note: rubrics are attached to (at the end of) each assignment/project statement	15 students: All students passed the course with a B or higher. However, one-point extra credit pushed 3 students from 79% (high C) to 80% (low B), which is at the threshold between success and simply "satisfied course requirements"	Because of the integration inherent in a design project, the rubric is analytic overall, but holistic within each criterion. This makes it challenging to assess each L.O. individually. One remedy is to adjust the rubric to address some L.O. separately, keeping criteria that address the project comprehensively.	https://arizona.app.box.com/folder/28253 7025539
PC.6	ARC 410F	2024S	C. Crosson	Studio	R+I	1. **Develop and apply** collaboration and communication skills by working in teams and interfacing with municipal staff in the development of actual sustainable solutions (Assessment occurs in projects: 5.0, 7.0 and 4.0, 6.0). 2. **Demonstrate** a basic competence in project management and infographic communication to non-architects (Assessment occurs in projects: 5.0, 7.0 and 4.0, 6.0). *Note: Graduate students have project leadership responsibilities in Assignment 7.0 to build and assess these project management skills. They have additional requirements in project 7.0 as part of their graduate studies requirements B	Assessment occurs in projects: 5.0, 7.0 and 4.0, 6.0	The benchmark for PC.6 is 80% (B) or above. Success is defined across 3-part criteria of: concept, process, and execution. 1. CONCEPT: the degree to which a work exhibits significant, insightful, and sometimes unexpected ways of addressing criteria 2. PROCESS: the degree to which the project is logically and iteratively explored in both method and content; the degree to which a student is able to advance the project through well-designed experiments and testing; the degree to which a student situates the work in a larger technological and cultural context 3. EXECUTION: the degree to which the project exhibits mastery of technique and production; the degree to which it fulfils its qualitative and quantitative objectives; the degree to which the project is excellent as a physical artifact.	**Module or Assignment # 4.0** 3/17 or 18% achieving an A 12/17 or 70% achieving a B 2/17 or 12% achieving a C 88% Percent of students receiving 80% or above (success) 100% Percent of students receiving 70% or above (passing, studio) **Module or Assignment # 5.0** 13/17 or 76% achieving an A 4/17 or 24% achieving a B 100% Percent of students receiving 80% or above (success) 100% Percent of students receiving 70% or above (passing, studio) **Module or Assignment # 6.0** 5/17 or 29% achieving an A 10/17 or 59% achieving a B 2/17 or 12% achieving a C 88% Percent of students receiving 80% or above (success) 100% Percent of students receiving 70% or above (passing, studio) **Module or Assignment # 7.0** 5/17 or 29% achieving an A 10/17 or 59% achieving a B 2/17 or 12% achieving a B	1. Provide midterm opportunity to assess themselves and all the classmates they collaborate in groups with in the studio – rather than waiting only until the end. This will raise awareness of areas where collaboration skills can be improved throughout the semester. 2. Work with students more closely on their infographics and how to communicate with non-architects. Provide more successful examples and books of examples so that students can begin to immolating success to know what success looks and feels like.	https://arizona.app.box.com/folder/28253 7044739
PC.6	ARC 436	2024S	C. Pifer	Practice	Core	2. **Explain** the position of the Architect as a leader of project teams in the larger construction industry. This includes working, legal and financial relationships between the Architect and owners, contractors, consultants, user groups, government agencies. 3. **Understand** the importance of effective collaboration with a broad group of industry members in solving difficult building construction problems. 4. **Apply** industry adopted techniques in taking off a set of construction documents to understand material quantities and costs.	METHOD: Using instructor and guest lecture Q&A as well as in-class discussion, students discuss the role of the architect in the construction industry. This criterion is assessed in the midterm (10% class grade) and final exams (15% class grade). Instruction delivered in Lectures 5, 6, 7, 8 & 9. Lecture 5 content assessed in Midterm exam 04 & 06. Lecture 6 Content assessed in Midterm exam question 05. Lecture 7 Content assessed in Midterm exam question 05, 09, 10 & 11 Lecture 8 Content assessed in Midterm exam question 14. Lecture 9 Content assessed in final exam questions 17, 18 & 19.	The benchmark for PC.6 is 80% (B) or above. Midterm and Final exams are assessed on a numerical scale based on multiple choice and short answer questions. Periodically through the semester, assessment statistics are reviewed to identify gaps in knowledge for reinforcement.	2024 Data: Midterm Average: 79.11% 45/81 Students achieved a grade of 80% or higher. Final Average: 94.43% 74/81 Students achieved a grade of 80% or higher	Separate out the specific elements of the course related to this criterion in assessments. This would enable more granular tracking of success for this criterion. Closer tracking would enable earlier and more effective reinforcement of content.	https://arizona.app.box.com/folder/28253 7044739

PC	Course	Term	Instructor	Type	Cat	Learning Outcome	Assessment	Benchmark	Results	Improvement	Link
PC.6	ARC 410F	2024S	D. Brubaker	Studio	R+I	e) Work with a client group to **assess**, and then **create solutions** to meet their requirements. You will complete the following activities in this class: f) **Compose, execute, and reflect** on an individual development plan to motivate your own learning path. g) **Work** within a team atmosphere to create solutions that meet the diverse requirements of both the Solar Decathlon program rules as well as the requirements of the client group. h) Design a building and submit that design to the Solar Decathlon Design Challenge competition. The design and submission will meet the requirements defined by the Solar Decathlon Design Challenge Rules document for one of the competition divisions (suburban single family housing, , attached housing, mixed-use multifamily housing, education building) as determined in class. i) The design of the building will also meet Phius requirements for the selected building type. j) **Develop an area of expertise** that corresponds to at least one of the ten contest criteria defined by the competition: Architecture, Engineering, Envelope, Efficiency, Grid-Interactivity, Life-Cycle, Health, Market, Community	The students were assessed using drawings, discussions, energy modeling, computer modeling, narratives, models, videos, and verbal presentations that were submitted to the Department of Energy - National Renewable Energy Lab for assessment by industry expert Jurors. A rubric was also used for the assessment. Semifinal Submission was worth 20%. Final Project Report was worth 50%. Presentation materials were worth 10%.	The benchmark for PC.6 is 80% (B) or above.	15 out of 16 students achieved success (above 80%) in this class.	New course could be improved by bringing on a contractor next class to better achieve realistic project costs. New course could have more specific rubrics to measure success. New course could have more private meetings with students to try to address any team cohesion issues.	https://arizona.app.box.com/folder/28253 7044739
PC.6	ARC 410F	2023F	E. Guerrero	Studio	R+I	7. Have the **ability** to conduct multidisciplinary teams.	Assignments on Module A, Module B1 and Module B2 as named below in section 2.3.3.	The benchmark for PC.6 is 80% (B) or above. Graded on a scale of zero (0) to 100.	12 students achieving 80% or better 12 total students in the course	Develop clearer link between learning outcome, rubrics and assessment via clearly stating learning outcomes in the module/assignment document and rubrics. Produce a lecture to introduce new modules/assignments, stating the learning that is desired linked with the work in studio.	https://arizona.app.box.com/folder/28253 7044739
PC.6	ARC 410F	2023F	J. Robles	Studio	R+I	**Understand** how research performed in the course can inform the design process and outcome. **Understand** how to work collaboratively as a varying teams in research, concept generation, conveyance of ideas, establishing goals as a team and executing and articulating a design that is responsive and expressive of the research and process of discovery. In addition, students who complete the graduate course will be able to: 1. **Understand** the basic technical strategies for modulating light in architecture and its affect on space and decision making in design. 2. **Understand** the role of a graduate student as a leader by example in research and intellectual rigor brought to their teamwork and mentorship of undergraduates.	See Syllabus for Project outline for each phase, criteria for assessment, and weights of assessment. Also see assignment sheets for each Phase: Phase 1: Light of Place 10% assessed via outlined criteria, weights, and content/rubric via assignment sheets on group research. Phase 2: 15% Group – Project development Phase 3: 50% of Assessment - Execution of Final design and review submittal – 30% and group submittal to competition and implementation of physical Exhibition 20% Overall: Weekly desk crits with teams, mixed with undergrad and grad were used to assess the ability of the groups to work together	Each Phase is weighted and assessed out of 100 points. 80/100 is considered successful. 70/100 is considered passing. Each phase weights assessments related to the studio content and Learning Outcomes at each phase. Evidence through process of the phases and the work produced as evidence. Each Phase's assessment is laid out in the Assignment Sheets. Criteria and Weights listed in the Syllabus, and Outlines and Rubric listed in the Assignment Sheets.	19 Students **P1 - Light of Place (group)** 90 or above: 13/19 80 or above: 6/19 80% (success) or aboe: 100% **P3 - Modulate (group)** 90 or above: 10/19 80 or above: 9/19 80% (passing) or above: 100% **P3 - Manifest Light** 90 or above: 12/19 80 or above: 7/19	Group work was a new implementation this semester. Will develop clearer objectives and assessments towards rubrics for group work and learning objectives and outcomes related. Focus this past year was on the content of the work, but will need to further develop how the team contributes and is assessed for their contribution. Through feedback and reflection of students for each phase to address the leadership and collaboration at ea phase, linked to the learning outcome.	https://arizona.app.box.com/folder/28253 7044739
PC.6	ARC 410F	2023F	S. Dickinson	Studio	R+I	1. **Read** contemporary architecture theory texts/case studies, study climate change and complexity theory, then extrapolate ideas and principles for design thinking. 2. **Develop and research** macro-scale data-mapping with GIS and other tools. 3. **Develop and research** site-specific micro-climate data with field work and collaborative databases. 4. **Visit** regional sites and make observations across environmental, social, and physical phenomena. 5. **Generate** contextual design solutions to contemporary challenges related to climate change.	Each module requires a visual cohesive dissemination (verbal and physical) focused on that particular part of the syllabus. Even though each module can have an individual product, there are many group discussions and students learn from others via lectures, meetings and field trips. In Module 2 and 3, we have collaborative documents relating to resources, data and design research methods to increase collective intelligence. Complexity is a focus of the studio, conceptually, scientifically and in the researched design methods, continual emphasis is put on looking at inclusive communities beyond humankind.	The benchmark for PC.6 is 80% (B) or above. Rubrics for all work, see Instructional folder.	Total number of undergraduate students completing the course: 1 **Module # 1** 100% achieving a C 100% of students passsing **Module # 2** 100% achieving a B 100% of students receiving success **Module # 3** 100% achieving a D 100% of students receiving 60% or above **Module # 4** 100% achieving a B 100% of students receiving success	I'm not sure as the course will be re-designed next year to be part of an R+I.	https://arizona.app.box.com/folder/28253 7044739
PC.6	ARC 410F	2023F	T. Rosano	Studio	R+I	3. **Interrogate** international border policy generally, and specifically for a particular need and/or opportunity relative to social, political, or environmental conditions.	Assessment is based on analytic rubric for: Design Resolution (portion of which that documents research and discussions with stakeholders/experts)	The benchmark for PC.6 is 80% (B) or above. Rubric (based on %) with the following criteria evaluated: Concept, Execution, Process, Presentation (weight of each criterion changes from Interim to Final) Note: rubrics are attached to (at the end of) each assignment/project statement	15 students: All students passed the course with a B or higher. However, one-point extra credit pushed 3 students from 79% (high C) to 80% (low B), which is at the threshold between success and simply "satisfied course requirements"	Rather than only be assessed as part of the whole project, this PC could be separated out by having a separate grade item (or assignment) that addresses this specific issue/criterion.	https://arizona.app.box.com/folder/28253 7044739
PC.7	NA	NA	NA	NA	NA	NA	PC.7 is assessed through the development and review of the Teaching and Learning Culture Policy by the Architecture Student Advisory Council. This is an elected body of student that represent the cohorts in the SoA programs. The policy is assessed indirectly in the Town Halls that occur in the B.Arch program once each semester. Further, PC.7 is assessed in SoA Workshops and Program Meetings that occur throughout the academic year. For studio culture, teaching and learning culture is assessed in Studio Assessments and Curriculum Committee Meetings. The studio coordinators and faculty teaching in coordinated studios were surveyed in the fall of 2023. They then met in a Program Meeting to discuss studio management and culture. The Exit Survey and Capstone Synthesis were both points of assessment of PC.7.	Success for PC.7 is defined as advancing toward the three pillars of the Teaching and Learning Culture Policy of the SoA including: 1) Community of Stakeholders: fostering a community of stakeholders whose strength lies in the agency of the individual; 2) Deliberately Developmental: support of the community in congruence with forces for change allow students and faculty alike to be pushed towards growth and supported along the way; and 3) Balance in Contradiction: we cannot be skilled architects if we cannot enjoy space, we cannot play effectively if we do not have rigor, and we cannot truly support each other if we are not equally critical.	This is a qualitative measure of success at the present time. However, in the future, the B.Arch program will include quantitative assessment during Town Halls and Exit Survey of student satisfaction of meeting the three pillars.	Hold a workshop to address trust concerns in the SoA and CAPLA with an aim to institute "Deliberabtley Developmental" principles (pillar 2). Studio Coordinator Policy outlines improvements that were determined from the studio coordinator Program Meeting and associated survey as follows: syllabus and assignment preparations prior to the semester, developing assessment methods an rubrics associated with each learning outcome, more consistent communication, more cohesive and collaborative grading and evaluation, well organized reviews, and calibration between the lecture and at desk work time in the studio.	https://arizona.app.box.com/folder/28253 7261250
PC.8	ARC 302	2024S	E. Guerrero	Studio	Core	7. **Evaluate** diverse cultural and social contexts as spatial settings for the user, program, forces, resources, and performance and the translation into built environments. 8. **Formulate** a social and design strategy to equitably support and include people of different backgrounds, resources, and abilities. 9. **Participate** in the debate of contemporary housing needs, fostering a wide palette of tools as a response to the housing crisis (deficit), climate crisis (global warming, climatic conditions), and energy crisis (sustainable design). Design Synthesis	**Module B. Predesign.** Learning outcomes: 1, 2, 3, 4, 7, 8, 9. NAAB criteria: Program Criterion 2 Program Criterion 8 **Module C. Design concept.** Learning outcomes: 1 2 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16. NAAB criteria: Program Criterion 2 Program Criterion 8 Student Criterion 5 **Module D. Schematic design.** Learning outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14, 15, 16. NAAB criteria: Program Criterion 2 Program Criterion 8 Student Criterion 5 Student Criterion 6 **Module E. Design development and Systems selection.** Learning outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. NAAB criteria: Program Criterion 2	The benchmark for PC.8 is 80% (B) or above. Graded on a scale of zero (0) to 100.	84 students Coordinated studio, **Module B:** 94% of students achieved a B or higher **5 sections** Section 1, 16/15 passed. Section 2, 17/17 passed. Section 3, 17/16 passed. Section 4, 17/15 passed. Section 5, 17/16 passed.	a) **plan for improving the course.** Focus on the user needs responding to a program that is monitored by the instructor along the entire module. **_plan for improving the learning outcome.** **LO7** Strengthen the relationship between program and user needs. Formalize the aggregation and unit design as a milestone, before moving into plans. **LO8** Once the user is decided, focus the effort in understanding their needs, and ways of relationship. Interview a foundation or a real user. **LO9** Propose discussions in studio. Formalize a mechanism where the knowledge of a lecture or a reading is integrated into the design flow. Formalize the use of 3 readings guiding the design process. **_plan for improving the assessment method and or scale of evaluation.** Before the course starts, produce a deep reflection among instructors and discuss the learning outcome, the module, the rubric, and the expectations. Reduce the evaluated components in all rubrics. b) **goal for increasing the percentage of students that demonstrate learning of this outcome for next year.**	https://arizona.app.box.com/folder/28253 6958800
PC.8	ARC 435	2024S	L. Hollengreen, B. Weinstein	History + Theory	Core	**Understanding** of the complex intersection of factors that facilitate or inhibit equitable access to well designed, healthy environments, as well as opportunities for design education, professional advancement, and critical practice	All assessments: discussion participation, team preparation to lead discussion one week (involving preparation of a handout and at activities), three short essays, a midterm, and the project. We ask students to situate themselves in relation to the theories we study, contemporary society, and contemporary architectural practice.	The benchmark for PC.8 is 80% (B) or above. Grading from 0-100. 60 or above is considered passing. A rubric is in use for the essays with the following criteria assessed: Substantial analysis of at least 1-2 assigned readings, Argumentation (diction, structure, use of evidence, conclusions), Grammar/spelling/punctuation conventions, Appropriate citation format.	For course grades: grades range from A through E. A = 37 students) B = 36 students C = 5 students D = 0 E = 0 All individual assignment grade distributions are reported for PC.4 and PC.5 above. 73/78 students received a course grade of C or higher	a) Work towards grading standardization across 4-5 faculty graders. Resist grade inflation. b) Students who did not achieve the learning objectives of the course were students who were notably absent over the course of the semester or impervious to guidance.	https://arizona.app.box.com/folder/28253 6958800
PC.8	ARC 202	2024S	S. Trumble	Studio	Core	Students **learn and identify** socio-economic theories and experiences of homelessness and Housing First in the design of low-density, mid-rise housing forms and systems that acknowledge different backgrounds, economic resources, and abilities.	This course divides assessment method into four modules. Each module is assessed with equal weight *. **Module 1:** 1. Social Principles 2. Environmental and Ecological Principles 3. Site Organization Principles 4. Architectonic Principles 5. Group Presentation/Discussion/Peer Review * module 1 = 25% weight **Module 2:** 1. Social, Environmental and Ecological Principles 2. Site Organization and Passive Systems 3. Aggregation and Dwelling Unit Logic 4. Architectonic Principles (Integration) 5. Group Presentation/Discussion/Peer Review * module 2 = 25% weight **Module 3:** 1. Light and Shadow Modulation 2. Passive Systems 3. Organization and Architectonic Integration 4.Spatial/Atmospheric/Experiential Qualities 5. Group Presentation/Discussion/Peer Review * module 3 = 25% weight **Module 4:** 1. District and neighborhood scales: Design synthesis, Ecological knowledge and responsibility, and Social equity and inclusion	The benchmark for PC.8 is 80% (B) or above. **MODULE 1:** Components 1-4 are assessed as follows: Concept: the degree to which a work exhibits significant and insightful ways of addressing learning objectives. Process: the degree to which the project is logically and iteratively explored in both method and content; the degree to which a student advances the project through iterative work. Execution: the degree to which the project exhibits mastery of technique and production; the degree to which it fulfills its qualitative and quantitative objectives; the degree to which the project exhibits excellence in craft. Component 5 is assessed as follows: a. Presentation outline: Ability to clearly state one's own design intentions and principles b. Peer review worksheet: Ability to legibly and succinctly describe another's work in diagram and annotation **MODULE 2:** Components 1-4 are assessed as follows: Concept: the degree to which a work exhibits significant and insightful ways of addressing learning objectives. Process: the degree to which the project is logically and iteratively explored in both method and content; the degree to which a student advances the project through iterative work. Execution: the degree to which the project exhibits mastery of technique and production; the degree to which it fulfills its qualitative and quantitative objectives; the degree to which the project exhibits excellence in craft. Component 5 is assessed as follows:	Coordinated studio with 5 faculty (5 sections): **Section 1:** 17/17 Students passed **Section 2:** 16/16 Students passed **Section 3:** 16/16 Students passed **Section 4:** 15/15 Students passed **Section 5:** 13/14 Students passed **99% achieved success *** * Success is defined as a B or above. Passing is defined as a C or above.	Plan for improving the course, learning outcome, assessment method and or scale of evaluation: A. Strengthen connection between learning objectives, rubrics and criterion. B. Integrate corequisite course in Environmental Systems by sharing rubrics C. Integrate corequisite course in Design Communications	https://arizona.app.box.com/folder/28253 6958800

