University of Maine at Augusta
College of Arts and Sciences

Continuation of Candidacy Visiting Team Report

Bachelor of Architecture (150 credit hours)

The National Architectural Accrediting Board
September 26, 2017

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

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

Contents

I.   **Summary of Visit**

    a.   Acknowledgments and Observations:

The team would like to thank the University of Maine at Augusta, the College of Arts and Sciences, the architecture program, Provost Szakas, Dean Fahy, Program Coordinator Eric Stark, Amy Hinkley, the faculty, and students for their enormous efforts in preparing for this focused evaluation. We understand the complexity of having a visit so close to the beginning of the semester and within a year of the program's initial accreditation visit.

The architecture program at the University of Maine at Augusta has embarked on a challenging effort of building a professional bachelor's degree program in a state and region where there is no public program in architecture. There is a clear need for a professional degree for students in this geographic area. Affirmation of this demand came from our interactions with the students. The program's strength is found in its smaller class sizes, emphasis on community engagement, and interaction with the profession.

At the time of the team visit, the program has yet to graduate a cohort, but it is clear that the students, faculty, and college and university administration are passionate about the future of the program. We applaud the full-time faculty's leadership, energy and sustained enthusiasm, which has inspired the adjunct faculty, encouraged students, and dramatically enhanced the professional program. Their deep passion and commitment to the development of the program is evident in the trust exhibited between faculty, students, and administration.

The members of the visiting team on behalf of the National Architectural Accrediting Board extends our appreciation to the program faculty, staff, students, and institution leadership for their kind hospitality and cooperation in this focused evaluation candidacy visit.

    b.   Conditions Not Achieved (list number and title)

Not Met	Not Yet Met	In Progress	Not Demonstrated
B.3 Codes & Regulations B.9 Building Service Systems C.1 Research C.3 Integrative Design	B.1 Pre-design A.7 History & Global Culture II.4.6 Administration & Advising	1.2.3 Physical Resources Part II Section 3 Evaluation of Preparatory Education	I.2. 5 Self-Assessment Procedures

II.   **Progress on the Plan for Achieving Initial Accreditation**

The program has decided to adopt the 2014 version of the Conditions for Accreditation as it moves forward in the candidacy process. Since this review focused on the **not met** Conditions and **Causes of Concern** found using the 2009 version of the NAAB Conditions, the team did not provide a comprehensive review of all of the 2014 Conditions. Since the 2014 version of

Conditions differs from the 2009 version in areas other than those identified for this focused evaluation, it is very important that the program carefully track and respond to those changes as it prepares for its initial accreditation review in order to avoid not met assessments in areas that were previously met but now have different requirements. For example, some of the 2014 Public Information (Part II: Section 4) requirements are currently not met, even though they were assessed as met in the last review based on the 2009 document.

With the team's concern for the program adopting the 2014 Conditions for Accreditation rather than completing its candidacy under the 2009 Conditions, it seems to be on track with its Plan for Achieving Initial Accreditation. The program's first full cohort will graduate in May 2018, with an anticipated Initial accreditation visit to occur in the fall of 2018. The program and its students are progressing with respect to meeting the Conditions for Accreditation and the Student Performance Criteria.

III. Progress Since the Previous Site Visit (2015)

Causes of Concern

A. Critical Thought: There is a concern that critical thought, a fundamental element of architectural education, is not integrated throughout the curriculum. Information literacy, investigative research, and writing are not on par with drawing and representation as crucial tools for successful student learning.

[2017 Visiting Team Assessment]: Progress has been made since the previous team visit (2015) in Realm A Critical Thinking & Representation. Within this realm are Student Performance Criteria A.1 Professional Communication Skills; A.3 Investigative Skills; and B.4 Technical Documentation, all of which are now met. Student achievement of an understanding of diverse histories of architecture and cultural norms is still in process (A.7 History and Global Culture). Evidence of theoretical or literature research methodologies, other than precedent studies, is inconsistently found (C.1 Research). The program noted that a new course, ARC 212 Building a Human World, is currently being developed to be taught in spring 2018 to build and strengthen critical thinking skills.

B. Comprehensive Design: There is a concern regarding the allotment of time provided for the comprehensive design studio. In addition to the studio being limited to four credit hours, the 10-day Community Design Charrette inhibits the completion of a full semester of study in this crucial studio. Additionally, successful co-requisite alignments observed elsewhere in the curriculum are not currently aligned with the comprehensive design studio.