Criterion	Course	Term	Instructor	Type	Core	Learning Objectives	Method / Assessment	Benchmark	Data	Analysis	Link
SC.1	ARC 436	2024S	C. Pifer	Practice	Core	1. **Understand** the landscape of ethics in professional practice, including the roles of NCARB, the AIA and Local boards of Technical Registration 6. **Explain** the Architects' role as a protector of life safety, including history of building codes and licensure.	METHOD: Ability to describe roles of architect with regards to building and public safety, importance of insurance for architects. This criterion is assessed in the midterm (10% class grade) and final exams (15% class grade). Instruction delivered in Lectures 8, 10 & 12. Lecture 8 content assessed in Midterm exam question 14. Lecture10 Content assessed in Midterm exam questions 03 & 13, and final exam questions 12,14 & 17. Lecture 12 Content assessed in Final exam question 05, 06 & 07.	The benchmark for SC.1 is 80% (B) or above. Midterm and Final exams are assessed on a numerical scale based on multiple choice and short answer questions. Periodically through the semester, assessment statistics are reviewed to identify gaps in knowledge for reinforcement.	2024 Data: Midterm Average: 79.11% 45/81 Students achieved a grade of 80% or higher. Final Average: 94.43% 74/81 Students achieved a grade of 80% or higher	Separate out the specific elements of the course related to this criterion in assessments. This would enable more granular tracking of success for this criterion. Closer tracking would enable earlier and more effective reinforcement of content.	https://arizona.app.box.com/folder/28256 2115953
SC.1	ARC 441	2023F	L. Carr, S. McDonald	Practice	Core	3. **Interpret** Land use codes for a given project as they pertain to use and context-driven design requirements for ensuring human health, safety and welfare in the built environment. 5. **Apply** industry adopted techniques in organizing, producing and verifying technically accurate drawings that demonstrate that land use code requirements for use and context-driven design requirements are met.	Graded by rubric in Asgn 01, Asgn 05	The benchmark for SC.1 is 80% (B) or above. 3. Students apply lecture content to complete a land use code analysis that includes citing code references, documenting requirements and tabulating what is provided on the plan to be in compliance. A grading rubric is used to asses that the analysis is complete, accurately calculated / determined, and graphically presented in an organized manner. 5. Students apply lecture content to graphically demonstrate land use code compliance using industry standards for referencing, line types, annotations and dimensions, hatches and labels. A grading rubric is used to determine that graphic documentation complete, clear and consistent between drawings.	**ASGN 01:** 10% of the course grade. 42/74 achieved an A 13/74 achieved a B 4/74 achieved a C 6/74 achieved a D 6/74 received an E **ASGN 05:** 10% of the course grade 22/74 achieved an A 15/74 achieved a B 15/74 achieved a C 6/74 achieved a D	Asgn 01 is the first assignment, and our theory is that some students do poorly simply because they have never engaged with this kind of exercise. Assessing the resubmit drawing in ASGN 05 will provide insight as to if grades reflect student understanding or lack of time planning. We can also split our rubric to asses interpretation separately from application.	https://arizona.app.box.com/folder/28256 2115953
SC.1	ARC 401	2023F	M. Kothke	Studio	Core	2. **Understand** the impact of the built environment on human health, safety, and welfare at multiple scales from buildings to cities. 9. Have the **ability** to synthesize client goals, building goals, and supporting strategies; connecting the dots with a comprehensive design project that demonstrates the impact of the built environment on human health, safety, and welfare through the integration of context, site, program, and building, while tracking measurable building performance from concept to resolution.	An understanding of the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities, is central to ARC401. The understanding of the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities is supported by learning outcomes 2 and 9, and through the studio assignments 2.1, 3.1, 5.1, and 6.1 and their associated evaluation rubrics. SC.1 SCOPE DEFINITIONS per the course syllabus (and courtesy http://www.aia-mn.org/wp-content/uploads/HSW-Definition_2017.pdf) Health: Aspects of architecture that have beneficial or salutary effects on occupants and users of buildings or sites and address environmental concerns. Safety: Aspects of architecture intended to limit or prevent accidental injury or death of occupants and users of buildings or sites. Welfare: Aspects of architecture that engender demonstrable positive emotional responses from, or enable equal access by, users of buildings or sites. With the ARC401 studio's alignment with the AIA COTE Top Ten for Students competition and its Framework for Design Excellence, this component is supported by the following measures of the Framework: Design for Integration, Design for Equitable Communities, Design for Well Being, Design for Change, and Design for Discovery. Overview per the AIA COTE Top Ten: "Architects play a crucial role in addressing both the causes and effects of climate change through the design of the built environment. Innovative design thinking is key to producing architecture that meets human needs for both function and delight, adapts to climate change projections, continues to support the health and well-being of inhabitants despite natural and human-caused disasters, and minimizes contributions to further climate change	The benchmark of success for SC.1 is a 'B' grade or higher (80%+) for the studio and relevant assignments. The passing grade for the course is a minimum grade of 'C' (70%+).	Assignment 1.1 64/84 B or higher (75.9%) 79/84 C or higher (94.0%) Assignment 2.1 55/85 B or higher (65.1%) 79/85 C or higher (94.0%) Assignment 3.1 61/85 B or higher (71.1%) 75/85 C or higher (88.0%) Assignment 5.1 56/85 B or higher (66.3%) 83/85 C or higher (97.6%) Assignment 6.1 63/85 B or higher (73.5%) 81/85 C or higher (95.2%)	For fall 2024, the studio pedagogy and narrative will more directly outline the thinking and objectives behind the profession's mission towards "Human Health, Safety, and Welfare"	https://arizona.app.box.com/folder/28256 2115953
SC.1	ARC 301	2023F	T. Rosano	Studio	Core	1. **Implement** appropriate design responses to cultural, social, and historical context, building codes, life-safety requirements, and Universal Design. 2. **Analyze** the ethical impacts of architectural decisions on the environment, site, users, craftspeople, and collaborators, and articulate the professional judgement used in the decision-making process.	For all L.O., Assessment is based on analytic rubric for: [Project #1 (Final): Mt. Lemmon & Project #2: (Final) Bisbee.	The benchmark for SC.1 is 80% (B) or above. Rubric (based on %) with the following criteria evaluated: Concept, Execution, Process, Presentation (weight of each criterion changes from Interim to Final) Note: rubrics are attached to (at the end of) each assignment/project statement Additionally, the semester culminates in a separately juried Universal Design Competition.	83 students: grades range from A through D. A (18 students) B (48 students) C (17 students) D (0 students)	While the rubric is analytic overall, but holistic within each criterion as noted in PC.2, this criterion specific to Universal Design has the separately juried Universal Design Competition. Also see attached Addendum/ General Reflection	https://arizona.app.box.com/folder/28256 2115953
SC.2	ARC 436	2024S	C.Pifer	Practice	Core	1. **Understand** the landscape of ethics in professional practice, including the roles of NCARB, the AIA and Local boards of Technical Registration 2. **Explain** the position of the Architect as a leader of project teams in the larger construction industry. This includes working, legal and financial relationships between the Architect and owners, contractors, consultants, user groups, government agencies. 3. **Understand** the importance of effective collaboration with a broad group of industry members in solving difficult building construction problems. 6. **Explain** the Architects' role as a protector of life safety, including history of building codes and licensure.	Introduction to building a fee for architectural services, consultant coordination, and working with governments. We also review best practices for how to structure a business, and how to select the optimal delivery method for a project. This criterion is assessed in the midterm (10% class grade) and final exams (15% class grade). Instruction delivered in Lectures 1, 2, 3, 10, 14 & 15. Lecture 1 content assessed in Midterm exam question 01 & 02. Lecture 2 Content assessed in Midterm exam question 12. Lecture 3 Content assessed in Midterm exam questions 12 & 15. Lecture10 Content assessed in Midterm exam questions 03 & 13, and final exam questions 12,14 & 17. Lecture 14 Content assessed in Final exam question 08 & 09	The benchmark for SC.2 is 80% (B) or above. Midterm and Final exams are assessed on a numerical scale based on multiple choice and short answer questions. Periodically through the semester, assessment statistics are reviewed to identify gaps in knowledge for reinforcement.	2024 Data: Midterm Average: 79.11% 45/81 Students achieved a grade of 80% or higher. Final Average: 94.43% 74/81 Students achieved a grade of 80% or higher	Separate out the specific elements of the course related to this criterion in assessments. This would enable more granular tracking of success for this criterion. Closer tracking would enable earlier and more effective reinforcement of content.	https://arizona.app.box.com/folder/28256 0803078
SC.2	ARC 441	2023F	L. Carr, S. McDonald	Practice	Core	1.**Explain** how construction drawings and specifications combine with contracts, agreements, and addenda to define the project scope and outcomes for building construction. 2. **Explain** the importance of planning an organizational and design communication strategy (pre-plan the set, identify needed drawings, prioritize and sequence production of those drawings, establish graphics standards, and develop a coordinated methodology for the team) in delivering construction drawings that demonstrate code-mandated criteria, and deliver accurate representation. 3. **Identify** the financial aspects involved with design and construction including: building costs, fees, value analysis, value engineering, life cycle costs and basic architectural estimating, and their impact on the Contract Document process. 4. **Explain** project management, quality assurance and coordination efforts required to deliver a project on time, on budget and at the quality expected. 5. **Differentiate** between the various roles and responsibilities of the principal, agent and third party as defined in AIA contracts A101, B101 and A201 for ensuring contractual obligations are met, and liability is properly assigned.	Quizzes and Final Exam	The benchmark for SC.2 is 80% (B) or above. Multiple choice questions administered through D2L quiz. Quizzes are used to recap lecture content from the previous week. After quizzes are taken, they are reviewed and discussed in class. The final exam is composed of questions from the quizzes but include different response options. All quizzes and the final exam are open note. By administering the quizzes and final exam through D2L, we can review statistics by question, student or class.	**QUIZ 01:** 30/74 achieved a 90% or higher; each Quiz is worth 1% of the course grade. **QUIZ 02:** 56/74 achieved a 90% or higher; each Quiz is worth 1% of the course grade. **QUIZ 08:** 55/74 achieved a 90% or higher; each Quiz is worth 1% of the course grade. **FINAL EXAM:** 17% of the course grade 12/74 achieved an A 30/74 achieved a B 28/74 achieved a C 2/74 achieved a D 3/74 received an E	Currently, the questions related to this specific learning outcome are mixed across multiple quizzes, making it difficult to asses this specific learning outcome. We also do not ask this specific question. The improvement action is to create a quiz dedicated to this learning outcome. This topic is assessed in quiz 01 (avg 81%, std dev 17%) and quiz 02. (avg 93%, std dev 12.6). Since these two quizzes are used to asses a learning objective, they need to be more challenging. Our average should be closer to 75% and the standard deviation should be 15%. Quiz 8 focuses on this topic, and the class average for this quiz is 98%. This quiz needs to be made more robust; the questions do not fully asses learning in this category. Quiz 10 focuses on this topic and the class average is 96%. This quiz needs to be made more robust; the questions do not fully asses learning in this category. Quiz 09 focuses on this topic and the class average is 82% with std dev of 17%. This quiz also includes questions about	https://arizona.app.box.com/folder/28256 0803078
SC.2	ARC 326	2023F	T. Rosano	Practice	Core	4. **Demonstrate** understanding of relationships of key stakeholders and their roles in the design process. Note: this course is the first in the three course "Practice" sequence, this material is introductory in nature.	Assessment is based on Quiz #3 on Programming & Project Delivery	The benchmark for SC.2 is 80% (B) or above. Quiz results (based on % of 100)	84 students: 80 out of 84 students (95%) passed the assessment with a B or higher, as the quiz has 4 attempts and is designed to promote learning through repeated Retrieval Practice.	Because this information is introductory in nature, the assessment for this content seems satisfactory.	https://arizona.app.box.com/folder/28256 0803078
SC.3	ARC 441	2023F	L. Carr, S. McDonald	Practice	Core	LO.4. **Interpret** building codes for a given project as they pertain to life safety, building assemblies, and accessibility criteria. LO.6. **Apply** industry adopted techniques in organizing, producing and verifying technically accurate drawings that satisfy building code requirements for life safety, building assemblies, and accessibility criteria.	Graded by rubric in ASGN 02, 03 and 04, ASGN 05	The benchmark for SC.3 is 80% (B) or above. 4. Students apply lecture content to complete a building code analysis that includes citing code references, documenting requirements and tabulating what is provided on the plans to be in compliance. A grading rubric is used to asses that the analysis is complete, accurately calculated / determined, and graphically presented in an organized manner. 6. Students apply lecture content to graphically demonstrate building code compliance using industry standards for referencing, line types, annotations and dimensions, hatches and labels. A grading rubric is used to determine that graphic documentation complete, clear and consistent between drawings.	The average for Asgn 02 is 86% with a 14% std dev; Asgn 03 average is 83% with a 21% std dev; Asgn 04 average is 82% with a 17% std dev. In all cases, the bell curve distribution shows that we basically have a lot of high scores and low scores but few middle scores.	The substantial divide between high and low scores is most likely due to student time management (this assumption is based on reviewing quiz scores following the same content which the distribution is smaller). Assessing the resubmit drawing in Asgn 05 will provide insight about grades reflect student understanding or lack of time planning. We can also split our rubric to asses interpretation separately from application.	https://arizona.app.box.com/folder/28256 1525411
SC.3	ARC 326	2023F	T. Rosano	Practice	Core	1. **Demonstrate** understanding about the determinants of manmade and natural environments including: relationship to social and physical factors (such as vegetation, topography, views, and cultural/historical context), impact of legal/regulatory requirements (such as zoning, Americans with Disabilities Act (ADA), and floodplain impacts), and Universal Design. Note: this course is the first in the three course "Practice" sequence, this material is introductory in nature.	Assessment is based on Quiz #4 on Universal Design and Regulatory, etc. Additionally, Assessment is more general relative to two Pre-Design group projects (site analysis & programming) that relate to their two studio projects respectively.	The benchmark for SC.3 is 80% (B) or above. Quiz results (based on % of 100) Group Projects (based on % of 100)	84 students: Nearly all pass the Quiz assessment with a B or higher, as the quiz has 4 attempts and is designed to promote learning through repeated Retrieval Practice. Success improved from Project #1 to Project #2. Grades were as follows: For Project #1 A (15), B (44), C(25) For Project #2 A (15), B (66), C(3) With similar criteria and increased expectations for the 2nd project, 81 out of 84 students succeeded as defined by a B grade or higher. This suggests the Spaced Learning Practice employed by having two similar	Because this information is introductory in nature, the assessment for the Quiz content seems satisfactory. For next year, smaller groups (pairs vs. 3 or 4 students) may work more effectively to increase accuracy of assessment for the group projects,	https://arizona.app.box.com/folder/28256 1525411
SC.4	ARC 421	2023F	D. Brubaker	Technology	Core	[1] **Illustrate** basic construction documentation and design communication for mechanical, plumbing, electrical, systems. [2] **Compare** and optimize building systems design through pairing, or separating, systems in medium- and high-rise buildings, including: climate responsive thermal systems, passive and active mechanical systems, ventilation systems. Identify precedents that demonstrate environmentally adaptive systems in large-scale buildings. [3] **Build** digital models to analyze systems designs and performance. [4] **Draw** and annotate building- and wall-sections to communicate systems design.	[1] Quiz questions and 10.05.2023 HVAC Assignment and Final Assignment [2] Quiz questions and Final Assignment [3] WUFI Workshop 23 10 26 [4] Final Assignment	The benchmark for SC.4 is 80% (B) or above.	**HVAC Assignment** A: 60/79 students B: 7/79students C: 2/79 students C: 4/79 students E: 6/79 students **WUFI Workshop** A: 68/79 students B: 6/79students E: 5/79 students **Final Assignment** A: 41/79 students B: 27/79students D: 8/79 students C: 3/79 students	Provide more examples of how to do the exercise.	https://arizona.app.box.com/folder/28256 2576319

Criterion	Course	Term	Instructor	Type	Core	Learning Outcome / Description	Method	Benchmark / Criteria	Results	Recommendations / Changes	Link
SC.4	ARC 321	2023F	D. Leverett	Technology	Core	1. NAAB SC.4 Technical Knowledge—How the program ensures students understand building construction's established and emerging systems, technologies, and assemblies and the methods and criteria architects use to assess those technologies against project design, economics, and performance objectives. 2. B. ARCH Program Level Interpretation: ARC 321 The B.ARCH program introduces students to established and emerging building systems, technologies, and assemblies. Students learn the current methods architects use to evaluate and optimize building performance. Values: performance 3. B. ARCH Course Level Interpretation: ARC 321 teaches students the basic capabilities of wood, steel, and concrete structures to diagram simple structural conditions using force diagrams and describe load and reaction patterns. The primary use case is developing slopped sites and applying appropriate foundation systems. Students also explore methods and techniques of notation relevant to depicting, representing, and conveying environmental phenomena in architectural design. The focus is on building solutions incorporating passive, active, and integrated building systems. 4. LEARNING OUTCOME: Refer to Learning Outcomes 1-9 for the course in section 2.3.1 above.	5. METHOD: This is assessed in quizzes, evidence of video content review, individual projects, and group projects. [assignment name, exam number, and project number are named below in section 2.3.3].	The benchmark for SC.4 is 80% (B) and are above. QUIZZES: The six quizzes are conducted in D2L space and are worth three points each. Quizzes are based on the readings and lectures in class and are multiple-choice and true-false. Quiz scores demonstrate student understanding. CRITERIA/SCALE OF EVALUATION: Students receive 1/2 point for answering each question answered. Scores are based on the correct selection of answers. Grade Score = percent of (Achieved points / Available points). PROJECTS: Evaluation criteria will be enumerated in the respective project briefs. Still, they will typically include digital model accuracy, completion of work, accuracy of details and drawings, use of proper architectural drawing conventions and annotation, quality of analysis, understanding of principles, and clarity of communication. CRITERIA/SCALE OF EVALUATION: A grading rubric is provided with project all projects and phases. Evaluation criteria will be based on accuracy in the depiction of related concepts and annotations, the accuracy of drawing elements and details, and the quality of representation. Projects are graded on a scale of 0-12, with points allotted for each required component. Grade Score = percent of (Achieved points / Available points). REFLECTIONS (EXERCISES) Class lectures may include reflection exercises in which students post their written reflections or responses to specific questions, activities, or short exercises. CRITERIA/SCALE OF EVALUATION: Reflections are typically in-class events and are worth 1 point each. Reflections are graded based on accuracy and	Quizzes: 93% of students received a grade of 80% or higher. Projects: 90% of students received a grade of 80% or higher. Reflections: 91% of students received a grade of 80%or higher. Playposit Video: 96% of students received a grade of 80% or higher.	Provide more studio group projects so that students can see and visualize structural concepts in person and in real time. Pass rate is optimal. No changes anticipated.	https://arizona.app.box.com/folder/28256 2576319
SC.4	ARC 221	2023F	E. Weber	Technology	Core	1. Understand building materials and methods of assembly. Assembly logic, order of operations, nominal and actual sizes of materials, and materials selection. Why a designer might choose one material system over another. 2. Understand material performance and life cycles. 3. Understand the architect's agency in construction systems use & application. 4. Understand the principles of assembly in joining building materials and the impact of constraints on making buildings.	1. Assembly logic is specifically addressed in Exercises 2 & 3. Order of operations is specifically addressed in the following exam questions: Exam 1a, question 49; Exam 2a, question 1; Exam 3a, question 15; Exam 4a, questions 21, 29. Nominal/actual sizes specifically addressed in the following exam questions: Exam 1a, question 19, Exam 2a, question 16, 2. Why a designer might choose one material over another specifically addressed in the following exam questions: Exam 1, questions 11, 32; Exam 3, questions 9, 10, 14, 28, 36, 38, 39, Exam 4a, questions 1, 38; Exercise 3 for assembly logic, Exercise 1, 2 & 3 for material performance. 2. Exercise 1, and exam questions below: Exam 1a, questions 5, 44, 47; Exam 2a, questions 2, 6, 8, 13, 40; Exam 3a, questions 4, 30, 37, 39, Exam 4a, questions 1, 14, 3. Exercises 2 & 3	Exams will be graded for completeness and comprehension of core principles along with a demonstrated understanding of how these principles work together. True-False/Multiple Choice test format. 70% or better. For Exercises, the criteria for evaluation include the completeness of the assignment, demonstrated application of concepts, and understanding of concepts and results as evidenced in the corresponding documentation. 70% or better is considered a successful project.	Exam 1: 31/89, 34.8% meet 80% (success); Exam 2: 45/89, 50.5% meet 80% (success); Exam 3: 48/89, 53.9% meet 80% (success); Exam 4: 44/89, 49.4% meet 80% (success); Exercise 1: 79/89, 88.76% meet 80% (success); Exercise 2: 83/89, 93.3% meet 80% (success); Exercise 3: 84/89, 94.4% meet 80% (success)	Created study guides for exams, made it more clear to students what areas would be important to study for exams. Considering adjustment to quantity of material for course lectures.	https://arizona.app.box.com/folder/28256 2576319
SC.4	ARC 322	2024S	M. Kothke	Technology	Core	The following topics and outcomes directly impact Health, Safety, and Welfare in the Built Environment: STRUCTURES 1. Have the ability to order and compose a schematic structural frame design for a medium-scale multi-story building. 2. Have the ability to compose a structural frame with consideration of material selection, spans, hierarchy, and member sizing. 3. Have the ability to analyze and diagram structural load path and lateral stability concepts via digital model composition and physical model testing. ENVIRONMENTAL FACTORS 4. Have the ability to utilize digital environmental analysis tools to identify specific climate, orientation, and building energy strategies that can inform building envelope system selection and composition. 5. Understand the range of factors that can affect building envelope selection: general site factors, economic factors, socio-cultural factors, environmental health factors, sensorial factors, and technical factors 6. Understand the environmental performance of a building envelope system and its component assembly relative to thermal resistance, air resistance, and moisture resistance. 7. Understand the role that building envelope systems can play in passive environmental system design. CONSTRUCTION SYNTHESIS 8. Have the ability to compose a building envelope system to enclose the structural frame for a medium-scale multi-story building. 9. Have the ability to communicate the hierarchy and relationships between the structural frame and the building envelope system via digital models and technical drawings. 10. Have the ability to compose, sequence, and annotate the component layers of a building envelope assembly with an emphasis on environmental performance: thermal resistance, air resistance, and moisture resistance.	Learning Outcomes for ARC322 are assessed via detailed grading rubrics for each of the semester assignments. The assessment rubric for each assignment can be found as the last page of each assignment document. https://arizona.box.com/s/u3dkwleh5a7q2od5aepee3n32raezx06 The focus of the assignment 1.0 series (1.1, 1.2a, 1.2b, and 1.3)is on STRUCTURES. Assignment 2.1 focuses on ENVIRONMETNAL FACTORS The focus of the assignment 3.0 series (3.1 and 3.2) is on the synthesis of STRUCTURE and ENVIRONMENTAL FACTORS with the development of a BUILDING ENVELOPE system for the course project.	The benchmark for SC.4 is 80% (B) or above. Success in ARC322 is defined by each student's ability to understand specific concepts, garnered from both the course lectures and the empirically focused assignments. While digital, ARC322 is centered around "hands on learning," the benefits of which include making abstract concepts concrete to build the architectural skill and perception of SYNTHESIZING structure, environmental factors, and building envelope systems.	Assignment 1.1: 82/85 B or higher (96.47%), 84/85 C or higher (98.92%); Assignment 1.2: 65/85 B or higher (76.46%), 75/85 C or higher (88.23%); Assignment 1.3: 70/85 B or higher (82.34%), 77/85 C or higher (90.59%); Assignment 2.1: 79/85 B or higher (92.95%), 82/85 C or higher (96.48%); Assignment 3.1/3.2: 62/85 B or higher (72.62%), 75/85 C or higher (88.09%)	After Spring 2024, this course will be retired. Recommended features to take forward from this course towards other technology courses in the curriculum would be: Structural grid organizational systems, framing and member hierarchy and sizing for steel, concrete, and mass timber, lateral brace frame solutions. Form to environment energy use intensity simulations with emphasis on surface area, window to wall area and solar orientation; general climatic wisdom and application of the psychrometric chart and related passive and active design strategies. Building envelope fundamentals with emphasis on thermal, moisture, and air mitigation; in the pedagogy and timeframe of ARC322, given the co-requisite emphasis on structure and environmental factors, the BArch curriculum would benefit from giving the students even greater exposure to building envelope system types, and a broad range of material selection options; from common materials and systems, to more advanced and burgeoning options. ARC322 also offers a guide for making such material selections. These guidelines by Okunkah and Yano is a valuable reference and tool for technology courses	https://arizona.app.box.com/folder/28256 2576319
SC.4	ARC 222	2024S	O. Youssef	Technology	Core	[1] Have the ability to make use of natural ventilation and Passive Cooling Devices in buildings 1. Select/Design a space to investigate natural ventilation and identify the region for the study. 2. Collect Climate data of the region using climate consultant. 3. Draw your hypothesis of air flow (identifying: windward, leeward, positive and negative pressure) 4. Build a physical model and test in the wind tunnel 5. Document the process and prepare a presentation. [2] Evaluate natural daylight conditions and provide evaluations based on model building exercises. 1. Construction of a simple 1"=1'-0" daylight scale model that represents the space that you previously rendered in part 1. The model will be built by each students and will be used to explore daylight variations within the model but this time based on observation of the model. 2. Use the "Artificial Overcast Sky Simulator" for the assessment of light distribution patterns through photometric measurement of model interior. This last part part will focus on architectural solution to promote light intensity and distribution inside the space. 3. Find daylight example similar to the one you selected for the project [3] Reflect on your current project, evaluating the work done based on how your learning over the semester has better informed your design decision based on human thermal comfort (solar radiation, humidity, airflow, passive strategies, material choices for thermal mass or insulation), site considerations, water collection and quality of daylighting.	[1] Using a tabletop wind tunnel, students assess how their building envelope perceives airflow represented by smoke. Learning Outcomes [1,3,4, & 7] [2] Using an overcast sky simulator students test several iterations of daylight. Learning outcomes [5,7,8,9] [3] 1) Demonstrate skills necessary to analyze and synthesize environmental performance from this semester's lab and lecture content applied to your studio project. 2) Demonstrate a system of notation and documenting to explain environmental phenomena for design strategy information integrated within architectural drawings (plan, section, elevation, axonometric). 3) Demonstrate understanding about the comprehensive influence of climate location and structural form for human environmental needs and adaptive response in the design process. Learning outcomes [5,11,12]	The benchmark for SC.4 is 80% (B) or above. [1] Synthesis Project 1 Rubric for Project 1-100 Achieve a visual of smoke traveling from the inlet of a building section to the outlet through the space users 1. Positive/Negative Pressure indications	2 points 2. Utilizing temperature differences to keep the cool air low and hot air to rise	2 points 3. Airflow arrows show continuous all through the building	2 points 4. Indicate the different types of airflow throughout. Show eddy locations	2 points 5. Show people utilizing your areas of thermal comfort	2 points 6. Air treatment, the air that is brought into the project needs to be treated. Show the range of temperatures outside and diagram the strategies that will reduce the temperatures to your desired comfort levels.	5 points [2] Synthesis Project 2 Rubric for Project 1-100 Achieve Even Light Distribution 5 PTS: DESIGN STRATEGY EFFECTIVENESS 2 PTS: CLARITY OF DAYLIGHT SECTION (SHOWING DAYLIGHT CURVE AND HUMAN FIGURE) 2 PTS: COMPREHENSIVE APPROACH TO ACHIEVING DAYLIGHT	[1] Class Avg. 83.43%: 1 Student: 0; 3 Students: 45-50%; 1 Student: 60-65%; 10 Students: 65-70%; 4 Students: 70-75%; 3 Students: 75-80%; 17 Students: 80-85%; 23 Students: 85-90%; 28 Students: 90-95%; 12 Students: 95-100%. [2] Class Avg. 90%: 1 Student: 0; 1 Student: 60-65%; 7 Students: 70-75%; 18 Students: 80-85%; 8 Students: 85-90%; 65 Students: 90-95%; 1 Student: 95-100%. [3] 1 Student: 60-65%; 1 Students: 70-75%; 14 Students: 80-85%; 15 Students: 85-90%	[1] - Cleaner airflow smoke generated - More opportunity to do a 1-1 with the students - Clarity of inlets and outlets with a confirmation on airflow hypothesis [2] Use hand held tools to measure daylight in surrounding spaces to develop an understanding of light intensity and improve observational assessment [3] Do smaller break out groups and have student present their projects. Or Have more of a stronger tie to studio, where students present their environmental project as part of their final studio.	https://arizona.app.box.com/folder/28256 2576319
SC.5	ARC 302	2024S	E. Guerrero	Studio	Core	10. Demonstrate the ability to synthesize user requirements, community needs, site conditions, and accessible design. 11. Analyze and predict measurable environmental impacts of a sequence of decisions on a design.	Module C. Design concept. Learning outcomes: 1 2 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16. NAAB criteria: Program Criterion 2, Program Criterion 8, Student Criterion 5. Module D. Schematic design. Learning outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14, 15, 16. NAAB criteria: Program Criterion 2, Program Criterion 8, Student Criterion 5, Student Criterion 6. Module E. Design development and Systems selection. Learning outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. NAAB criteria: Program Criterion 2, Program Criterion 8, Student Criterion 5, Student Criterion 6. Module F. Design resolution and review. Learning outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16.	The benchmark for SC.5 is 80% (B) or above. Graded on a scale of zero (0) to 100.	Total number of undergraduate students completing the course: 83. Percent of students receiving 80% or above (success): 67.46%. Percent of students receiving 70% or above (passing): 78.31%. Module or Assignment C: A: 15/83 students, 18.07%; B: 61/83 students, 73.49%; C: 7/83 students, 8.43%. Module or Assignment D: A: 20/83 students, 24.09%; B: 41/83 students, 49.39%; C: 18/83 students, 21.68%; D: 4/83 students, 4.81%. Module or Assignment E: A: 20/83 students, 24.09%; B: 43/83 students, 51.8%; C: 14/83 students, 16.86%; D: 3/83 students, 3.61%; E: 3/83 students, 3.61%. Module or Assignment F: A: 30/83 students, 36.14%; B: 40/83 students, 48.19%; C: 7/83 students, 8.43%; D: 5/83 students, 6.02%; E: 1/83 students, 1.2%	a) _plan for improving the course. Focus on the user needs responding to a program that is monitored by the instructor along the entire module. _plan for improving the learning outcome. LO10 Formalize a mechanism where the research is integrated into the design flow. LO11 Strengthen the relationship between the climatic analysis performed and the impact in options for design. Propose different design scenarios. Extend the length of the module. _plan for improving the assessment method and or scale of evaluation. Before the course starts, produce a deep reflection among instructors and discuss the learning outcome, the module, the rubric, and the expectations. Reduce the evaluated components in all rubrics. b) _goal for increasing the percentage of students that demonstrate learning of this outcome for next year.	https://arizona.app.box.com/folder/28256 0841476

SC#	Course	Term	Instructor	Type	Req	Learning Outcomes	Component / Scope	Benchmark	Assignment Data	Reflection / Plan	Link
SC.5	ARC 401	2023F	M. Kothke	Studio	Core	1. **Understand** the role of the design process in shaping the Built environment, as well as the ways that design can integrate multiple factors in different settings and scales of development, from buildings to cities. 9. Have the **ability** to synthesize client goals, building goals, and supporting strategies; connecting the dots with a comprehensive design project that demonstrates the impact of the built environment on human health, safety, and welfare through the integration of context, site, program, and building, while tracking measurable building performance from concept to resolution.	SC.5 DESIGN SYNTHESIS COMPONENT: REGULATORY REQUIREMENTS ARC401 considers SC.5 as having multiple, complimentary, and integrated component parts, which is appropriate given that ARC401 is the comprehensive design studio of the BArch degree, with a fundamental and philosophical emphasis on design synthesis. As described below, the component parts of SC.5 are woven through the seven studio assignments — a demonstration of synthesis itself — with learning assessed directly through these assignments and the seven corresponding grading rubrics. The first, and fundamentally encompassing component of SC.5 is the **ability for students to make design decisions within architectural projects**, followed by **how this ability informs student demonstrations** of: • the synthesis of regulatory requirements2 The ability for students to make design decisions within architectural projects relative to the synthesis of user requirements is supported by Learning Outcomes 1 and 9, and assessed through the studio assignments 1.1, 1.2, 2.1 3.1, 5.1, and 6.1 and their associated evaluation rubrics. SC.5 SCOPE DEFINITIONS per the course syllabus 2. Synthesis of Regulatory Requirements: evidenced in the interpretation of and compliance with site zoning Assignment 1.1 Revealing the Contextually Generative – Site and Form Analysis is focused on the inter-relationships between context, form, and environmental performance, prefacing students to take on fresh eyes and to be open to the possibility of early insights in pursuit of the following question: What forces, flows and factors – human, physical, and environmental - have the potential to inform or generate future design decisions?	The benchmark of success for SC.5 is a 'B' grade or higher (80%+) for the studio and relevant assignments. The passing grade for the course is a minimum grade of 'C' (70%+).	Assignment 1.1 64/84 B or higher (75.9%) 79/84 C or higher (94.0%) Assignment 2.1 55/85 B or higher (65.1%) 79/85 C or higher (94.0%) Assignment 3.1 61/85 B or higher (71.1%) 75/85 C or higher (88.0%) Assignment 5.1 56/85 B or higher (66.3%) 83/85 C or higher (97.6%) Assignment 6.1 63/85 B or higher (73.5%) 81/85 C or higher (95.2%)	Upon reflection, and with a new project site, fall 2024 will focus on a deepened and more explicit regulatory requirement analysis.	https://arizona.app.box.com/folder/28256 0841478
SC.5	ARC 301	2023F	T. Rosano	Studio	Core	2. Employ diagramming, drawing, and modeling as a means to **critically investigate** ideas, question assumptions, and test hypotheses through a process of iteration. 3. **Synthesize** multiple requirements into a resolved design with a clear conceptual idea and evident ordering principles. 5. **Demonstrate their understanding** of and response to site factors, such as solar orientation, topography, climate, water flows and precipitation, and wind conditions through appropriate placement and integration of a structure on a site. 6. **Implement** appropriate design responses to cultural, social, and historical context, building codes, life-safety requirements, and Universal Design. 8. **Analyze** the ethical impacts of architectural decisions on the environment, site, users, craftspeople, and	For all L.O., Assessment is based on analytic rubric for: [Project #1 (Final) Mt. Lemmon & Project #2: (Final) Bisbee.	The benchmark for SC.5 is 80% (B) or above. Rubric (based on %) with the following criteria evaluated: Concept, Execution, Process, Presentation (weight of each criterion changes from Interim to Final) Note: rubrics are attached to (at the end of) each assignment/project statement	83 students: grades range from A through D. A (18 students) B (48 students) C (17 students) D (0 students)	Because of the integration inherent in a design project, the rubric is analytic overall, but holistic within each criterion. This makes it challenging to assess each L.O. individually. One remedy is to adjust the rubric to address some L.O. separately, keeping criteria that address the project comprehensively. Also see attached Addendum/ General Reflection	https://arizona.app.box.com/folder/28256 0841478
SC.6	ARC 302	2024S	E. Guerrero	Studio	Core	12. **Demonstrate** the ability of integrating building envelope systems and assemblies, structural systems, developing a concept through iterative explorations. 13. **Analyze and predict** building performance on a design.	Module D. Schematic design. Learning outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14, 15, 16. NAAB criteria: Program Criterion 2 Program Criterion 8 Student Criterion 5 Student Criterion 6 Module E. Design development and Systems selection. Learning outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. NAAB criteria: Program Criterion 2 Program Criterion 8 Student Criterion 5 Student Criterion 6 Module F. Design resolution and review. Learning outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16. NAAB criteria: Program Criterion 2 Program Criterion 8 Student Criterion 5 Student Criterion 6	The benchmark for SC.6 is 80% (B) or above. Graded on a scale of zero (0) to 100.	Total number of undergraduate students completing the course: 83 Percent of students receiving 80% or above (success): 67.46% Percent of students receiving 70% or above (passing): 78.31% **Module or Assignment C** A: 15/83 students, 18.07% B: 61/83 students, 73.49% C: 7/63 students, 8.43% **Module or Assignment D** A: 20/83 students, 24.09% B: 41/83 students, 49.39% C: 18/83 students, 21.68% D: 4/83 students, 4.81% **Module or Assignment E** A: 20/83 students, 24.09% B: 43/83 students, 51.8% C: 14/83 students, 16.86% D: 3/83 students, 3.61% E: 3/83 students, 3.61% **Module or Assignment F** A: 30/83 students, 36.14% B: 40/83 students, 48.19% C: 7/83 students, 8.43%	a) **_plan for improving the course.** **_plan for improving the learning outcome.** **LO12** Enlarge the amount of reflection time devoted by increasing the complexity on each module. **LO13** Strengthen the relationship between the building performance analysis and the impact in options for design. Propose different design scenarios, show evidence on the influence of the analysis on design. **_plan for improving the assessment method and or scale of evaluation.** Before the course starts, produce a deep reflection among instructors and discuss the learning outcome, the module, the rubric, and the expectations.Share the relevance of the LO during module presentation, use a lecture to teach technics and software. b) **_goal for increasing the percentage of students that demonstrate learning of this outcome for next year.**	https://arizona.app.box.com/folder/28255 7548313
SC.6	ARC 401	2023F	M. Kothke	Studio	Core	1. **Understand** the role of the design process in shaping the built environment, as well as the ways that design can integrate multiple factors in different settings and scales of development, from buildings to cities. 2. **Understand** the impact of the built environment on human health, safety, and welfare at multiple scales from buildings to cities. 3. Have the **ability** to conceptualize a building design through a holistic, integrative process that includes the early use of building performance tools, to prioritize spatial, cultural, material, and environmental concerns with a focus on technical systems and material logic. 4. Have the **ability** to research, analyze, diagram, and present findings from pertinent case studies with an emphasis on demonstrating the value of the case study to inform the selection of building envelope system, structural system, environmental control system and life safety system, paired with the measurement of building performance. 7. Have the **ability** to refine design concepts through iterative explorations to inform the selection and integration of a building envelope system, structural system, environmental control system and life safety system, paired with the measurement of building performance. 8. Have the **ability** to select, develop, and integrate a building structural system with a building envelope system in support of conceptual, environmental, and communal goals. 9. Have the **ability** to synthesize client goals, building goals, and supporting strategies; connecting the dots with a comprehensive design project that demonstrates the impact of the built environment on human health, safety, and welfare through the integration of context, site, program, and building, while tracking measurable building performance from concept to resolution.	SC.6 BUILDING INTEGRATION COMPONENT: INTEGRATION1 OF ENVIRONMENTAL CONTROL SYSTEMS2 ARC401 considers SC.6 as having multiple, complimentary, and integrated component parts, which is appropriate given that ARC401 is the "comprehensive design" studio of the BArch degree, with a fundamental and philosophical emphasis on integration. As described below, the component parts of SC.6 are woven through the seven studio assignments — a demonstration of integration itself — with learning assessed directly through these assignments and the seven corresponding grading rubrics. The first, and fundamentally encompassing component of SC.6 is the ability for students to make design decisions within architectural projects, followed by how this ability informs student demonstrations of: • the integration1 of environmental control systems2 The ability for students to make design decisions within architectural projects relative to the integration of environmental control systems is supported by Learning Outcomes 1, 2, 3, 4, 7, 8, and 9, and assessed through the studio assignments 1.1, 1.2, 2.1, 3.1, 5.1, and 6.1 and their associated evaluation rubrics. SC.6 SCOPE DEFINITIONS per the course syllabus 1.Integration: understood per Leonard Bachman "Integration reveals the fit between…external factors and internal orders, between explicit facts we know to be true and implicit truths we desire to realize…It also separates imagination from whim by the discipline of making good connections…Integration resolves building program and technical constraints with…ultimate design objectives." (Leonard Bachman; Integrated Buildings, p.8), and understood per Louis Kahn, "Design is not making beauty; beauty emerges from selection, affinities, integration and love." 2.Environmental Control Systems: with a focus on human comfort, environmental context (temperature, humidity, solar radiation, precipitation, wind), passive and active systems, heating and cooling, energy use, water as a resource, system selection, system coordination	The benchmark of success for SC.6 is a 'B' grade or higher (80%+) for the studio and relevant assignments. The passing grade for the course is a minimum grade of 'C' (70%+).	Assignment 1.1 64/84 B or higher (75.9%) 79/84 C or higher (94.0%) Assignment 2.1 55/85 B or higher (65.1%) 79/85 C or higher (94.0%) Assignment 3.1 61/85 B or higher (71.1%) 75/85 C or higher (88.0%) Assignment 5.1 56/85 B or higher (66.3%) 83/85 C or higher (97.6%) Assignment 6.1 63/85 B or higher (73.5%) 81/85 C or higher (95.2%)	Fall 2024 will see the integration of new digital analysis tools to aid student insights and understanding of the impact and integration of environmental control systems.	https://arizona.app.box.com/folder/28255 7548313

SoA NAAB ASSESSMENT LOGIC - M.ARCH PROGRAM

NAAB CRITERION	COURSE	PROFESSOR	YEAR	STREAM	STUDENT LEARNING OUTCOMES *What is the learning objective(s) or outcome(s) that addresses this criterion?*	EVIDENCE (OF SATISFACTION) *Where is this assessed?*	ASSESSMENT METHOD *How is this assessed? What tools are used to evaluate student learning?*	TARGET / BENCHMARK *How do you define success?*	RESULT *What percentage of students achieve success?*	PLAN FOR IMPROVEMENT *What actions did you take/plan to take because of this assessment?*	LINKS + DESCRIPTION OF EVIDENCE *Course materials in Box folders*
PC. 1	526	Z. Colbert	2024S		1. **Identify** the range of career paths available to those who study architecture.	Diverse career paths available to those who study architecture are introduced in class lectures and readings. Students also explore this topic in group discussions. **This criterion is assessed in quizzes administered via D2L and in the final essay.**	EXAMINATIONS (INCLUDES QUIZZES, TESTS, AND EXAMS) Six quizzes will be administered to assess comprehension of lectures and case studies. CRITERIA / SCALE OF EVALUATION: Criteria of evaluation will be points earned for correct short answers on quizzes administered through D2L. ASSIGNMENTS (SHORTER OUT OF CLASS OR MULTIPLE CLASS SESSIONS WORK) Each student will be required to complete 1 case study, present findings to the class, and lead a discussion of the findings. CRITERIA / SCALE OF EVALUATION: Criteria of evaluation will be preparedness, engagement, and quality of contribution.	The Benchmark for this PC.1 is 'B' or 80%	6/6, 100% Relevant Quiz: (4) As (2) Bs Final Essay: (4) As (2) Bs	a) The scale of evaluation could be improved by requiring a more developed final essay that demonstrates a synthesis of this information into a critical position. b) All students successfully demonstrated learning of this outcome.	https://arizona.app.box.com/folder/282561186113
PC. 1	536	C. Pifer	2024S		1. **Identify** the broad set of skills an Architecture degree provides, and **understand** how those skills may be applied both within the construction industry, and outside the industry in various alternative career paths.	METHOD: Using instructor and guest lecture Q&A as well as in-class discussion, students discuss the entire path to licensure, from school, AXP, to ARE to Licensure with state board of technical registration. **This criterion is assessed in the midterm (10% class grade) and final exams (15% class grade).** Instruction delivered in Lectures 13 and 10. Lecture 13 & 14. content assessed in Midterm exam questions 13 & 14. And final exam questions 10, 11,17, & 22. Lecture 10 Content assessed in Midterm exam questions 03 & 13 and final exam questions 12, 14 & 17	METHOD: Using instructor and guest lecture Q&A as well as in-class discussion, students discuss the entire path to licensure, from school, AXP, to ARE to Licensure with state board of technical registration. This criterion is assessed in the midterm (10% class grade) and final exams (15% class grade). Instruction delivered in Lectures 13 and 10. Lecture 13 content assessed in Midterm exam questions 13 & 14. And final exam questions 10, 11,17, & 22. Lecture 10 Content assessed in Midterm exam questions 03 & 13 and final exam questions 12, 14 & 17	The Benchmark for this PC.1 is 'B' or 80%	2024 Data: Midterm Average: 78.21% 6/9 Students achieved a grade of 80% or higher. Final Average: 89.37% 6/9 Students achieved a grade of 80% or higher	Separate out the specific elements of the course related to this criterion in assessments. This would enable more granular tracking of success for this criterion. Closer tracking would enable earlier and more effective improvement of content.	https://arizona.app.box.com/folder/282561186113
PC. 2	909	C. Trumble	2024S		1. **Demonstrate** conceptual, schematic design and design development skills.	Students are required to collaborate on the **conceptual design of a masterplan.** They are to participate in the conceptual, schematic and design development of an architectural component project within the masterplan. **The designs are to be developed iteratively and presented in diagrams, drawings, renders, digital and physical models.**	5-point Likert Scale: (1) Strongly Disagree; (2) Disagree; (3) Neither Agree nor Disagree; (4) Agree; (5) Strongly Agree.	The Benchmark for this PC.2 is 'B' or 80%	9 students were enrolled in this course spring 2024. 9 of 9 students satisfied this learning outcome. Four at the level of (4) "Agree" and five at the level of "Strongly Agree" (5).	IMPROVEMENT PLAN: Adjust course schedule to accommodate more time for iterative Conceptual Development and Design Development. GOAL: to have all students engage in more conceptual exploration and definition, and to have more depth and iterative development of general designs. This qualitative measure is an augmentation of the general learning outcome. Aspire to have 75% perform at level of 5 (up from 55%).	https://arizona.app.box.com/folder/282561174113
PC. 2	510B	B. Shea	2023F		1. **Discuss** fundamental design principles in addressing architectural precedents & problems. 2. **Explain** architectural design concepts & strategies verbally and in writing as a means to critically and creatively investigate ideas & test hypotheses. 3. **Demonstrate** digital and hand drawing skills as a way to initiate and develop architectural design concepts through two-dimensional media. 4. **Employ** digital + physical modeling skills as a means to translate architectural design ideas and concepts into three-dimensional media. 5. **Utilize** representation conventions in order to research precedents, diagram architectural design concepts, and identify pertinent strategies to inform their own design proposals. 6. **Synthesize** multiple requirements, such as form, order, site, and program, into an architectural design proposal with a compelling concept and clear organizational system. 7. **Demonstrate** ability to define architectural problems, **illustrate** opportunities and **recommend** performance criteria through a process of iteration. 8. **Formulate** a compelling design presentation graphically, physically, and verbally.	For all Learning Objectives, Assessment is based on: ANALYTIC RUBRIC: **MIDTERM Project 1 & 2** ANALYTIC RUBRIC: **FINAL Project 3 & 4 & Portfolio**	Rubric is based on score from 0-100, in three categories with grading breakdowns as follows: **PROJECT 0** (5% of total), **PROJECT 2** (15%), **PROJECT 3** (20%) Concept (25) Development (50) Execution (25) **PROJECT 1** (10% of total) PROJECT 1 (10% of total) Development (50) Execution (25) **PROJECT 4** (40% of total) Predesign (10) Concept (20) Design (20) Development (40) Presentation (10) **PORTFOLIO** (10% of total) Concept (25) Development (50) Execution (25)	The Benchmark for this PC.2 is 'B' or 80%	6/6 with grades A-C - A indicates a demonstration of success. B indicates a demonstration of success that may be less thorough than above. C indicates a demonstration of partial and/or success. D is considered incomplete/fail. PROJECT 0: (6) As; PROJECT 1: (2) As; (3) Bs; (1) C; PROJECT 2: (3) As; (2)Bs; (1) C; PROJECT 3: (4) As; (2) Bs; PROJECT 4: (2) As; (4) Bs; PROJECT 5: (2) As; (4) Bs; PORTFOLIO: (6) As	Anticipated actions for course improvement: LO 1 - Use Discussion Forums & Topics feature on D2L course website to facilitate discussion LO 2 - Establish digital and print template for presenting 2D case study analysis in a printed book format LO 3 - Create a schedule to collect, review, and give feedback on student sketchbooks throughout the term LO 4 - Coordinate the studio course assignments with the concurrent seminar in the D.Comm stream LO 5 - Implement a Mid-Semester portfolio presentation in-person and a media gallery on the D2L course site online LO 6 - Reconsider scale/scope of final project & institute an online presentation format at this stage with comprehensive slide show presentations shared with public audience LO 7 - Modify Self-Evaluation template from earlier in the semester & re-use within the early stages of P4. LO 8 - Implement a Final Portfolio review presentation in-person and a media gallery on the D2L course website.	https://arizona.app.box.com/folder/282561174113
PC. 2	510E	L. Carr	2024S		1. **Document** using techniques of mapping, diagramming, illustration and annotation, the physical, regulatory, environmental, functional, contextual, social, cultural and experiential forces that impact the project site to gain understanding of how the design process shapes the built environment, and the ways that design can integrate multiple factors in different settings and scales of development, from buildings to cities.	ASGN 01 graded by rubric	Success is measured by completeness, depth of insight and observation, relevancy of precedent chosen based on the students initial findings. Success is measured with a score of 85% or higher.	The Benchmark for this PC.2 is 'B' or 80%	ASGN 01: 13 / 13 achieved an 85% or higher; 10% of the course grade	This exercise helpful to understanding the technical and analytical skill set of the students, gauging their engagement abilities as listeners, note takers, researchers, and understanding the social dynamic of the group. For future iterations, postponing the site visit and investing more time upfront researching and formulating interview questions would yield better engagement and analysis on site.	https://arizona.app.box.com/folder/282561174113
PC. 3	521A	R. Perkins	2023F		1. **Evaluate** climate metrics for a given site, including solar angles, temperature, wind, and psychrometric chart. 2. **Formulate** appropriate sustainable strategies based upon building type and climate profile	Written assessment of student report including digital simulation and physical field observation. Exam	Graded by rubric on a scale of 0-100	The Benchmark for this PC.3 is 'B' or 80%	83% of student reports fulfilled criteria. 100% of students fulfilled exam criteria.	Students failed to identify all strategies utilizing psychrometric climate data. Revise curriculum to include exercises in identifying appropriate strategies across a variety of psychrometric data.	https://arizona.app.box.com/folder/282561169313
PC. 4	531	L. Schrenk	2023F		Upon successful completion of this course, students will have: 1. **Gained an understanding** of early architectural developments from around the world and how cultural, political, social, climatic, and technological changes influenced these developments. Other Learning Objectives: 2. **Achieved** a familiarity with important ancient and medieval architectural landmarks and to be able to address their significance. 3. **Demonstrate** the use of basic vocabulary of architecture and write effectively and critically about the built environment. 4. Gained and understanding of the significance of history and theory in an architectural education and critically dissected works of architecture to clearly understand their formal, structural, functional, symbolic, and contextual facets so that the can, where relevant, **employ** them as conceptual resources for future design projects.	1. **3 exams**, worth 40% of the final grade. Other Learning Objectives: 2. **3 exams**, worth 40% of the overall grade and scavenger hunt: 1% of overall grade. 3 & 4. **3 exams**, worth 40% of overall grade AND **research paper**, worth 25% of the overall grade	1-100 grades on a 1-100 scale with the benchmark at 70	The Benchmark for this PC.4 is 'B' or 80%	105 students in course: Exam 1: 74% Exam 2: 90% Exam 3: Grad student breakdown: 100: 1 90s: 4 80s: 3	I already go over the exams in class and have the students complete an exam wrapper an pass those back out before the next exam. Those who receive a grade below 70 on an exam are required to meet with a TA to go over their exam, talk about study strategies, andreceive help with their research paper. Note improvement from exam 1 to 2 as evidence. (Some students' grades jumped more than 15 points between the first two exams).	https://arizona.app.box.com/folder/282561171713
PC. 4	532	L. Schrenk	2024S		Upon successful completion of this course, students will have: 1. **Gained an understanding** of early architectural developments from around the world and how cultural, political, social, climatic, and technological changes influenced these developments. (NAAB PC.4) Other Learning Objectives 2. **Developed an understanding** of the major concepts, developments, and debates in architectural theory that took place between approximately 1350 and the start of the 20th century. 3. **Gained an understanding** of the use of basic vocabulary of architecture and write effectively and critically about the built environment. 4. **Added** to their understanding of basic architectural vocabulary. 5. **Furthered their ability** to write effectively and critically about the built environment in meaningful ways, including linking architectural ideas of the past to the world today.	#1: **3 exams**, worth for ARC 232: 40% of the grade and for ARC 232H & ARC 532: 40%. Other Learning Objectives #2-4: **3 exams**, worth for ARC 232: 40% of the grade and for ARC 232H & ARC 532: 40%. #5: **3 exams**, worth for ARC 232: 40% of the grade and for ARC 232H & ARC 532: 40% AND a **research paper**, worth 15% of the grade and a poster, worth 10%, and for ARC 232H & ARC 532: paper (25%), and presentation (5%).	1-100 Grades on a 1-100 scale with the benchmark at 70.	The Benchmark for this PC.4 is 'B' or 80%	99 Students in Course. Exam 1: 78% Exam 2: 89% Exam 3: Lisa responded with the following breakdown of Exam 3 scores: The bench mark was 80, the breakdown for exam 3 was 100: 1 90s: 3 80s: 3 60s: 1	I already go over the exams in class and have the students complete an exam wrapper and pass those back out before the next exam. Those who receive a grade below 70 on an exam are required to meet with a TA to go over their exam, talk about study strategies, and receive help with their research paper. Note improvement from exam 1 to 2 as evidence.	https://arizona.app.box.com/folder/282561171713

PC	Course	Instructor	Term	Learning Outcome / Criteria	Assessment Method	Scale / Criteria of Evaluation	Benchmark	Results	Improvement Plan	Link
PC. 4	533	C. Robinson	2023F	1. **Understand, recognize, and describe** the major ideas in 20th century architectural history and theory as they relate built and speculative works of architect 2. **Ability to connect** built works of architecture and architectural theory to social, political, economic contexts.	Midterm and Final exams, worth 30% of the total course grade, are evaluated for learning outcomes 1 and 2.	Graded on a scale of 0-1--, where A is between 90-100, B is between 80-89, and C is between 70-79, etc. See EXAM STUDY GUIDES for expectations and weight of questions. Excellent, complete, and correct answers receive an A. Good, solid answers receive a B, adequate answers receive a C.	The Benchmark for this PC.4 is 'B' or 80%	2022: Undergrad midterm: 94% 3 or above; grad midterm 86% 4 or above; undergrad final 95% 3 or above; grad final 100% 4 or above 2023: Undergrad midterm 89% above C; Undergrad final 91% above C; Grad midterm 86% above B; Grad final 100% above B	Revise exam study guides; practice a sample question during class; revisit content of course modules for clarity and content	https://arizona.app.box.com/folder/282561171713
PC. 5	533	C. Robinson	2023F	1. Have the **ability** to articulate ideas about architecture using appropriate professional vocabulary and supporting evidence relevant to the historical period and to mount effective written arguments in support of evidenced interpretations.	Final research paper, worth 20% of the total course grade, is evaluated for learning outcome 1.	Graded on a scale of 0-100 for the thesis, use of data as evidence, connection to historical and theoretical context, and technical expectations, such as source citations.	The Benchmark for this PC.5 is 'B' or 80%	Grad final paper 100% B or above	Break the research assignment into small pieces to distinguish between sources (that have data) and arguments (that use evidence). Introduce how to search effectively for sources.	https://arizona.app.box.com/folder/282561178913
PC. 5	909	C. Trumble	2023F	1. **Demonstrate** how to conduct and synthesize archival and empirical pre-design research.	Students are required to report, reflect, and self-evaluate their performance on the breadth of their responsibilities, on a bi-weekly frequency, which frequently includes research. The instructor evaluates each student's performance through observation, interactions, and review of their **SELF-REPORTS + EVALUATIONS.** Students are required to summarize pre-design research in booklet and presentation form.	5-point Likert Scale: (1) Strongly Disagree; (2) Disagree; (3) Neither Agree nor Disagree; (4) Agree; (5) Strongly Agree.	The Benchmark for this PC.5 is 'B' or 80%	9 students were enrolled in this course fall 2023. 9 of 9 students satisfied this learning outcome. Four at the level of (4) "Agree" and five at the level of "Strongly Agree" (5).	IMPROVEMENT PLAN: The SoA Curriculum Committee approved a proposal to introduce a "research Methods" course in the fall of the third and final year of the M.Arch program, concurrent with the Masters Project Prep Course, beginning in fall 2025. In the interim, for next year's students, a special course session will be held to introduce students to the various forms of architectural research. GOAL: to have all students conduct more effective research and to employ that research in design. Aspire to have 75% perform at level of 5 (up from 33%)	https://arizona.app.box.com/folder/282561178913
PC. 5	909	C. Trumble	2024S	1. **Demonstrate** how to conduct and synthesize archival and empirical pre-design research.	Students are required to report, reflect, and self-evaluate their performance on the breadth of their responsibilities, on a bi-weekly frequency, which frequently includes research. The instructor evaluates each student's performance through observation, interactions, and review of their **SELF-REPORTS + EVALUATIONS.** Students are required to summarize pre-design research in booklet and presentation form.	5-point Likert Scale: (1) Strongly Disagree; (2) Disagree; (3) Neither Agree nor Disagree; (4) Agree; (5) Strongly Agree.	The Benchmark for this PC.5 is 'B' or 80%	9 students were enrolled in this course spring 2024. 9 of 9 students satisfied this learning outcome. Four at the level of (4) "Agree" and five at the level of "Strongly Agree" (5).	IMPROVEMENT PLAN: The SoA Curriculum Committee approved a proposal to introduce a "research Methods" course in the fall of the third and final year of the M.Arch program, concurrent with the Masters Project Prep Course, beginning in fall 2025. In the interim, for next year's students, a special course session will be held to introduce students to the various forms of architectural research. GOAL: to have all students conduct more effective research and to employ that research in design. Aspire to have 75% perform at level of 5 (up from 33%).	https://arizona.app.box.com/folder/282561178913
PC. 6	526	Z. Colbert	2024S	1. **Identify** the range of career paths available to those who study architecture. 2. **Identify** approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, dynamic physical and social contexts, and effective collaboration strategies. 3. **Explain** professional ethics, fundamentals of regulatory requirements and business processes relevant to architectural practice in the United States and the social and environmental forces impacting these subjects. 4. **Explain** the fundamental principles of life safety, land use, and current regulations that apply to buildings and sites in the United States and how these combines in the evaluative process architects use to comply with those regulations.	Understanding of approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems are introduced in class lectures and readings. **This criterion is assessed in quizzes administered via D2L and in the final essay.**	EXAMINATIONS (INCLUDES QUIZZES, TESTS, AND EXAMS) Six quizzes will be administered to assess comprehension of lectures and case studies. CRITERIA / SCALE OF EVALUATION: Criteria of evaluation will be points earned for correct short answers on quizzes administered through D2L. ASSIGNMENTS (SHORTER OUT OF CLASS OR MULTIPLE CLASS SESSIONS WORK) Each student will be required to complete 1 case study, present findings to the class, and lead a discussion of the findings. CRITERIA / SCALE OF EVALUATION: Criteria of evaluation will be preparedness, engagement, and quality of contribution.	The Benchmark for this PC.6 is 'B' or 80%	6/6, 100% Relevant Quiz: (6) As Final Essay: (4) As (2) Bs	a) The scale of evaluation could be improved by requiring a more developed final essay that demonstrates a synthesis of this information into a critical position. b) All students successfully demonstrated learning of this outcome.	https://arizona.app.box.com/folder/282561181313
PC. 6	536	C. Pifer	2024S	1. **Explain** the position of the Architect as a leader of project teams in the larger construction industry. This includes working, legal and financial relationships between the Architect and owners, contractors, consultants, user groups, government agencies. 2. **Understand** the importance of effective collaboration with a broad group of industry members in solving difficult building construction problems. 3. **Apply** industry adopted techniques in taking off a set of construction documents to understand material quantities and costs.	METHOD: Using instructor and guest lecture Q&A as well as in-class discussion, students discuss the role of the architect in the construction industry. **This criterion is assessed in the midterm (10% class grade) and final exams (15% class grade).** Instruction delivered in Lectures 5, 6, 7, 8 & 9. Lecture 5 content assessed in Midterm exam 04 & 06. Lecture 6 Content assessed in Midterm exam question 05. Lecture 7 Content assessed in Midterm exam question 05, 09, 10 & 11 Lecture 8 Content assessed in Midterm exam question 14. Lecture 9 Content assessed in final exam questions 17, 18 & 19.	Midterm and Final exams are assessed on a numerical scale based on multiple choice and short answer questions. Periodically through the semester, assessment statistics are reviewed to identify gaps in knowledge for reinforcement.	The Benchmark for this PC.6 is 'B' or 80%	2024 Data: Midterm Average: 78.21% 6/9 Students achieved a grade of 80% or higher. Final Average: 89.37% 6/9 Students achieved a grade of 80% or higher	Separate out the specific elements of the course related to this criterion in assessments. This would enable more granular tracking of success for this criterion. Closer tracking would enable earlier and more effective reinforcement of content.	https://arizona.app.box.com/folder/282561181313
PC. 6	909	C. Trumble	2023F	1. **Demonstrate** best practices of collaboration and leadership.	Students are required to report, reflect, and self-evaluate their leadership and collaborative performance on a bi-weekly frequency. The instructor evaluates each student's performance through observation, interactions, and review of their **SELF-REPORTS + EVALUATIONS.**	5-point Likert Scale: (1) Strongly Disagree; (2) Disagree; (3) Neither Agree nor Disagree; (4) Agree; (5) Strongly Agree.	The Benchmark for this PC.6 is 'B' or 80%	9 students were enrolled in this course fall 2023. 9 of 9 students satisfied this learning outcome. Eight at the level of (4) "Agree" and one at the level of "Strongly Agree" (5)	IMPROVEMENT PLAN: Development and coordination of the M.Arch studio stream has strategically introduced initiatives to augment the collaborative experiences of all M.Arch students. 1) By having all studios conduct pre-design as a collaborative endeavor where students function as individuals on behalf of the whole and collectively make decisions regarding performance criteria for successful projects. 2) Students are introduced to working collectively and small groups in their community studio arc510e (indigenous outreach) which should better prepare students to work effectively with one another. GOAL: to have all students conduct more effective research and to employ that research in design. Aspire to have 50% perform at level of 5 (up from 11%).	https://arizona.app.box.com/folder/282561181313
PC. 6	909	C. Trumble	2024S	1. **Demonstrate** best practices of collaboration and leadership.	Students are required to report, reflect, and self-evaluate their leadership and collaborative performance on a bi-weekly frequency. The instructor evaluates each student's performance through observation, interactions, and review of their **SELF-REPORTS + EVALUATIONS.**	5-point Likert Scale: (1) Strongly Disagree; (2) Disagree; (3) Neither Agree nor Disagree; (4) Agree; (5) Strongly Agree.	The Benchmark for this PC.6 is 'B' or 80%	9 students were enrolled in this course spring 2024. 9 of 9 students satisfied this learning outcome. Four at the level of (4) "Agree" and five at the level of "Strongly Agree" (5).	IMPROVEMENT PLAN: Development and coordination of the M.Arch studio stream has strategically introduced initiatives to augment the collaborative experiences of all M.Arch students. 1) By having all studios conduct pre-design as a collaborative endeavor where students function as individuals on behalf of the whole and collectively make decisions regarding performance criteria for successful projects. 2) Students are introduced to working collectively and small groups in their community studio arc510e (indigenous outreach) which should better prepare students to work effectively with one another. GOAL: to have all students conduct more effective research and to employ that research in design. Aspire to have 75% perform at level of 5 (up from 11%).	https://arizona.app.box.com/folder/282561181313
PC. 8	526	Z. Colbert	2024S	1. **Explain** the determinants of manmade and natural environments (such as vegetation, topography, views, and cultural/historical context), impact of legal/regulatory requirements (such as zoning, ADA, and floodplain impacts), and Universal Design and how these combine in the pre-design phase of architectural service. 2. **Analyze** the ethical impacts of architectural decisions on diverse social and cultural contexts.	Understanding of diverse culture and social contexts, how these translate into the built environment, and strategies for inclusive design are introduced in class lectures and readings. **This criterion is assessed in quizzes administered via D2L and in the final essay.**	EXAMINATIONS (INCLUDES QUIZZES, TESTS, AND EXAMS) Six quizzes will be administered to assess comprehension of lectures and case studies. CRITERIA / SCALE OF EVALUATION: Criteria of evaluation will be points earned for correct short answers on quizzes administered through D2L. ASSIGNMENTS (SHORTER OUT OF CLASS OR MULTIPLE CLASS SESSIONS WORK) Each student will be required to complete 1 case study, present findings to the class, and lead a discussion of the findings. CRITERIA / SCALE OF EVALUATION: Criteria of evaluation will be preparedness, engagement, and quality of contribution.	The Benchmark for this PC.8 is 'B' or 80%	6/6, 100% Relevant Quiz: (5) As (1) B Final Essay: (4) As (2) Bs	a) The scale of evaluation could be improved by requiring a more developed final essay that demonstrates a synthesis of this information into a critical position. b) All students successfully demonstrated learning of this outcome.	https://arizona.app.box.com/folder/282561176513
PC. 8	533	C. Robinson	2023F	1. **Ability to connect** built works of architecture and architectural theory to social, political, economic contexts.	**ASYNCHRONOUS DISUCSSION** worth 5% of course grade.	Graded on a scale of 0-1 for thoughtfulness of ideas and responses to classmates' posts	The Benchmark for this PC.8 is 'B' or 80%	1. Pruitt Igoe: 80% of students at 1 point or more, 10% at 0.5 points, 10% at 0 points (no discussion post). 2. What architecture schools teach: 80% of students at 1 point or more, 10% at 0.5 points, 10% at 0 points (no discussion post)	Expand & augment topics for PC.8 for graduate discussion section of the course and identify if/how these topics appear in the final project for the course, or other activities that are evaluated.	https://arizona.app.box.com/folder/282561176513

Criterion	Course	Instructor	Term		Learning Outcomes	Method	Assessment	Assessment Description	Benchmark	Data	Analysis / Improvement	Link
PC. 8	510E	L. Carr	2024S		1. **Interpret** information obtained through engagement with research and literature review, community engaged actives and discussions with project stakeholders and design professionals to develop client goals and formulate corresponding building design strategies. 2. **Formulate** a working thesis for translating cultural symbols, beliefs, values, traditions and customs into contemporary architecture that is specific to people and place.	**ASGN 01, 02, Final Review**, graded by rubric	ASGN 01, 02, Final Review, graded by rubric	The Benchmark for this PC.8 is 'B' or 80%	ASGN 01: 13 / 13 achieved an 85% or higher; 10% of the course grade ASGN 02: 6/13 achieved an 85% or higher; 10% of the course grade FINAL REVIEW: 13/13 achieved 90% or higher; 10% of the course grade	Practice interviewing and documenting information. Work with students to develop metrics to inform the information needed, the evaluation of their work, and process and tools needed for analysis. Create a grading category for completing readings and writing thesis statements that reference / building on ideas presented in the readings, obtained through interviewing, and from the precedent studies.	https://arizona.app.box.com/folder/282561176513
PC.7	NA	NA.	NA	NA	NA		NA	PC.7 is assessed through the development and review of the Teaching and Learning Culture Policy by the Architecture Student Advisory Council. This is an elected body of student that represent the cohorts in the SoA programs. The policy is assessed indirectly in the Town Halls that occur in the M.Arch program twice each semester. Further, PC.7 is assessed in SoA Workshops and Program Meetings that occur throughout the academic year. For studio culture, teaching and learning culture is assessed in Studio Assessments and Curriculum Committee Meetings.	Success for PC.7 is defined as advancing toward the three pillars of the Teaching and Learning Culture Policy of the SoA including: 1) Community of Stakeholders: fostering a community of stakeholders whose strength lies in the agency of the individual; 2) Deliberately Developmental: support of the community in congruence with forces for change allow students and faculty alike to be pushed towards growth and supported along the way; and 3) Balance in Contradiction: we cannot be skilled architects if we cannot enjoy space, we cannot play effectively if we do not have rigor, and we cannot truly support each other if we are not equally critical.	This is a qualitative measure of success at the present time. However, in the future, the M.Arch program will include quantative assessment during Town Halls and start an Exit Survey of student satisfaction of meeting the three pillars.	Hold a workshop to address trust concerns in the SoA and CAPLA with an aim to institute "Deliberatibley Developmental" principles (pillar 2). The Town Halls revealed the following issues: First, regarding disruptive students that caused challenges for the learning environment and second, the concern that Milestone was a punitive process. From these meetings, the director and program chair determined to address disciplinary action with behavioral problems, and this was mitigated. Further, the program chair revised the Milestone process to be formative, rather than summative, and created a new Milestone course to mentor students in this important synthetic exercise of reflecting and then creating a learning portfolio of their education in the stream knowledge areas. The next assessment of PC.7 will be in AY24-25.	https://arizona.app.box.com/folder/282561183713
SC. 1	526	Z. Colbert	2024S		1. **Explain** the determinants of manmade and natural environments (such as vegetation, topography, views, and cultural/historical context), impact of legal/regulatory requirements (such as zoning, ADA, and floodplain impacts), and Universal Design and how these combine in the pre-design phase of architectural service. 2. **Identify** inclusive design strategies that equitably support and include people of different backgrounds, resources, and abilities.	Understanding of the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities is introduced in class lectures and readings. **This criterion is assessed in quizzes administered via D2L and in the final essay.**	EXAMINATIONS (INCLUDES QUIZZES, TESTS, AND EXAMS) Six quizzes will be administered to assess comprehension of lectures and case studies. CRITERIA / SCALE OF EVALUATION: Criteria of evaluation will be points earned for correct short answers on quizzes administered through D2L. ASSIGNMENTS (SHORTER OUT OF CLASS OR MULTIPLE CLASS SESSIONS WORK) Each student will be required to complete 1 case study, present findings to the class, and lead a discussion of the findings. CRITERIA / SCALE OF EVALUATION: Criteria of evaluation will be preparedness, engagement, and quality of contribution.	The Benchmark for this SC.1 is 'B' or 80%	6/6, 100% Relevant Quiz: (2) As (4) Bs Final Essay: (4) As (2) Bs	a) The scale of evaluation could be improved by requiring a more developed final essay that demonstrates a synthesis of this information into a critical position. b) All students successfully demonstrated learning of this outcome.	https://arizona.app.box.com/folder/282561157313
SC. 1	536	C. Pifer	2024S		1. **Understand** the landscape of ethics in professional practice, including the roles of NCARB, the AIA and Local boards of Technical Registration 2. **Explain** the Architects' role as a protector of life safety, including history of building codes and licensure.	METHOD: Ability to describe roles of architect with regards to building and public safety, importance of insurance for architects. **This criterion is assessed in the midterm (10% class grade) and final exams (15% class grade).** Instruction delivered in Lectures 8, 10 & 12. Lecture 8 content assessed in Midterm exam question 14. Lecture10 Content assessed in Midterm exam questions 03 & 13, and final exam questions 12,14 & 17. Lecture 12 Content assessed in Final exam question 05, 06 & 07.	Midterm and Final exams are assessed on a numerical scale based on multiple choice and short answer questions. Periodically through the semester, assessment statistics are reviewed to identify gaps in knowledge for reinforcement.	The Benchmark for this SC.1 is 'B' or 80%	2024 Data: Midterm Average: 78.21% 6/9 Students achieved a grade of 80% or higher. Final Average: 89.37% 6/9 Students achieved a grade of 80% or higher	Separate out the specific elements of the course related to this criterion in assessments. This would enable more granular tracking of success for this criterion. Closer tracking would enable earlier and more effective reinforcement of content.	https://arizona.app.box.com/folder/282561157313
SC. 1	541	L. Carr	2024S		1. **Interpret** Land use codes for a given project as they pertain to use and context-driven design requirements for ensuring human health, safety and welfare in the built environment. LECTURES: 03 Site Plans. 05 LUC Documentation Graded 2. **Apply** industry adopted techniques in organizing, producing and verifying technically accurate drawings that demonstrate that land use code requirements for use and context driven design requirements are met. LECTURES: 02 Graphic Standards 04 Referencing + Cartooning 05 LUC Documentation 09 Code Documentation	Graded by rubric in **ASGN 01, ASGN 05**	Graded by rubric in ASGN 01, ASGN 05	The Benchmark for this SC.1 is 'B' or 80%	ASGN 01: 9 / 12 achieved an 85% or higher; 11% of the course grade. ASGN 05: 6 / 12 achieved an 90% or higher; 11% of the course grade	Assignment 01 is graded in class and students are asked to redline their work and ask questions during grading. Feedback is also given directly to students when their submission is graded. ASGN 05 was developed so that students can be given an opportunity to revisit their work, using their own redlines and feedback to improve, revise and resubmit their work. Scores on this assignment were low due to submission deadline conflicts with other courses, Planned improvement is to eliminate this assignment and create a "revises / resubmit" for assignment 01 due immediately after the redline exercise is completed.	https://arizona.app.box.com/folder/282561157313
SC. 1	521D	R. Perkins	2024S		1. **Document** critical load cases for vertical and horizontal forces acting on the building and Identify key parameters of each load case	**Assignment 9** -Tributary area: Calculate the tributary area of one representative bay in your project. Look at the entire height of the bay, calculating the area of each level supported by a given column. For each level, document the unitary (per SF) live load and dead load, and how these values were determined. Sum the total load for each level, and the total cumulative load that will be transferred into the foundation. Draw a simple 3D sketch of the overall assembly.	Areas and load value chosen appropriate to project. Are calculations executed correctly and summed to represent foundation loads.	The Benchmark for this SC.1 is 'B' or 80%	13 students in class. 100% of students met the benchmark	Planned improvement to add learning component to document tributary area and forces for lateral wind loading	https://arizona.app.box.com/folder/282561157313
SC. 2	526	Z. Colbert	2024S		1. **Explain** professional ethics, fundamentals of regulatory requirements and business processes relevant to architectural practice in the United States and the social and environmental forces impacting these subjects.	Professional ethics, regulatory requirements, fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects are introduced in class lectures and readings. **This criterion is assessed in quizzes administered via D2L and in the final essay.**	EXAMINATIONS (INCLUDES QUIZZES, TESTS, AND EXAMS) Six quizzes will be administered to assess comprehension of lectures and case studies. CRITERIA / SCALE OF EVALUATION: Criteria of evaluation will be points earned for correct short answers on quizzes administered through D2L. ASSIGNMENTS (SHORTER OUT OF CLASS OR MULTIPLE CLASS SESSIONS WORK) Each student will be required to complete 1 case study, present findings to the class, and lead a discussion of the findings. CRITERIA / SCALE OF EVALUATION: Criteria of evaluation will be preparedness, engagement, and quality of contribution.	The Benchmark for this SC.2 is 'B' or 80%	6/6, 100% Relevant Quiz: (4) As (2) Bs Final Essay: (4) As (2) Bs	a) The scale of evaluation could be improved by requiring a more developed final essay that demonstrates a synthesis of this information into a critical position. b) All students successfully demonstrated learning of this outcome.	https://arizona.app.box.com/folder/282561150113

SC	#	Instructor	Term	Learning Outcomes	Assessment Method	Criteria / Scale of Evaluation	Benchmark	Data / Results	Plans for Improvement	Link
SC. 2	536	C. Pifer	2024S	1. **Understand** the landscape of ethics in professional practice, including the roles of NCARB, the AIA and Local boards of Technical Registration 2. **Explain** the position of the Architect as a leader of project teams in the larger construction industry. This includes working, legal and financial relationships between the Architect and owners, contractors, consultants, user groups, government agencies. 3. **Understand** the importance of effective collaboration with a broad group of industry members in solving difficult building construction problems. 4. **Explain** the Architects' role as a protector of life safety, including history of building codes and licensure.	Introduction to building a fee for architectural services, consultant coordination, and working with governments. We also review best practices for how to structure a business, and how to select the optimal delivery method for a project. **This criterion is assessed in the midterm (10% class grade) and final exams (15% class grade).** Instruction delivered in Lectures 1, 2, 3, 10, 14 & 15. Lecture 1 content assessed in Midterm exam question 01 & 02. Lecture 2 Content assessed in Midterm exam question 12. Lecture 3 Content assessed in Midterm exam questions 12 & 15. Lecture 10 Content assessed in Midterm exam questions 03 & 13, and final exam questions 12,14 & 17. Lecture 14 Content assessed in Final exam question 08 & 09 Lecture 15 Content assessed in Final exam question 01, 02, 03 & 04	Midterm and Final exams are assessed on a numerical scale based on multiple choice and short answer questions. Periodically through the semester, assessment statistics are reviewed to identify gaps in knowledge for reinforcement.	The Benchmark for this SC.2 is 'B' or 80%	2024 Data: Midterm Average: 78.21% 6/9 Students achieved a grade of 80% or higher Final Average: 89.37% 6/9 Students achieved a grade of 80% or higher	Separate out the specific elements of the course related to this criterion in assessments. This would enable more granular tracking of success for this criterion. Closer tracking would enable earlier and more effective reinforcement of content.	https://arizona.app.box.com/folder/282561150113
SC. 2	541	L. Carr	2024S	1. **Explain** how construction drawings and specifications combine with contracts, agreements, and addenda to define the project scope and outcomes for building construction. (LECTURES: 15 Specifications) 2. **Explain** the importance of planning an organizational and design communication strategy (pre-plan the set, identify needed drawings, prioritize and sequence production of those drawings, establish graphics standards, and develop a coordinated methodology for the team) in delivering construction drawings that demonstrate code-mandated criteria, and deliver accurate representation. (LECTURES: 02 Graphic, Standards, 04 Referencing + Cartooning, 05 LUC Documentation, 09 Code Documentation) 3. **Identify** the financial aspects involved with design and construction including: building costs, fees, value analysis, value engineering, life cycle costs and basic architectural estimating, and their impact on the Contract Document process. (LECTURES: 16 Financial Considerations) 4. **Explain** project management, quality assurance and coordination efforts required to deliver a project on time, on budget and at the quality expected. (LECTURES: 16 Financial Considerations, 19 Coordination Review) 5. **Differentiate** between the various roles and responsibilities of the principal, agent and third party as defined in AIA contracts A101, B101 and A201 for ensuring contractual obligations are met, and liability is properly assigned. (LECTURES: 18 Legal Responsibilities)	LO 1. Quiz 8 and Final Exam LO2. **This criterion is assessed quizzes 01 + 02, and the final exam**. This is also part of the in-class engagement discussions. LO 3 & 4. **Quiz 8 and Final Exam** LO5. **Quiz 09 & Final Exam.**	LO 1. Quiz 8 and Final Exam LO 2. This criterion is assessed quizzes 01 + 02, and the final exam. This is also part of the in-class engagement discussions. LO 3 & 4. Quiz 8 and Final Exam LO 5. Quiz 09 & Final Exam.	The Benchmark for this SC.2 is 'B' or 80%	QUIZ 08: 10/12 achieved a 90% or higher; each Quiz is worth 2% of the course grade. FINAL EXAM: 6/12 achieved an 85% or higher; 17% of the course grade	Quizzes are short and questions are pulled from a question bank, and they are used primarily to check that students are taking notes from the lectures given the previous week. For this reason, quizzes do not always fully capture content being assess for a given NAAB criteria. Introducing two short exams for the purpose of assessing NAAB criteria and reviewing content in preparation for the Final Exam is recommended.	https://arizona.app.box.com/folder/282561150113
SC. 3	526	Z. Colbert	2024S	1. **Explain** the fundamental principles of life safety, land use, and current regulations that apply to buildings and sites in the United States and how these combine in the evaluative process architects use to comply with those regulations.	The fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project are introduced in class lectures and readings. **This criterion is assessed in quizzes administered via D2L and in the final essay.**	EXAMINATIONS (INCLUDES QUIZZES, TESTS, AND EXAMS) Six quizzes will be administered to assess comprehension of lectures and case studies. CRITERIA / SCALE OF EVALUATION Criteria of evaluation will be points earned for correct short answers on quizzes administered through D2L. ASSIGNMENTS (SHORTER OUT OF CLASS OR MULTIPLE CLASS SESSIONS WORK) Each student will be required to complete 1 case study, present findings to the class, and lead a discussion of the findings. CRITERIA / SCALE OF EVALUATION: Criteria of evaluation will be preparedness, engagement, and quality of contribution.	The Benchmark for this SC.3 is 'B' or 80%	6/6, 100% Relevant Quiz: (5) As (1) B Final Essay: (4) As (2) Bs	a) The scale of evaluation could be improved by requiring a more developed final essay that demonstrates a synthesis of this information into a critical position. b) All students successfully demonstrated learning of this outcome.	https://arizona.app.box.com/folder/282561154913
SC. 3	541	L. Carr	2024S	1. **Interpret** building codes for a given project as they pertain to life safety, building assemblies, and accessibility. (LECTURES: 03 Site Plans, 05 LUC Documentation, 07 Building Code, 08 Egress + Occupancy, 09 Code Documentation 10 Accessibility + Plumbing, 11 Stairs + Ramps) 2. **Apply** industry adopted techniques in organizing, producing and verifying technically accurate drawings that demonstrate that building code requirements for life safety, building assemblies, and accessibility criteria are met. (LECTURES: 03 Site Plans, 04 Referencing + Cartooning, 06 Dimensioning, 09 Code Documentation, 10 Accessibility + Plumbing, 11 Stairs + Ramps, 12 Interior Elevations, 13 Elevations + Sections, 14 Wall Sections, 17 Schedules,19 Coordination Review)	Graded by rubric in **ASGN 02, 03, 04 & 05.**	Graded by rubric in ASGN 02, 03, 04 & 05.	The Benchmark for this SC.3 is 'B' or 80%	ASGN 02: 8/12 achieved an 85% or higher; each assignment is worth 11% of the course grade. ASGN 03: 8 / 12 achieved an 85% or higher; each assignment is worth 11% of the course grade. ASGN 04: 12 / 12 achieved an 85% or higher; each assignment is worth 11% of the ASGN 05: 6 / 12 achieved an 90% or higher; 11% of the course grade	Assignments 02, 03 and 04 are graded in class and students are asked to redline their work and ask questions during grading. Feedback is also given directly to students when their submission is graded. ASGN 05 was developed so that students can be given an opportunity to revisit their work, using their own redlines and feedback to improve, revise and resubmit their work. Scores on this assignment were low due to submission deadline conflicts with other courses, Planned improvement is to eliminate this assignment and create a "revise / resubmit" for assignment 02, 03 and 04 due immediately after the redline exercise is completed.	https://arizona.app.box.com/folder/282561154913
SC. 4	521A	R. Perkins	2023F	1. **Illustrate** the interdependence of technical systems, form, material and construction processes. 2. **Identify** the basic technical components of a representative architectural project - structures, envelope, mechanical systems, water, power, lighting, and conctrol systems, and sustainability. 3. **Categorize** these systems across different buiding types. 4. **Classify** the basic forces and terminology of statics, and how these principles shape the use of building materials in structural applications.	**Written assessment** of student report including digital simulation and physical field observation. **Exam**	Graded by rubric on a scale of 0-100	The Benchmark for this SC.4 is 'B' or 80%	83% of student reports fulfilled criteria. 100% of students fulfilled exam criteria.	1. Students failed to properly respond to exam question in the definition of decrement in thermal mass analysis. Increase instruction time and add physical simulation to reinforce understanding. 2. Students failed to model details of precedent study correctly. Increase instruction time in structural connection details and their significance to overall performance. 3. Schedule failed to provide sufficient instruction time in air movement, ventilation, and mechanical systems. Revised schedule to improve time allocation.	https://arizona.app.box.com/folder/282561159713
SC. 4	521B	D. Joslin	2024S	1. **Understand** building materials and methods of assembly; assembly logic, order of operations, nominal and actual sizes of materials, and materials selection: why a designer might choose one material system over another. 2. **Understand** material performance and life cycles. 3. **Understand** the principles of assembly in joining building materials and the impact of constraints on making buildings. 4. **Demonstrate** the ability to make technically clear drawings and construct physical and digital models illustrating and identifying building systems and assembly of materials as a means for communicating building design intent. 5. **Understand** the interrelationships of structural systems, elements, and material connections through technical drawings and models. 6. **Dissect** a building envelope assembly relative to performance, aesthetic, moisture transfer, durability, energy and material resources, and **explain** how these choices address building design and environmental parameters.	**Projects, Exams, and group discussions.** Included below is an outline of which methods covered each of the Learning Outcomes (LOs), and an outline describing each method. Learning Outcome Alignment: LO 1: - Exams, esp. Chps. 1, 2, 3, 6, 8, 9, 11, 13, 16, 22 - Projects 1, 3 LO 2: - Chp.1, 3, 8, 11, 13 - Project 1 LO 3: - Exams, Chps. 3-7, 8-10, 11-12, 13-15 - Projects 1, 2, 3 LO 4: - Exams, esp. Chps. 6, 16, 17, 19-21 - Project 2 LO 5: - Projects 2, 3 LO 6: - Projects 2, 3 LO 7: - Exams, Chps. 6-7, 10, 16-21, 22-24 - Projects 1, 3 Projects:	Course grade components: - 40% - Projects (4) - 40% - Exams (4) - 10% - Discussions - 10% - Participation Projects: - 90% or higher considered successful. - Each translated to 10% of the course grade. Exams: - 85% or higher considered successful. - Each covered 6 chapters of material. - Each consisted of approximately 45-48 questions, totaling 48 points. - Each translated to 10% of the course grade.	The Benchmark for this SC.4 is 'B' or 80%	6 graduate students total **Project 1:** - (An individual assignment) - 6/6 were 90% or higher. **Project 2:** - (A group project, with students in 3 pairs) - 3/3 pairs were 90% or higher. **Project 3:** - (A group project of all 6 students, split into two parts) - Each part treated as a project for grade purposes. - Project 3a: Group was 94% - Project 3b: Group was 92% **Exam 1:** 4/6 achieved 85% or higher; 2/6 achieved 80%-85% **Exam 2:** 6/6 were 85% or higher (5/6 were 90% or higher). **Exam 3:** 6/6 were 90% or higher. **Exam 4:** 6/6 were 90% or higher.	Plans for improvement and increasing student success rate: Revise Learning Outcomes: I plan to revise the LOs to have less overlap, and thus bring in more clarity in the specific goal of each LO. For example, I now feel that LO 3 may be redundant to elements of LOs 1 and 7; LOs 2 and 7 could potentially be consolidated as well. A new iteration on the LOs would help sort this out and allow more clear alignment to a revised lecture schedule and the projects. Project Changes: I plan to update the Project 1 brief to match our in-class discussions and modifications to the project. For example, it became clear the students were having a difficult time understanding the assignment, so I spent one of our lab periods walking the class through a simplified version of the assignment as a group to help convey my understanding and intent of the assignment. Translating this discussion into the brief will help future students. I also plan to adjust time dedicated to each project – with more allocated to revised versions of Projects 2+3. For revisions to Projects 2, I would constrain the students to just CMU. This semester, we tried an experiment as several students were interested in using brick as the masonry unit. However, this proved problematic during the physical model portion, as the smaller scale of materials made it more difficult to maintain a level of craft, and difficult to produce and assemble. The other experiment we tried was more successful, with pairs exchanging wall designs and building a model for another pair. I would incorporate this as a definitive part of the project moving forward. For both Projects 2 and 3, I plan to explore breaking them into smaller projects to allow more individual work on the projects. For both, the drawing portion may become individual assignments, with groups selecting which to build as a model/mockup.	https://arizona.app.box.com/folder/282561159713

SC #	Course	Instructor	Term	Learning Objectives	Assessment Method	Rubric / Scoring	Benchmark	Results	Actions for Course Improvement	Link
SC. 4	521C	B. Shea	2023F	LOs defined as follows: 1. **Identify** elements in building precedents in order to analyze various material assemblies, structural systems & environmentally adaptive systems in medium to large scale buildings. 2. **Construct** technically clear drawings and **create** physical and digital models illustrating and identifying building systems/assembly of materials as a means for communicating building design intent. 3. **Interpret** structural systems, elements & material connections through technical drawings &models to develop understanding of critical interrelationships in buildings. 4. **Analyze & Diagram** structural loading conditions and reactions through physical model testing, vector diagramming, and digital simulations 5. **Design** a structural system which responds to a range of material, assembly & cost parameters. 6. **Appraise** a building envelope assembly relative to performance, aesthetic, energy and material resources & **explain** how these choices address building design & environmental parameters	For all Learning Objectives, assessment is based on: ANALYTIC RUBRIC: PROJECTS **Project 1, 2, 3** HOLISTIC RUBRIC: EXERCISES **Reading Reflections** **Digital Meditations** **Participation**	Rubrics are based on scores 0-100 as follows: ANALYTIC RUBRIC for Projects: **PROJECT 1** (25% of total), **PROJECT 2** (20%), **PROJECT 3** (15%) Concept (33.3) Development (33.3) Execution (33.3) HOLISTIC RUBRIC for Exercises: **READING REFLECTIONS** (15% of total), **DIGITAL MEDITATIONS** (20%), **PARTICIPATION** (5%) Excellent (100) Very Good (90) Good (80) Satisfactory (70) Unsatisfactory (60) Incomplete (50)	The Benchmark for this SC.4 is 'B' or 80%	15/15 with grades A-C **PROJECT 1:** (10) As; (5) Bs **PROJECT 2:** (10) As; (5) Bs; **PROJECT 3:** (15) As; **READING:** (14) As; (1) B; **DIGITAL:** (15) As	Anticipated actions for course improvement: LO 1 - Codify list of pertinent architectural precedents at local, state, regional, national, and international level for Project 1 based on this year's selection. LO 2 - Expand Project 1 and Digital Meditations to include a physical model outputs, LO 3 - Dedicate one lab session before midterm, and one lab session before final to discussion of Reading Reflections. LO 4 - Expand upon the existing structure of tutorials regarding digital modelling, structural simulation, and form optimization and implement flipped classroom model. LO 5 - Augment structural, material, and fabrication constraints in Project Two with considerations of assembly, scale, and cost. LO 6 - Carve out more time for the concept, development, and execution of the final phase of the semester, in particular Project Three	https://arizona.app.box.com/folder/282561159713
SC. 4	521D	R. Perkins	2024S	1. **Prepare** shear and moment diagrams for three determinate beam types and perform physical simulations of loading conditions to replicate support conditions and analyze deflection	Assignment 1: Three beams A. Physical model of each of three beam configurations. B. Record observed deflection of physical model photographically and graph base condition vs observed deflection under load. C. Moment diagrams for each of three beam configurations under uniform load. D. Compare moment diagrams to observed deflections and model behavior cases.	A. Does physical model accurately reflect the degrees of freedom in connection details. B. Do photographs and data clearly represent the physical phenomena observed. C. Diagrams accurately represent loading conditions D. Observations are relevant to data and compare and contrast performance.	The Benchmark for this SC.4 is 'B' or 80%	13 students in class. 100% of students met the benchmark	Planned improvement to add diagramming and analysis of shear forces per SLO objectives	https://arizona.app.box.com/folder/282561159713
SC. 5	909	C. Trumble	2024S	1. **Define, develop, and employ** architectural performance criteria. 2. **Demonstrate** conceptual, schematic design and design development skills. 3. **Demonstrate** the ability to synthesize the human experience, conditions of place and the consideration of codes and regulations in architectural design. 4. **Conceive and iteratively develop** performance diagrams illustrating architectural performance.	Students are required to collaborate on the conceptual design of a masterplan. They are to participate in the conceptual, schematic and design development of an architectural component project within the masterplan. The designs are to be developed iteratively and presented in diagrams, drawings, renders, digital and physical models. Students are required to iteratively develop **performance diagrams** illustrating architectural performance including design synthesis.	5-point Likert Scale: (1) Strongly Disagree; (2) Disagree; (3) Neither Agree nor Disagree; (4) Agree; (5) Strongly Agree.	The Benchmark for this SC.5 is 'B' or 80%	9 students were enrolled in this course spring 2024. 9 of 9 students satisfied this learning outcome. Four at the level of (4) "Agree" and five at the level of "Strongly Agree" (5).	IMPROVEMENT PLAN: Adjust course schedule to accommodate more time for Iterative Design Development. The M.Arch Design Stream, in accordance with recommendations from the M.Arch Milestone Reviewers, has transformed a previous options design studio (arc510l) into a required core studio focusing on large public buildings in Urban Environments to afford students opportunities to better exercise and develop their synthetic design skills. GOAL: to have all students engage in more iterative development of general designs, and synthesis of human experiences and regulatory conditions. Aspire to have 75% perform at level of 4 or 5 (up from 66%), aspire to have no students below level 4 (up from 33%).	https://arizona.app.box.com/folder/282561152513
SC. 5	510E	L. Carr	2024S	1. **Analyze** site, climate and use findings to inform reasoned design solutions optimizing building performance to meet sustainable best practices through the selection of and incorporation of passive and active heating, cooling and ventilation systems. 2. **Analyze** programming needs to inform spatial configurations, reduce spatial redundancies, clarify the architectural ordering, strengthen functional adjacencies, promote occupant wellbeing, minimize energy intensity and enhance human thermal comfort using data collected from the analysis of existing facilities, client interviews and a functional understanding of the diverse range of systems that buildings require: heating and cooling, lighting and electrical power, water use and distribution, envelope enclosure and shading, egress and life safety. 3. **Develop** performance criteria for iteratively evaluating the spatial, structural, social, cultural, environmental, economical and operational aspirations developed for a given design and proposed as an architectural and site solution. 4. **Demonstrate** through the use of architectural drawings, renderings, performance diagrams, applied research, and an iterative design review process that the proposed design is based in understanding of the place, client and project goals.	LO 1, 2, 3: **Review 01, Review 02, Review 03**, graded by rubric LO 4: **Review 02, 03 and final review**, graded by rubric	LO 1, 2, 3: Review 01, Review 02, Review 03, graded by rubric LO 4: Review 02, 03 and final review, graded by rubric	The Benchmark for this SC.5 is 'B' or 80%	REVIEW 01: 4 / 13 achieved an 85% or higher; 15% of the course grade REVIEW 02: 6/13 achieved an 85% or higher; 15% of the course grade REVIEW 03: 10/13 achieved 90% or higher; 20% of the course grade	1. work with students to develop metrics to inform the information needed, the evaluation of their work, and process and tools needed for analysis. Introduce an energy analysis software workshop. Introduce a lecture on passive strategies - adjust the grading scale so that reviews have more weight. 2. Move REVIEW 01 so that it occurs before spring break and provide an extra week of time between REVIEW 01 + 02. This will provide more time for students to design program solutions that consider user impacts on energy demands and balanced with user experience and overall material consumption. REVIEW 03 is anticipated to improve with the new Building Technologies sequence; currently, systems design is not aligned with the studio. 3 & 4. Work with students to develop metrics to inform the information needed, the evaluation of their work, and process and tools needed for analysis.	https://arizona.app.box.com/folder/282561152513
SC. 6	909	C. Trumble	2024S	1. **Define, develop and employ** architectural performance criteria. 2. **Demonstrate** conceptual, schematic design and design development skills. 3. **Demonstrate** the ability to integrate multiple building systems including structures, materiality, and environmental systems in architectural design.	Students are required to collaborate on the conceptual design of a masterplan. They are to participate in the conceptual, schematic and design development of an architectural component project within the masterplan. The designs are to be developed iteratively and presented in diagrams, drawings, renders, digital and physical models. Students are required to iteratively develop **performance diagrams** illustrating architectural performance including building integration.	5-point Likert Scale: (1) Strongly Disagree; (2) Disagree; (3) Neither Agree nor Disagree; (4) Agree; (5) Strongly Agree.	The Benchmark for this SC.6 is 'B' or 80%	9 students were enrolled in this course spring 2024. 9 of 9 students satisfied this learning outcome. Four at the level of (4) "Agree" and five at the level of "Strongly Agree" (5).	IMPROVEMENT PLAN: Adjust course schedule to accommodate more time for Iterative Design Development. The M.Arch Design Stream, in accordance with recommendations from the M.Arch Milestone Reviewers, has transformed a previous options design studio (arc510l) into a required core studio focusing on large public buildings in Urban Environments to afford students opportunities to better exercise and develop their building systems integration skills. GOAL: to have all students engage in more iterative development of general designs, and integration of building systems. Aspire to have 75% perform at level of 4 or 5 (up from 66%), aspire to have no students below level 4 (up from 33%).	https://arizona.app.box.com/folder/282561147713
SC. 6	510E	L. Carr	2024S	1. **Design** a complex architectural project that demonstrates a broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies	Review 03 and the Final Review	Graded by Rubric	The Benchmark for this SC.6 is 'B' or 80%	REVIEW 03: 10/13 achieved 90% or higher; 20% of the course grade REVIEW 04: 13/13 achieved 90% or higher; 10% of the course grade	Incorporating 2 person teams made a huge difference in how well students were able to develop their work over the semester. Learn to facilitate effectively team work; if both team members are contributing equally to the development of the work, that will improve both learning and design results.	https://arizona.app.box.com/folder/282561147713

Appendix 3 – University Regional Accreditation Letter

WASC | Senior College and University Commission

September 14, 2023

Dr. Robert Robbins
President
University of Arizona
1200 E. University Blvd.
P.O. Box 210021
Tucson, AZ 85721-0021

Dear Dr. Robbins:

At its February 2023 meeting, WASC Senior College and University Commission (WSCUC) granted initial accreditation to University of Arizona for a period of six years. Also at that meeting, the Commission received the recommendation of the review panel that, should WSCUC modify its Periods of Accreditation Guide within the coming year, the University of Arizona be granted a longer period of initial accreditation in recognition of its current and historical record of performance. During its June 2023 meeting, the Commission amended the Periods of Accreditation Guide to provide for the award of initial accreditation for six, eight, or ten years. At its August 2023 meeting, in light of those developments, the WSCUC Executive Committee acted to:

1. Grant initial accreditation to University of Arizona for a period of ten years, effective as of February 2023
2. Schedule the next reaffirmation review with the Offsite Review in spring 2032 and the Accreditation Visit in fall 2032

This letter supersedes the initial accreditation and scheduling actions taken in February 2023 and constitutes the effective date of actions. All other stipulations in the February 2023 Commission action letter remain in effect.

Sincerely,

Jamienne S. Studley
President

Cc: Gail Burd, Senior Vice Provost and ALO, University of Arizona
        Fred DuVal, Chair, Arizona Board of Regents
        Christopher N. Oberg, Executive Vice President, WSCUC

1080 Marina Village Parkway, Suite 500, Alameda CA 94501

Appendix 4 – Course Lists

B.Arch.:

| Required Prof. Courses	Elective Prof. Courses	General Studies	Optional Studies
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
ARC 101 Foundation Studio 1 (4)	R&I Elective 1 (3)	ENGL 101 First Year Composition (3)	UofA General Elective (3)
ARC 131 Thinking About Architecture (2)	R&I Elective 2 (3)	MATH 108 Modeling with Algebraic and Trig Functions (4)	UofA General Elective (3)
ARC 102 Foundation Studio 2 (4)	R&I Elective 3 (3)	UNIV 101 Intro to the General Education Experience (1)	UofA General Elective (3)
ARC 121 Physical Principles of the Built Environment (2)	R&I Elective 4 (3)	ENGL 102 First Year Composition (3)	
ARC 201 Design Studio 1 (6)		Second Language 2 (4)	
ARC 221 Building Construction 1 (Materials and Assemblies) (3)		Gen Ed: Exploring Perspectives 1 (3)	
ARC 231 History Theory 1 (3)		Gen Ed: Exploring Perspectives 2 (3)	
ARC 241 Techne 1 (D.Comm) (3)		Gen Ed: Exploring Perspectives 3 (3)	
ARC 202 Design Studio 2 (6)		Gen Ed: Exploring Perspectives 4 (3)	
ARC 222 Building Technologies 1 (Env Systems) (3)		Gen Ed: Building Connections (3)	
ARC 232 History Theory 2 (3)		Gen Ed: Building Connections (3)	
ARC 242 Teche II (D.Comm) (3)		Gen Ed: Building Connections (3)	
ARC 301 Design Studio 3 (6)		UNIV 301 Gen Ed: Portfolio (1)	
ARC 321 Building Technologies 2 (Structures) (3)			
ARC 326 Practice 1: Pre-Design (2)			
ARC 333 History Theory 3 (3)			
ARC 341 Techne 3 (D.Comm) (3)			
ARC 302 Design Studio 4 (6)			
ARC 322 Building Construction 2 (Human Factors) (3)			
ARC 435 Critical Inquiry and Expression (History Theory) (3)			
ARC 436 Practice 2: Ethics and Practice (3)			
ARC 401 Design Studio 4 (6)			
ARC 421 Building Technologies 3 (Performance) (3)			
ARC 441 Practice 3 (3)			
ARC 410f Advanced Studio 1 (6)			
ARC 410f Advanced Studio 2 (6)			
ARC 497 Project Inquiry (capstone prep) (3)			
ARC 498 Capstone Studio (6)			
Total 108 Semester Credits	Total 12 Semester Credits	Total 37 Semester Credits	Total 9 Semester Credits
Total No. of SCH for Degree	**166 Semester Credits**		

*SCH; Semester Credit Hours

M.Arch.:

Undergraduate Courses if Preparatory – Equivalency determined per preparatory education evaluation in section 4.3.1.			
Required Prof. Courses	**Elective Prof. Courses**	**General Studies**	**Optional Studies**
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
ARC 510A Immersion Std. I (4)			
ARC 540A Design Comm. I (3)			
ARC 510B Immersion Std. II (6)			
ARC 521A Integrated Tech. I (3)			
ARC 531 History+Theory I (4)			
ARC 540B Design Comm. II (3)			
ARC 510C Immersion Std. III (6)			
ARC 526 Pre-Design (3)			
ARC 521B Integrated Tech II (3)			
ARC 532 History+Theory II (4)			
Graduate-Level Courses			
Required Prof. Courses	**Elective Prof. Courses**	**General Studies**	**Optional Studies**
ARC 510A Immersion Std. I (4)	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
ARC 540A Design Comm. I (3)	Advanced Technology Elective (3)		General Elective (3)
ARC 510B Immersion Std. II (6)	Advanced History+Theory Elective (3)		General Elective (3)
ARC 521A Integrated Tech. I (3)			General Elective (3)
ARC 531 History+Theory I (4)			
ARC 540B Design Comm. II (3)			
ARC 510C Immersion Std. III (6)			
ARC 526 Pre-Design (3)			
ARC 521B Integrated Tech II (3)			
ARC 532 History+Theory II (4)			
ARC 510D Comprehensive Std. I (6)			
ARC 521C Integrated Tech. III (3)			
ARC 533 History+Theory III (4)			
ARC 540C Design Comm. III (3)			
ARC 510E Comprehensive Std. (6)			
ARC 521D Integrated Tech. IV (3)			
ARC 510F Advanced Studio (6)			
ARC 909 Master's Project Prep (3)			
ARC 536 Ethics and Practice (4)			
Total 86 semester credits	Total 6 semester credits	Total – Not Applicable	Total 9 semester credits
Total No. of SCH for Degree	**101 Semester Credits**		

*SCH; Semester Credit Hours

Appendix 5 – CAPLA and SoA Organizational Chart
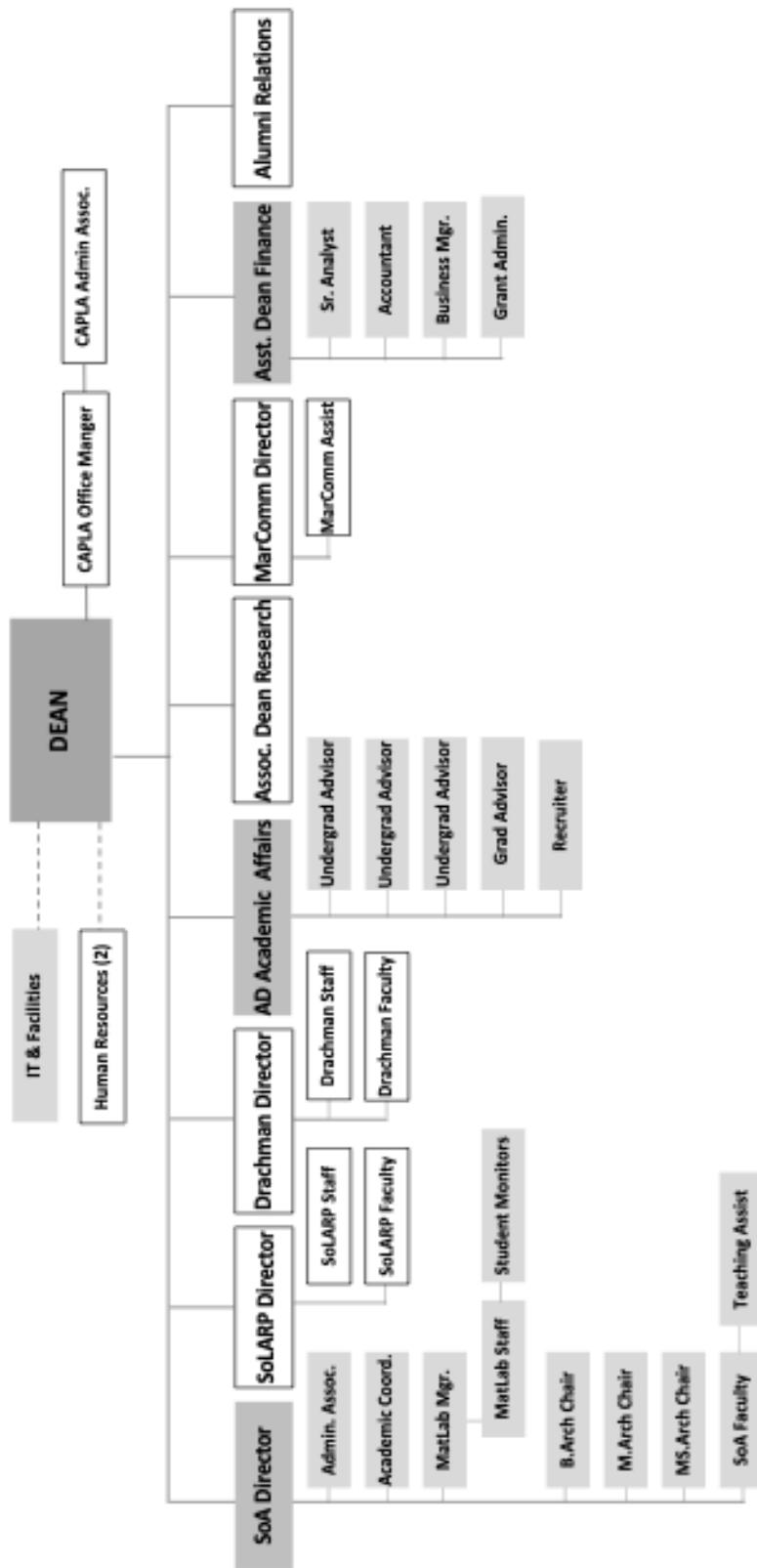
Appendix 6 – Faculty Resumes

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Name: Altaf Engineer, PhD, RA, LEED AP BD+C
Associate Professor, School of Architecture (SoA), College of Architecture, Planning & Landscape Architecture (CAPLA), University of Arizona

Courses Taught (Four semesters prior to current visit)**:** 1. ARC 497B/597B: Health and Wellbeing in the Built Environment (3 CU); 2. ARC 497D/597D: Daylighting, Health & Behavior (3 CU); 3. ARC 900: Master's Report (3 CU, MS.Arch), 4. ARC 909/910: Thesis Project (9 CU, MS.Arch); 5. ARC 497/909: Project Inquiry for Capstone (3 CU, B.Arch) & Master's Project Preparation (3 CU, M.Arch); 6. ARC 498/909: Capstone Design Studio (6 CU, B.Arch) & Master's Thesis Project (6 CU M.Arch); 7. ARC 495C/599: Critical Practices Laboratory Colloquium (1 CU, B.Arch & M.Arch); 8. ARC 599: MS.Arch Colloquium (1 CU, MS.Arch)

Educational Credentials: PhD in Architecture, School of Architecture, University of Illinois at Urbana Champaign; **Master of Architecture (M.Arch),** School of Architecture, University of Illinois at Urbana Champaign; **Bachelor of Architecture (B.Arch),** Indian Education Society College of Architecture, University of Mumbai, India

Teaching Experience: Associate Professor, SoA, CAPLA, University of Arizona (2023-present); **Assistant Professor,** SoA, CAPLA (2017-2023); **Faculty Associate,** Design School, Arizona State University (2016); **Instructor,** School of Architecture, University of Illinois at Urbana-Champaign (2012-2014)

Professional Experience: Co-founder and Board Member, Architects For Society (NGO, 2015-2022), **Project Architect**, Stantec (formerly BurtHill), Washington DC (2007-2011); **Project Architect**, BellArchitects, Washington DC (2005-2007); **Associate Architect**, Ranjit Sinh Associates, Mumbai, India (2003); **Intern Architect**, Ved Segan Associates, Mumbai, India (2001-2003)

Licenses/Registration: Registered Architect (R.A.), New York, USA, License #039740 (2015-present);

Selected Publications and Recent Research:
Books: 1. **Engineer, A.,** Ida, A., Jung, W., and Sternberg, E.M. (2024, February). Measuring the Impact of the Built Environment on Health, Wellbeing and Performance: Techniques, Methods, and Implications for Design Research. Health and the Built Environment focus series. Routledge, Taylor & Francis Group. **2. Engineer, A**. and Anthony, K. (2018). Shedding new light on art museum additions: Front stage and back stage experiences. New York, NY: Routledge Research in Architecture Series, Taylor & Francis Group. | **Book Chapters:** 1. Hyde, J., Runyon, R., **Engineer, A.,** Kramer B., Lindberg C., and Sternberg, E.M. (Co-author, 30% contribution) (2023, November). Wearable technologies in the workplace: Sensing to create responsive industrial and occupational environments optimized for health. In Mehl, M., Wrzus, C., Eid, M. & Harari, G. (Eds.) Mobile Sensing in Psychology: Methods and Applications (A Handbook). Guilford Books. **2. Engineer, A.** (2020, August). Immersive Physical Environment: Office Interiors and Preparedness. In Mechanick, J. & Kushner, R. (Eds.), Building and Implementing a Lifestyle Medicine Program: From Concept to Clinical Practice (pp. 11-15). Springer. | **Journal Articles:** Alaqtum, T., **Engineer, A**., & Moeller, C (2024, May). Daylighting Glare and Design for Visual Comfort. Technology | Architecture + Design (TAD). 2. Engineer, A., Gualano, R.J., Crocker, R.L., Smith, J.L., Maizes, V., Weil, A., & Sternberg, E.M (Lead author, 60% contribution) (2021, August). An Integrative Health Framework for Wellbeing in the Built Environment. Building & Environment, 205.

Professional Memberships: U.S. Green Building Council (2008-present); Environmental Design Research Association (EDRA) (2015-2024)

Name: Brendan Sullivan Shea

Courses Taught (Four semesters prior to current visit)**:**
2023 Fall   ARC 510B — Principles & Precedent - Graduate Foundations Design, 6-CU
                        ARC 521C — Integrated Technologies III, 3CU
2024 Spring   ARC 410F — Desertificiation & Democracy - Adaptive Futures Research Track, 6-CU
                        ARC 435/535 — Forms of Critical Inquiry & Expression - History Theory, 3-CU
2024 Fall   ARC 510B — Principles & Precedent - Graduate Foundations Design, 6-CU
                        ARC 540B — Design Communications II, 3-CU
                        ARC 471J + 571J — About II - Publication Design & Production, 3-C
2025 Spring   ARC 410F — Desertificiation & Democracy - Adaptive Futures Research Track, 6-CU
                        ARC 471J — Making & Meaning - Adaptive Futures Research Track, 3-CU
                        ARC 102 — Foundations Design, 4-CU

Educational Credentials:
2014   Master of Architecture, Princeton University, Princeton, NJ
2010   Bachelor of Arts in Architectural Studies, University of California Los Angeles, Los Angeles, CA

Teaching Experience:
2023   Visiting Assistant Professor University of Arizona, College of Architecture, Planning, Landscape Architecture, Tucson, Arizona
2021   Research Fellow, The School of Architecture (fka Taliesin West), Arcosanti, Arizona
2020   Visiting Assistant Professor, Texas Tech University, College of Architecture, Lubbock, Texas
2019   Visiting Instructor, Texas Tech University, College of Architecture, Lubbock, Texas
2015   Lecturer, University of Southern California, School of Architecture, Los Angeles, California
2013   Graduate Teaching Assistant, Princeton University, School of Architecture, Princeton, New Jersey

Professional Experience:
2015   Roundhouse Platform, USA + EU
2014   Reimaging Fabrication, NJ + CA
2011   John Friedman Alice Kimm, Los Angeles, CA
2010   Predock Frane Architects, Los Angeles, CA

Licenses/Registration: N/A

Selected Publications and Recent Research:
"In Lieu / En Ligne" Residency at Boghossian Foundation – Villa Empain, exhibition *Beyond the Lines*, Brussels, Belgium. (2024)
"The Living Line" Residency at Kunstenfestival Watou — City of Poperinge, exhibition *Landscape of the Imagination,* Watou, Belgium. (2024)
"Disaster, Disruption, Desertification: Rethinking the Architecture of Activism, Relearning from a Medieval Ecological Disaster" (With N. Despland) 2024 ACSA 112th Annual Meeting: *Disrupters on the Edge*, Vancouver, British Columbia, Canada. Peer-Reviewed. (2024)
"You've Got Mail: Historical Precedents and Contemporary Relevance of Epistolary Architecture" (With N. Despland) Chapter In *Remote Practices: Architecture In Proximity*, ed. L.Chee & M.Mindrup, Lund Humphries. Peer-Reviewed. (2022)
"School's Out: Exploring Learning By Doing Methods In On-Site Design Build Architecture Workshops With Laminated Timber & Silt Cast Construction Systems" (With N. Hitch) 2022 AIA/ACSA Intersections Research Conference: *Resilient Futures*, Virtual Conference. Peer-Reviewed. (2022)

Professional Memberships: ACSA

Name: Beth M Weinstein

Courses Taught: ARC195B Why Design Matters (1CU); ARC435 Critical Inquiry (3CU); ARC451/551p Architecture + Performance (3CU); ARC497 Project Inquiry (3CU); ARC498 Capstone Studio (6CU); ARC471K (Paris: spaces of empire, colony and civic agency (3CU); ARC497b Detail (3CU).

Educational Credentials:

Doctor of Philosophy (PhD) 2020. CAM, University of Tasmania.
Master of Architecture (M.Arch) 1990. GSAPP, Columbia University.
Bachelor of Fine Arts (BFA, Interior Design, Magna Cum Laude) 1985. SVPA, Syracuse University.

Teaching Experience:

2006–25	**University of Arizona**, CAPLA, School of Architecture (Tucson, AZ).
	Acting ADSA (2024–25). Chair, Object + Spatial Design, BA Design Arts & Practices (2022–26).
	Chair, M.Arch (2014–17). Assoc. Prof. w/ tenure (2012–25); Asst. Prof. (2006–12).
2000–2010, 19	**Columbia University**, GSAPP (NYC, NY / Paris, France).
2003 - 2008	**Parsons/ New School**, Department of Architecture, Interior Design + Lighting (NYC, NY).
1999 - 2005	**Pratt Institute**, School of Architecture (Brooklyn, NY).
1997 - 1999	**Rensselaer Polytechnic Institute**, School of Architecture (Troy, NY).

Professional Experience:

2002-present	**Architecture Agency**, founder and principal (NYC, NY + Tucson, AZ).
1998-2002	**Riebe Weinstein Architecture,** co-founder (NYC, NY).
1992-97	**Architectures Jean Nouvel,** project architect (Paris, France).
1988–90	**A(d+V)u²z**, co-founder (NYC, NY).
1988-90	**Asymptote Architecture**, project architect (NYC, NY).
1987-9 su	Richard Meier + Partners; Tod Williams Billie Tsien & Assoc.; Torres Tur y Martinez Lapeña
1985-6	**Skidmore Owings + Merrill** (NYC, NY).

Licenses/Registration:

2000-present	**Registered Architect,** State of New York # 027647
2000-present	**National Council of Architectural Registration Boards** (NCARB) Certificate, # 53101

Selected Solo-authored Publications and creative work:

• *Architecture + Choreography: Collaborations in Dance, Space and Time.* London: Routledge, 2024.
• *Palimpsest (CIV)* in *Ces voix qui m'assiègent*... (*These voices that besiege me...*), curated by Émilie Goudal and Nataša Petrešin-Bachelez, Gallery of the Cité internationale des Arts, Paris, France, 05/15–07/13/24.
• "Erasing, Obfuscating, and Teasing out from the Shadows: Performing/Installing the Camps' Invisibilities," *Performance Research Journal* (PRJ) 24, no. 7 (On Disappearance) (2019): 23-31.
• "Performances of Spatial Labor: Rendering the (In)visible Visible," *Journal of Architectural Education*, *Work* 73, no. 2 (2019): 230-239.
• "Bringing Performance into Architectural Pedagogy." In *Performing Architectures: Projects, Practices, Pedagogies*, edited by Andrew Filmer and Juliet Rufford, 187–203. London: Methuen Drama, 2018.
• "Stage and Audience: Constructing Relations and Opportunities." In *The Routledge Companion to Scenography*, edited by Arnold Aronson, 19–32. London: Routledge, 2018.
• *Razing Manzanar II,* in *Arizona Biennial 2018,* Tucson Museum of Art, 07/05–09/16/18.

Professional Memberships:

ACSA, TAL, Performance Studies International, IFTR.

Christopher Deane Trumble | Associate Professor | School of Architecture | University of Arizona

Courses Taught:

arc909 Masters Project Preparation | arc909 Masters Project | arc497 Capstone Inquiry | arc498 Capstone | arc599 Group Independent Study: Milestone Preparation + Mentoring

Educational Credentials:

1991-93 | Master of Architecture | University of Pennsylvania, Philadelphia PA

1987-91 | Bachelor of Science and Architectural Studies | University of Illinois, Urbana-Champaign IL

1989-90 | Ecole d' Architecture et Urbanisme | Versailles, France | University of Illinois Study Abroad Program one academic-year

Teaching Experience:

1999 to present | University of Arizona | Lecturer, Assistant Professor, Associate Professor | Structures + Studios at all levels, Design Build Projects, Electives in natural structures and furniture design

1998-99 | Drury University | Visiting Assistant Professor | Materials + Methods, Lighting + Acoustics and Vertical Studios

Professional Experience:

1995 to present | Chris Trumble Architect | Tucson, AZ, Springfield MO, + NYC, NY | Principal

2005-16 | Folan Trumble Architects | Tucson, AZ + Pittsburgh, PA | Principal

1997-98 Gerner Kronick + Valcarcel Architects | NYC, NY | Project Architect

1996-97 Point B Design | NYC, NY | Project Architect

1995-1996 Chateau de Vernoux | Le Louroux Beconnais, France | Staff Architect + Design-Build Crew Leader

1993-95 Siris-Coombs Architects | NYC, NY | Job-Captain

Licenses/Registration:

2000 to present | Licensed Architect Arizona, seal no: 35373

1995-2007 | Licensed Architect Illinois, seal no: 001-015907

Selected Publications and Recent Research:

2022 Book Chapter : Cavanagh T., Nicholas C, Oak A.,Trumble C., "Designing, Building and Social Science", In: *Emerging Voices on New Architectural Ecologies*, eds. Verissimo C., Burnay D., Trienal de Arquitectura de Lisboa, 55-66, 2022

2020 ACSA Collaborative Practice Award | Sustainability Laboratory and Urban Garden | w/ Linda Samuels

Name: Christopher Domin

Courses Taught:
Arc497 MetaPhysics of Light, Project Inquiry,
Arc498 MetaPhysics of Light ,Capstone Studio,
Arc201 Existing Conditions Studio,
Arc510c M.Arch Design Studio III,
Arc510b Integrated Technology 1

Educational Credentials:
Master of Architecture, Georgia Institute of Technology (Nix Mann Fellow), 1993
Bachelor of Arts in Architecture, University of New Mexico, 1991

Teaching Experience:
University of Arizona
         Associate Professor, 2007-present
         Assistant Professor, 2001-2007
University of New Mexico
         Visiting Assistant Professor, 2000-2001
         Adjunct Assistant Professor, 1999-2000
Georgia Institute of Technology
         Graduate Teaching Fellowship, 1991-93

Professional Experience:
Principal, Christopher Domin Architect, Tucson / Phoenix, AZ, 2001-present
Project Architect, Rohde May Keller McNamara Architecture, Albuquerque, NM, 1997-2000
Intern Architect, SBS Architecture, Atlanta, GA, 1994-1997

Licenses/Registration:
Registered Architect: Georgia, RA 009780, 1998-present
                         Arizona, RA 60443, 2015-present
LEED Accredited Professional, 2009-present

Selected Publications and Recent Research:
Paul Rudolph: The Florida Houses, with Joseph King (50%),
         Princeton Architectural Press, 2002
         ISBN-13: 978-1568985510
                 First reprint 2003
                 Second reprint 2004
                 Paperback edition 2005
                 New edition, with additional essay by authors, 2009
                 New edition, reprint, 2015

Victor Lundy: Artist Architect, with Donna Kacmar et al (20%),
         Princeton Architectural Press, 2018
         ISBN-13: 978-1616896614

Powerhouse: The Life and Work of Judith Chafee, with Kathryn McGuire (50%),
         Princeton Architectural Press, 2019
         ISBN-13: 978-1616897178

Professional Memberships:
Construction History Society of America (member), 2012-present
Docomomo (member), 2013-present
Association of Collegiate Schools of Architecture (member), 1999-present
Tucson Historic Preservation Foundation, 2016-present

NAAB Faculty Resume

Name: Clare Robinson, Ph.D.,
B.Arch Program Chair (2023-present)

Courses Taught (Four semesters prior to current visit)**:**
ARC333 & ARC533: History + Theory III, 3 or 4-CU, large lecture course with 1-credit grad discussion
ARC471s: Contemporary Architecture and Urbanism, 3CU, online, required of SBE and HC students
ARC201: Design Studio 1, 6-CU, required of B.Arch students
ARC496b & 596b: [ABouT] journal, 3-CU, elective seminar
ARC900: Research Seminar, 3-CU, required of MS.Arch students
ARC910: Master Thesis, 9-CU, required of MS.Arch students writing a thesis
ARC909: Master Report, 9-CU, required of MS.Arch students completing a project

Educational Credentials:
Ph.D., Architecture, University of California, Berkeley (2012)
M.Arch., Graduate School of Design, Harvard University (2001)
B.A., Smith College (1995)

Teaching Experience: (selected)
Associate Professor, University of Arizona, 2019-present
Assistant Professor, University of Arizona, 2012-2019
Assistant Professor, Iowa State University, 2002-2005

Professional Experience: (recent)
Casa Grande Historic Structures Survey/Report, 2024-present.
Capital Reef National Park, Holt House Historic Structures Survey/Report. 2020-2024.

Licenses/Registration: N/A

Selected Publications and Recent Research:
Publications
"Metaphors that made the student union" published in the Journal of Society of Architectural Historians (JSAH), Vol 82 (2), p.184-203, 2023.
"Un-repressing Class to Reinterpret the Tradition of Mid-century Modern Architecture and its Preservation in Tucson, Arizona" Traditional Dwelling and Settlement Review (TDSR) Vol 29(1), Fall 2017, pp21-34, 2017. Awarded the Catherine Bauer Wurster Prize by SACRPH in 2019.
"Architecture in Support of Citizenry: Vernon DeMars and the Berkeley Student Union" Journal of Architectural Education, Vol. 70(2), October 2016, pp236-46 (double-blind peer-reviewed), 2016. Awarded the Journal of Architectural Education Best Article Scholarship of Design Award in 2016.
Research
See professional experience (above).
Student union buildings and other topics field of mid-twentieth-century architecture and urban studies.

Professional Memberships:
Board Member, ARCC (Architecture Research Centers Consortium)
Member, SAH (Society of Architectural Historians)
Associate Member, AIA

Name: Eduardo Guerrero.
Courses Taught: ARC 302 Urban housing (coordinator).
                             ARC 301 Integration of place.
                             ARC 497 597 Low-income housing challenge.
                             ARC 410 510 Advanced studio, Urban design.
                             ARC 102 Foundation studio.
                             ARC 121 Physical principles of the built environment.

Educational Credentials:
Master of Urban Design, University of California, Berkeley, 2010.
Diploma in Urban Public Development, Catholic University of Chile, Santiago, 2008.
Professional degree in Architecture, The Republic University, Santiago, 1998.

Teaching Experience:
The University of Arizona. College of Architecture, Planning and Landscape Architecture.
Senior Lecturer, Thesis committee member. 2013 - present.
University of California, Berkeley. College of Environmental Design. Invited Juror, Urban Design
Program, Prof. Stefan Pellegrini. 2010, 2011, 2015, 2017, 2020.
KRVIA, The Kamla Raheja Vidyanidhi Institute for Architecture and Environmental Studies, Mumbai,
Maharashtra India. Invited lecturer, Master of urban design program. Prof. Mishkat Ahmed. 2020.
Texas A&M, College of Architecture, College Station, TX. Invited lecturer, M. Arch students and PhD.
students. Prof. Koichiro Aitani. 2020.
Taliesin, The School of Architecture, AZ. Invited juror, Master of Architecture, Prof. Chris Lash. 2017.
Ministry of Planning, Social Investment Fund, Atacama Region. Chile. Instructor, Design Basics. 2004.

Professional Experience:
2013 - 2014   Pedestrian Plan Technical Advisory Committee, PAG, Tucson, AZ. Committee Member.
2012   University of Arizona, Tucson, AZ. The Drachman Institute. Research Associate.
2011 - 2015   Opticos Design, Berkeley, CA. Design consultant.
2010 - 2011   City of Berkeley, CA. Department of Planning & Development. Intern.
2006 - 2009   Ministry of Housing and Urban Planning. Santiago, Chile. Supervisor.
2004 - 2006   San José de la Dehesa Foundation. Santiago, Chile. Architect.
2001 - 2003   Ministry of Housing and Urban Planning. Atacama Desert, Chile. Architect.
2003 - 2004   Habitat for Humanity. Atacama Desert, Chile. Architect.
2003   ELEMENTAL, World Architecture Competition in Social Housing, Atacama, Coordinator.
1999 to 2001   National Foundation to Overcome Poverty, Atacama Desert, Chile. Architect.

Licenses/Registration: Chilean Institute of Architects, Registered Architect I.C.A. 7107.

Selected Publications and Recent Research:
- "Crossing City Limits". Urban podcast, crossingcitylimits.com
- "Empowering Faculty for Equity-Minded Course Redesign". National Symposium on Student Retention
2023. Co-authored with Sarah Kyte, et al. New Orleans, LA.
- "Political performance in disputed public space". [ABouT] journal 2023.
Co-authored with Roberto Fernandez.
- "Exploring the Future of Hybrid Education Through National Research". SCUP 2022 annual conference.
Co-authored with Erin Cubbison (Gensler), et al, Long Beach, CA.

Professional Memberships:
Public art committee, University of Arizona Museum of Art. Committee Member. Tucson, AZ. 2024.
PAG Bike and Pedestrian Sub Committee, Committee Member. Tucson, AZ. 2014.

Name: Eric Weber

Courses Taught (Four semesters prior to current visit)**:**

ARC 410F (fall/spring 2023/24, fall/spring 2022/23) ARC221 (Fall 2023, Fall 2024) ARC 241/242 (fall/spring 2022/23)

Educational Credentials: March., 2000, Arizona State University, BSD Arch. Studies, 1996, Arizona State University

Teaching Experience: Associate Professor, University of Arizona, 2021-current. Associate Professor, University of Nevada Las Vegas, 2010-21. Faculty Associate, Arizona State University, 2000-2010

Professional Experience: Jones Studio, Phoenix, AZ, 2009-10. Will Bruder Architects, Phoenix, AZ (now Portland, OR) 2000-09 Cullen-Burr Architects (now TransSystems, Inc.) 1996-1998

Licenses/Registration: State of Arizona, 2009 #49844

Selected Publications and Recent Research:

Weber, E. D.
Techne: Teaching Iterative Tectonics to Architecture Students. Building Technology Educator's Society Conference, 2023. Building Technology Educator's Society: Vol. 2023, Article 1.
Available at: https://scholarworks.umass.edu/btes/vol2023/iss1/1

Person, A.; Cole, T.; Weber, E. D.
Exhibit/models for Capital Brutalism. National Building Museum. Previously shown at Southern Utah Museum of Art, 2022–2023. Exhibit on view through February 2025.

Grant Proposal submitted to ERAS for City of Tucson Loma Verde Dog Park, Submitted for Review Fall 2023. $25,000.00

Weber, E. D.; Choi, J. O.; Lee, S.
Lessons Learned during the Early Phases of a Modular Project: A Case Study of UNLV's Solar Decathlon 2020 Project. *The 9th International Conference on Construction Engineering and Project Management*, 2022.

Kopec, D.; Weber, E.D.
Person-Centered Design: Combat Veterans with PTSD and TBI. Environmental Design Research Association Conference, 2020.

Professional Memberships: American Institute of Architects, Building Technology Educator's Society

Name: Jonathan Bean

Courses Taught (Four semesters prior to current visit):

- ARC 421 Building Technology III (Fall 22; on sabbatical 23-24)
- ARC 410E Options Studio I (Solar Decathlon Design Challenge Studio) (Spring 22)

Educational Credentials:

- PhD, Architecture, University of California Berkeley (2011)
- MS, Architecture, University of California Berkeley (2008)
- BA, Architecture, University of California Berkeley (2002)

Teaching Experience:

- 10+ years of experience in interdisciplinary design and technical topics
- Faculty advisor to finalist New Housing and Attached Housing teams, and first place and Grand Winner Prize Multifamily Building team, Solar Decathlon Design Challenge, 2022.

Professional Experience:

- Postdoctoral Fellow, Parsons School of Design, The New School 2011-2013
- Assistant Professor of Markets, Innovation, and Design, School of Management, Bucknell University, 2013-2017
- Joint Appointee, National Renewable Energy Laboratory, 2021-2023; 2024-

At University of Arizona:
- Assistant Professor of Architecture and Sustainable Built Environments, 2017-2023
- Associate Professor of Architecture and Sustainable Built Environments (with tenure), 2023-
- Distinguished Fellow, Center for University Education Scholarship, 2021-
- Fellow, Udall Center for Studies in Public Policy, The University of Arizona, 2023
- Co-Director, Institute for Energy Solutions, Arizona Institute for Resilience, 2022-2024
- Director, Institute for Energy Solutions, Arizona Institute for Resilience, 2024-

Licenses/Registration:

- Phius CPHC (Certified Passive House Consultant)

Selected Publications and Recent Research:

- With S. Truitt, J. Sullivan, G. Paranjothi, A. Moe. Completing the Circuit: Workforce Development for Advanced Building Construction and Grid-Interactive Efficient Buildings. NREL Technical Report 5500-80480. 2022 March. Available from: https://www.osti.gov/biblio/1855580
- With Arsel Z. Taste Regimes and Market-Mediated Practice. Journal of Consumer Research. 2013 February 01; 39(5):899-917.
- Winner, Envelope Retrofit Opportunities for Building Optimization Technologies (E-ROBOT) Phase 1 Prize ($200,000). Funding agency: US Department of Energy Office of Energy Efficiency and Renewable Energy. Project: WALL-EIFS, a robotically applied, 3D-sprayable exterior insulation and finish system (EIFS) for building envelope retrofits. With team: W. Fink, D. Benson, B. Adair.

Professional Memberships:

- Society of Building Science Educators (President-elect)

Laura Carr, Senior Lecturer, School of Architecture

Courses Taught (Four semesters prior to current visit)

2024 Spring Semester:
    ARC 510E Advanced Studio II, 6-CU
    ARC 541 Contract Documents, 3-CU

2023 Fall Semester:
    ARC 401 Design Integration Studio, 6-CU
    ARC 441 Practice III Contract Documents, 3-CU

2023 Spring Semester:
    ARC 510E Advanced Studio II, 6-CU
    ARC 222 Building Technologies I, 2-CU Lecture, 1-CU Workshop
    ARC 541 Contract Documents, 3-CU
    ARC499_599 Independent Study: Contemporary Indigenous Architecture, 3-CU

2022 Fall Semester:
    ARC 401 Design Integration Studio, 6-CU
    ARC 441 Practice III Contract Documents, 3-CU
    ARC 496/596B Spatial Structures, 3-CU

Educational Credentials

    2005 BArch, College of Architecture, Planning and Landscape Architecture, University of Arizona
    1996 BS Mathematics, Minor in Physical Science, Northern Arizona University

Teaching Experience

    2022-PRESENT *Senior Lecturer*, School of Architecture, University of Arizona
    2017 - 2022 *Lecturer*, School of Architecture, University of Arizona

Professional Experience

    2023 - present Native Peoples Design Coalition, *Center Coordinator*
    2022 - present KWID, LLC, *Owner / Architectural Designer*
    2012 - 2017   Nelsen Partners Architecture and Planning, *Project Architect*
    2012 - 2014   GoLite, LLC, Retail Store Development, *TI Designer and Store Manager*
    2010 - 2012   Recreational Equipment, Inc. (REI), *Market Outreach Specialist*
    2007 - 2009   Taylor Design+Build, *Project Architect*
    2004 - 2007   The Drachman Institute, *Project Management and Design*

Selected Publications and Recent Research

2023 - 2025 Provost Investment Fund Grant, PI, *The Native Peoples Design Coalition (NPDC)*. Current project publications and grant initiativeS can be viewed here:
https://drachmaninstitute.arizona.edu/npdc

2021 CAPLA Teaching Innovation Grant, *Mochik Ranch*. ARC510E and LAR511 Studio Collaboration working in partnership with the Native Peoples Technical Assistance Office and Cooperative Extension

2022 Office of Native American Initiatives and Tribal Engagement, *Be the Voice, Imagine the Possibilities: UArizona Native American and Indigenous People's Center*

2020 BTSE Reflect, Connect, Project 2020 Webinar Series / Testing and Experimentation, *DIY Modeling and Analysis: Physical and Digital Rigid Surface Structures*, Co-authored with Aletheia Ida

Professional Memberships

    Dunbarton Oaks / Mellon Fellowship Deans Equity and Inclusion Initiative (DEII), Fellow

    Indigenous Society of Architects, Planners and Designers, Fellow

    AIA, Associate Member

Name   Laura Hollengreen
Courses Taught   ARC 435/535: Forms of Critical Inquiry and Expression (with Beth Weinstein)
                  ARC 471A/571A: Light in Modern and Contemporary Art and Architecture

Educational Credentials
Ph.D., History of Art, University of California, Berkeley (1998)
M.A., History of Art, University of California, Berkeley (1989)
A.B., Art and Archaeology, Princeton University (1985)

Teaching Experience
University of Arizona, School of Architecture (1995-2009, 2017-present) – Lecturer, Assistant Professor,
         Associate Professor
         Faculty Affiliate, Division of Late Medieval and Reformation Studies
         Faculty Affiliate, Arizona Center for Judaic Studies
         Adjunct Assistant Professor, Division of Art History, School of Art
Georgia Institute of Technology, School of Architecture (2009-17) – Associate Professor
University of Arizona, Department of Art (Spring 1999) - Instructor
University of California, Berkeley, Department of History of Art (Spring 1997) - Instructor
University of California, Riverside, Department of the History of Art (Winter 1995) – Lecturer

Professional Experience: N/A but am listing Administrative Experience (70-80% of my workload)
University of Arizona, CAPLA, Associate Dean for Academic Affairs (2019-present)
University of Arizona, School of Architecture, Associate Director (2017-20)
Georgia Tech, School of Architecture, Director of International Education (2016-17)
Georgia Tech, Assistant Provost for Academic Advocacy and Conflict Resolution (2015-17)
         Deputy Title IX Coordinator for Faculty, Georgia Institute of Technology
University of Arizona, School of Architecture, Interim Director (2008-09)

Licenses/Registration: N/A

Selected Publications and Recent Research:
Current collaborative project with Rebecca Rouse (University of Skövde):   technologies of liminality
"Design at the Border: Liminality, the Virtual, and Interior Transformation from Antiquity to Mixed Reality."
         Co-authored with Rebecca Rouse. In *Virtual Interiorities*, book 1: *When Worlds Collide*, 137-71.
         Pittsburgh: ETC Press, Carnegie Mellon University, 2022.
"Qal'at Sim'an, A New Venue of Power in Late Antique Syria." *Proceedings of the ARCC Conference*
         (2021): 275-82.
"Gothic Skins: Penitents at the Cathedral." In *Architecture and the Body, Science and Culture*, 67-85.
         Ed. Kim Sexton. London and New York: Routledge, 2018.
Meet Me at the Fair: A World's Fair Reader. Ed. Laura Hollengreen et al. Pittsburgh: ETC Press,
         Carnegie Mellon University, 2014.
Translatio, or the Transmission of Culture. Ed. Laura H. Hollengreen. Turnhout, Belgium: Brepols, 2008.
Cross-Cultural Vernacular Landscapes of Southern Arizona. Ed. Laura Hollengreen and R. Brooks
         Jeffery. Tucson: Vernacular Architecture Forum, 2005.

Professional Memberships: Current and Most Important
Association of Collegiate Schools of Architecture (ACSA)   College Art Association (CAA)
International Center of Medieval Art (ICMA)   Society of Architectural Historians (SAH)

Name: Lisa Schrenk, Professor of Architectural History

Courses Taught (Four semesters prior to current visit):
Fall 2024: ARC231/231H/531: History of World Architecture I
Spring 2024:ARC232/232H/532: History of World Architecture II
Fall 2023: ARC231/231H/531: History of World Architecture I
        ARC220: Introduction to Applied Building Technology
Fall 2022/Spring 2023: Sabbatical

Educational Credentials:
1998 Ph.D. (Art History), University of Texas, Austin
1988 M.Arch.His., University of Virginia
1983 BA (Geography, Studio Art), Macalester College

Teaching Experience:
University of Arizona, Associate Professor, 2012-20; Professor, 2020 – Present
       Faculty Fellow, 2017-2020
Semester at Sea, Associate Professor Fall 2018, Spring 2015
Norwich University, Assistant Professor, 2002–07; Associate Professor, 2007-12

Professional Experience:
Board Member, Forbes Architectural Advisory Board, 2023-present.
Consultant, Minnesota Expo Bid Committee, 2015 – present
Education Director, The Frank Lloyd Wright Home and Studio Foundation, 1988-1992
Reviewer for World Monument Watch, NEH, Library of Congress Fellowships, and numerous academic presses.

Selected Publications and Recent Research:
Book, *An Architectural Laboratory: The Oak Park Studio of Frank Lloyd Wright*. U Chicago Press. 2021.
Book, *Building a Century of Progress: The Architecture of Chicago's 1933-34 World's Fair*, U MN Press, 2007.
Leading Essay, "Design Evolution: Art Deco at the Century of Progress International Exposition." In *Art Deco*
       Chicago: The Making of American Culture, Yale U Press, 2018.
Essay, "Exposition Art Deco," In *Routledge Research Companion to Art Deco*, Routledge, 2019.
Essay, "Visions of Progress and Peace: Foreign Architectural Representations at the Century of Progress and
       the Golden Gate International Expositions." In *Urban Reinventions: San Francisco's Treasure Island*.
       University of Hawaii Press, 2017.
Essay, "The Impact of the Transient Nature of World Fairs on the Palimpsests of Modern Fairgrounds,"
       [Trans-]Journal, Issue 3, 2017: 27-41.
Epilogue, "Images of War and Messages of Peace: The American Story." In Devos, Ortenberg, and Paperny,
       Architecture of Great Expositions 1937-1958: Messages of Peace, Images of War. Ashgate, 2015.
Introduction and Guest Editor, *SaveWright: The Progressive City*. 14:1 (2023).
***Paper,** The Dynamic (and Not So Dynamic) Traditions of World's Fairs*. Conference of the International
       Assoc. for the Study of Traditional Environments (IASTE), Riyadh, 9 January 2024.
Article, "The Home Studios of Frank Lloyd Wright," *[ABouT]Home*, Issue 8, 2023: 32-56.

Professional Memberships:
Institute for the Study of International Expositions (ISIE); Co-founder and Lead: 2021-present.
Society of Architectural Historians (SAH), member: 1986-present; Board of Directors: 1995-1998.
       Gill Dissertation Award Committee, Chair: 2021-22.
College Art Association (CAA), member: 1996-present.
       Charles Rufus Morey Book Award Committee: 2020-23, Chair: 2022-23.
Frank Lloyd Wright Building Conservancy, 2021-present.
ICOMOS, Member: 2020-present. Expert member, ICIP: 2020-present.
Global Architectural History Teaching Collaborative, 2017-present.

Name: Zachary Myles Peña

Courses Taught (Four semesters prior to current visit)**:**

- Summer 2024: Arc 501
- Spring 2024: Arc 302, Arc 102
- Fall 2024: Arc 201, Arc 101

Educational Credentials:

- BArch, Illinois Institute of Technology, 2015
- Florida State University, Studies in Interior Design w/Art History Minor and Urban and Regional Planning Certificate, 2008-2010

Teaching Experience:

- University of Arizona, 2023-Current

Professional Experience:

- Myles Peña Architects PLLC, 2021-Current
- Hoist., Associate Principal, 2021
- SAB Architects, Senior Project Manager, 2017-2021
- NAC Architecture, Lead Project Designer and Project Architect, 2015-2017

Licenses/Registration:

- Registered Architect, Arizona
- Registered Architect, Washington
- Registered Architect, Idaho

Selected Publications and Recent Research:

- On the Great Divide, Spatial Landscapes and Political Ideology, 2017

Professional Memberships:

- AIA
- NCARB

Name: Michael Silver

Courses Taught (Four semesters prior to current visit)**:**
ARC 201 Design Studio I (Fall 2022)
ARC 341 Techne III (Fall 2022)
ARC 410F/510F Advanced Studio (Spring 2023)
ARC 101ab Foundation Studio IA (Fall 2023)
ARC 241 Techne I (Fall 2023)
ARC 410F/510F Advanced Studio (Spring 2024)

Educational Credentials:

1991	**Columbia University**
	New York, NY (Masters of Architecture and Building Design)
	Design Thesis: Urban Drawing Machine
	Core Studio Critics: Stan Allen, Diana Agrest, Maxamilliano Fuksas.
1987	**Pratt Institute**
	Brooklyn, NY (Bachelor of Arts in Architecture)

Teaching Experience:

2022-2024	CAPLA University of Arizona – Tenure Track, Second Year instructor
2020-2021	University of Kentucky, Product Design – First Year instructor
2019-2021	University of Kentucky, Department of Architecture - First Year instructor
2016-2018	University at Buffalo – Assistant Professor
2011-2013	Ball State University – Research Fellow
2007-2010	Cornell University – Assistant Professor
2005-2007	Pratt Institute – Adjunct Professor
2004-2005	University of Michigan – Research Fellow
2003-2003	Harvard GSD – Adjunct Professor
2001-2003	Yale – Assistant Professor

Professional Experience:

1998-2021	Critical Systems – Co-founded with Yee Peng Chia Baptistry of Mont Saint Michel, Normandy, France, 2018.
2007-2008	Rafael Vinoly (Research Fellow) New York, NY.
2000-2001	I.M Pei and Partners New York, NY.
1992-1993	Stan Allen Architect New York, NY.
1990-1992	Reiser+ Umemoto New York, NY.
1986-1987	Skidmore, Owings and Merrill New York, NY.

Licenses/Registration: N/A

Selected Publications and Recent Research:

2020	**Empty Figures,** Pidgin 28, Princeton University School of Architecture, 2020, Pp. 250-257.
2017	**XXL-XS**: New Directions in Ecological Design, edited by Mike Silver and Mitchel Joachim, ACTAR Books, Barcelona, Spain, 2016.
2017	**Rise of the Servant Zombies,** from *Towards a Robotic Architecture*, edited by Mahesh Daas and Andrew Wit, Gordon Goff, California, 2018, Pp. 250-257.

Professional Memberships: N/A

Name: Noémie Despland-Lichtert

Courses Taught : ARC 101, ARC 471, ARC499/305, ARC410, ARC 495

Educational Credentials:

- University of Southern California, MA in Curatorial Practices and the Public Sphere , 2017
- McGill University, M. Arch. Cultural Mediations and Technologies (Post-Professional), 2013
- Concordia University, BFA in Art History, with a Minor in Archeology ,2011

Teaching Experience:

- The University of Arizona, 2023-Current
- The School of Architecture, 2021-2022
- Texas Tech University, 2019-2022
- Otis College of Art and Design, 2018-2019
- Woodbury University School of Architecture, 2018-2019

Professional Experience:

- Getty Research Institute and Sussman/Prejza, Archivist, 2018
- Canadian Centre for Architecture, Educator, Event and Workshop Designer, 2013-2015
- Maison de l'Architecture du Québec (Quebec House of Architecture), Coordinator, 2012
- Board of Montreal Museum Directors, Curator of Online Exhibitions, 2011

Licenses/Registration:

- ACSA & SAH

Selected Publications and Recent Research:

- **PR** Despland-Lichtert, Noémie and Brendan Shea, "Cultural Excavation and Participatory Fieldwork" *Fieldwork in Landscape Architecture Methods Actions Tools* , edited by in Oles, Thomas, and Paul Horrigan. Routledge: Awaiting publishing.
- **PR** Places & Plants: Exploring Weeds And Other Self-Seeded Plants As Architectural Forensics 2024 ACSA112 Annual Meeting, University of British Columbia.
- **PR** Disaster, Disruption, Desertification: Rethinking the Architecture of Activism, Relearning from a Medieval Ecological Disaster2024 ACSA112 Annual Meeting, University of British Columbia.
- **PR** Despland-Lichtert, Noémie and Brendan Shea, "You've Got Mail: Historical Precedents and Contemporary Relevance of Epistolary Architecture" *Remote Practices: Architecture at a Distance,* edited by Mindrup and Chee. Lund Humphries: 2022.
- **PR** Utterances and Similes: An Exploration of Participation and Linguistics in Architecture ARCC (Architectural Research Centers Consortium), Conference: Performative Environments, CAPLA, University of Arizona, Tucson. 2021.
- Despland-Lichtert, Noémie and Brendan Shea. 2021. "From 'House of Dust' to 'Aggregate Habitat'", MAAT Extended, Museum of Art, Architecture, and Technology. Lisbon. 2021.
- Women in Architecture, CoA Dialogues, Texas Tech College of Architecture, 2021. Roundtable Discussion.
- **PR** Epistolary Architecture: Historical Precedents and Contemporary Relevance Remote Practices, Department of Architecture, School of Design and Environment, National University of Singapore & School of Architecture Design and Planning, The University of Sydney. 2020. Conference Paper.

Name: Oscar Lopez

Courses Taught:
Spring 2025: ARC102, ARC121, ARC202
Fall 2024: ARC101, ARC131, ARC101
Spring 2024: ARC102, ARC435, ARC202
Fall 2024: ARC101, ARC201

Educational Credentials:
2013   Arizona State University M.Arch
2013   Arizona State University Minor Religious Study & Conflict
2010   Arizona State University B.Arch
2010   Arizona State University Minor Business Management & Marketing

Teaching Experience:
2024 – Present   University of Arizona, School of Architecture, Foundations Coordinator
2020 – Present   University of Arizona, School of Architecture, Senior Lecturer
2016 – 2020   University of Arizona, School of Architecture, Adjunct Lecturer

Professional Experience:
2016 – Present   University of Arizona, School of Architecture, Senior Lecturer, Tucson, AZ
2020 – Present   desertWORKS Studio, Founding Principal, Tucson, AZ
2016 – 2020   spaceBUREAU Design + Build, Founding Principal, Tucson, AZ
2014 – 2016   Rick Joy Architects, Tucson, AZ
2012 – 2014   StarkJames Design + Build, Architect in Training, Phoenix, AZ
2012 – 2013   Juhani Pallasmaa, Internship, Scottsdale, AZ
2011 – 2012   Miralles / Tagliabue EMBT, Internship, Barcelona, Spain
2010 – 2012   Archdaily.com, Content Editor, Phoenix, AZ & Santiago, Chile
2008 – 2010   AECOM | DMJM Design, Internship, Phoenix, Z

Licenses/Registration:
N/A

Selected Publications and Recent Research:
Local Nomad Shop / s p a c e BUREAU. August 08, 2020.https://www.archdaily.com/944595/local-nomad-shop-s-p-a-c-e-bureau?ad_medium=office_landing&ad_name=article

The Architecture and Transformation of elBulli : From World's Best Restaurant to Culinary Research Institute. November 23, 2011. https://www.archdaily.com/174340/the-architecture-and-transformation-of-elbulli-from-worlds-best-restaurant-to-culinary-research-foundation

Manifestations : The Immediate Future of 3D Printing Buildings and Materials Science. November 12, 2011. https://www.archdaily.com/179148/manifestations-the-immediate-future-of-3d-printing-buildings-and-materials-science

Bernard Leitner : Sound Spaces. September 23, 2011. https://www.archdaily.com/168979/bernhard-leitner-sound-spaces

Professional Memberships:
2012 – Present   AIA Arizona Associate
2020 – Present   NOMA Arizona

Name: Omar Youssef, PhD
Senior Lecturer, School of Architecture (SoA), Sustainable Built Environments (SBE)
College of Architecture, Planning & Landscape Architecture (CAPLA), University of Arizona

Courses Taught (Four semesters prior to current visit):
1. ARC 222 / ARCE 223: Environmental Systems (3 CU)
2. ARC 461K/561K: Energy and the Environment (3 CU)
3. ARC 461L/561L: Energy Use in Buildings (3 CU)
4. ARC 461M/561M: Energy Efficient Measures (3 CU)
5. ARC 461N/561N: Energy Modeling and Auditing (3 CU)
6. ARC 461P/561P: Environmental Science Laboratory (3 CU)
7. ARC 521B: Integrated Technologies II (3 CU)
8. ARC 900: Master's Report (3 CU)
9. ARC 910: Master's Thesis (6 CU)

Educational Credentials:
PhD in Interdisciplinary Sciences, Arid Lands Resources Sciences + Global Change
School of Natural Resources and the Environment, University of Arizona
Masters of Science in Architecture (MS.Arch) Emphasis: Design and Energy Conservation School of Architecture (SoA), University of Arizona
Bachelor of Science in Architecture (BS.Arch), School of Architecture, University of Greenwhich, England
Bachelor of Science in Architectural Engineering (BS.Arch), School of Engineering, Modern Sciences and Arts University (MSA), Egypt

Teaching Experience:
Senior Lecturer, SoA, CAPLA, University of Arizona (2022-current)
Lecturer, SoA, CAPLA, University of Arizona (2018-2022)

Professional Experience:
Project Executive, mrt design llc, Phoenix AZ (2018-curent)
Architect, rmc consulting (formerly ellerbe becket) (2008-2012)

Licenses/Registration: Registered Architect Cairo, Egypt License #510448/20 (2010-present)

Selected Publications and Recent Research:
Youssef, O., Elzomor, M., Hornby, R., Boulgamh, N., (2020) Virtual Reality (VR) an Effective Communication Tool in Daylighting Simulation in Architecture Education.
Ghaemi, S., Alaqtum, T., Youssf, O., Elzomor, M., (2020) Communicating the Values of Energy Simulation towards Net-Zero Plus Status. 2020 ASEE Annual Conference and Exposition
Youssef, O., Chalfoun, N., Rosheidat, A., Elzomor, M., (2020) Design Applications and Optimization of Environmental Energy Efficiency Systems for the Off the Grid, Net-Zero Penniman Residence in Phoenix, Arizona, U.S.A.

Professional Memberships:
USGBC: Advance Arizona Ambassador (2016 – 2018) USGBC National Member (2014 - present)
NCARB #683504
Associate AIA (38359295)
Institute on Place, Wellbeing, and Human Performance (2014-2020)

SIRIPORN J TRUMBLE

Courses
ARC101A/B, ARC131(Discussion Segment), ARC102, ARC121(Discussion Segment), ARC201, ARC202(Coordinator), ARC301, ARC302(Coordinator)

Education
UNIVERSITY OF ARIZONA; College of Architecture and Landscape Architecture
Bachelor of Architecture; Magna Cum Laude
Thesis: *Heuristic Laboratory. Investigating Nature of Being and Place*
Thesis Chair: Alvaro Malo
2003

OCCIDENTAL COLLEGE; School of Humanities
Bachelor of Arts in Comparative Religions
Thesis: *Buddhist Teachings. Shaping Perceptions of Death*
Thesis Chair: Dr. Dale Wright
1998

Teaching Experience
UNIVERSITY OF ARIZONA; College of Architecture, Planning, Landscape Architecture
Lecturer, School of Architecture; 2014-present
Adjunct Faculty, School of Architecture; 2010-2014

RANGSIT UNIVERSITY; School of Fine Arts and Design; Thailand
Visiting Faculty; Summer Session, 2016

Professional Experience
CRAIG NEALY ARCHITECTS LLP; Partner; Architecture and Interior Design; 2024-present
ST/ARC; Firm Owner; Architecture; 2010-2024
CLL. CONCEPT LIGHTING LAB; Project Architect; Lighting and Interior Design; 2018-2020
FOLAN TRUMBLE ARCHITECTS; Associate Architect; 2007-2010
SEAVER FRANKS ARCHITECTS; Intern Architect; 2005-2007
LIZARD ROCK DESIGNS; Intern Architect; 2003-2005

Licenses/Registration
REGISTERED ARCHITECT (Arizona); 2006-present

Publications
WALLPAPER PUBLICATION
Las Vegas Residence; Lighting Design and Interior Design
Concept Lighting Lab; 2024

ARCHDAILY PUBLICATION
Hummingbird Pavilion; Architectural Design
ST/ARC in collaboration with DUST, Annie Kurtin, Audubon Society; 2019

Professional Membership
HISTORIC COMMISSION; Board Member, Advising Architect; 2018-present

Name:

Sheehan Wachter

Courses Taught (Four semesters prior to current visit)**:**

> Spring 24
> ARC 301 Design Studio III
> ARC 102 Foundation Studio II
>
> Fall 23
> ARC 400a Architecture Engineering Capstone Studio
> ARC 481a/581a Techne IV
> ARC 540b Design Communications II
>
> Summer 23
> ARC 510a Immersion Studio Co-Taught with Dan Sylvester
> ARC 540a Design Communications I
>
> Spring 23
> ARC 498 Capstone Studio | Tectonic Inquiry Co-taught with Jesus Robles
>
> Fall 22
> ARC 497 Capstone Project Inquiry | Tectonic Inquiry Co-taught with Jesus Robles
> ARC 540b Design Communications II
> ARC 497b/597b Techne IV
> ARC 341 Techne III

Educational Credentials:

2013   Bachelor of Architecture | University of Arizona, College of Architecture, Planning, and Landscape Architecture | Tucson, Az, USA

Teaching Experience:

University of Arizona CAPLA | Tucson, AZ

FLW School of Architecture at Taliesin | Scottsdale, Az

Professional Experience:

2016-Present   Simaxiom | New York, NY & Tucson, Az
                 Design Director | Parametric Modeling, Digital + Physical Modeling, Fabrication, Rendering, Graphics, Simulation

2014-Present   New Media Public Arts Collective | Tucson, AZ
                 Partner | Public Art, Design and Construction

2013-2016   Aranda/Lasch Architects | Tucson, AZ,
                 Designer | Architecture & Design, Fabrication

NAAB Template for Faculty Resumes (limit 1 page/individual)

Name: Teresa Rosano

Courses Taught (Four semesters prior to current visit)**:**

ARC202 Design Studio II: Energy and Form (Spring 2024)
ARC102 Foundation Studio (Spring 2024, Spring 2023)
ARC410F/510F Policy Design Border Studio (Fall 2023, Fall 2022)
ARC326 Practice I: Pre-Design (Fall 2023, Fall 2022)
ARC301 Design Studio III: Integrations of Place (Fall 2023, Fall 2022)
ARC410F Mindfulness + Justice Studio (Spring 2023)

Educational Credentials:

2020 Graduate Certificate in College Teaching - University of Arizona
1994 Bachelor of Architecture Cum Laude - University of Arizona

Teaching Experience:

2018-present: School of Architecture, CAPLA, University of Arizona: Assistant Professor of Practice
2011-2018:   School of Architecture, CAPLA, University of Arizona: Adjunct Lecturer

Professional Experience:

1999-present: Ibarra Rosano Design Architects: Principal Architect and Co-founder
1994-1998   Bob Vint and Associates: Project Architect

Licenses/Registration:

Registered Architect - AZ#32910
LEED Accredited Professional

Selected Publications and Recent Research/Awards: (last 5 years)

- 2024 Gerald J. Swanson Prize for Teaching Excellence
- 2024 CAPLA Seed Grant for Community Design and Action Capstone Pedagogical Partnership
- 2023 AIA Arizona Educator of the Year Award
- 2023 University of Arizona's Margaret M. Briehl and Dennis T. Ray Five Star Faculty Award
- Franke Honors Podcast: It's an Honor "Exploring Connection with Award-winning Professor and Architect Teresa Rosano", aired august 2
- 2022 University of Arizona School of Architecture's Commendation for Teaching Award
- 2022 AIA Southern Arizona Distinguished Architecture Merit Award: Casa Schneider
- ArchDaily, July 12, 2021: Casa Schneider
- 2020-2021 Inaugural Recipient of the Anne Graham Rockfellow Memorial Award
- 2020 Architecture Design Icon award from Sources for Design
- 2019 Darryl Dobras Award
- The Guardian, "Framing the horizon: dwellings that blend with the desert", May 2, 2019: Levin Residence

Professional Memberships:

American Institute of Architects (2017 President of Southern Arizona Chapter)