[2017 Visiting Team Assessment]: The program has responded to this concern in several ways: first by bringing design and the integration of systems courses into the same semester, and second by moving the community design charrette into a different semester and in a more advanced studio. Primary evidence of the ability to make integrated decisions across multiple systems and variables is found in ARC 407 Architectural Design VI and ARC 417 Integrated Building Systems. These two courses are all taken during the same fall semester for a total of 7 credits. The community design charrette was then moved to be a part of ARC 408 Architectural Design VII, which is taught in the subsequent spring semester.

C. Faculty Alignment with Key Course Content: Faculty credentials, such as teaching experience and professional expertise, are not aligned closely enough with the course content that the faculty members are teaching.

[2017 Visiting Team Assessment]: Faculty résumés and the matrix of teaching assignments show that the program now has qualified faculty available to teach the entire Bachelor of Architecture curriculum.

D. Issues of Faculty Workload/Compensation and Recruitment/Retention: There is a concern that the potential loss of key personnel, who bear heavy workloads, may have detrimental effects on the program. Additionally, there is a concern that lower rates of compensation may have detrimental effects on faculty recruitment and retention.

[2017 Visiting Team Assessment]: The recent addition of a tenure-line faculty member at a salary commensurate with others at the university, and two part-time staff members increases the program's capacity for planning and assessment, student advising, co-curricular support, and engagement with the university community. Students have access to academic and career advising from program faculty, including an Architect Licensing Advisor who fulfills the responsibilities of that position.

E. Student Recruitment: The program's financial success hinges upon its ability to attract and retain additional viable students at all levels (true freshmen, non-traditional students, and transfer students). Program-specific marketing, broader recruitment, and university commitment to future student housing were presented to the team as potential strategies.

[2017 Visiting Team Assessment]: University and department efforts to increase student recruitment include audience-specific marketing materials; in-state and out-of-state college fairs; outreach to local high schools and trade schools; the use of TargetX outreach software to track and customize external communications and prospective student inquiries. The architecture department faculty work collaboratively with the UMA Enrollment and Admissions office. With the change in university leadership, there is a continued conversation about the need for a campus housing strategy.

2009 I.1.5 Self-Assessment Procedures. *The program must demonstrate that it regularly assesses the following:*
- *How the program is progressing toward its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges, and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
  - *Solicitation of faculty's, students', and graduates' views on the teaching, learning, and achievement opportunities provided by the curriculum.*
  - *Individual course evaluations.*

o   *Review and assessment of the focus and pedagogy of the program.*
o   *Institutional self-assessment, as determined by the institution.*

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

Previous Team Assessment (2015):   This condition is **Not Yet Met.** Though the program has started to make progress on this condition, it remains as a deficiency. The architecture program has led a university-wide effort to provide successful course evaluations that allow student feedback to be sent immediately and concisely back to the faculty at the end of the semester.

The program continues to have only three full-time faculty members. The program has developed a robust structure for a Long-Range Plan and has developed the framework for a curriculum and learning culture, but has yet to identify best steps proceeding forward as it relates to its own identified mission and vision.

To date, the program has relied on the input from the NAAB as its primary assessment tool and has not become self-sufficient in providing and implementing its own self-assessment policies. Though the APR refers to a B. Arch. Advisory Board, this group has not been formed and thus its perceived actions have yet to come to fruition

[2017 Visiting Team Assessment]: This condition is **not demonstrated.** Based on the information available in the APR and from the documentation of the 2017 faculty workshops, the program is making progress in curriculum development, but has yet to demonstrate effective integration of program and curricular assessment. More specific information about what has been assessed, the assessment methods or tools used, assessment findings and the program's response to those findings is needed for visiting teams to be able to evaluate whether this condition is met.

2009 Condition I.2.1 Human Resources and Human Resource Development, *Faculty and Staff:*
o   *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include, but are not limited to, faculty and staff position descriptions[1].*

o   *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*

o   *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*

o   *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and*

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[1] A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.

o   *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement. Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

Previous Team Assessment (2015): This condition is **Not Yet Met**. This condition is now adequate for students, but remains inadequate for faculty. The program currently has three full-time faculty members. All of them continue to be tasked with an unsustainable range of responsibilities, including curricular development, student advising, admissions committee work, coordinating one of the five years of the program, responding to the challenges of achieving initial accreditation, and fulfilling a broad range of teaching responsibilities. In addition to having the previous list of responsibilities, the program coordinator is responsible for hiring, community outreach, and recruiting, and has now taken on the additional role of licensing advisor to guide students into the IDP program.

Currently, the staff serving the architecture department are insufficient. Additionally, the team notes a reduction from three administrative assistants in the College of Arts and Sciences to two since the writing of the APR. The team is concerned about the workload and the stress it places on the two remaining administrative assistants, as well as their ability to effectively serve the needs of the architecture program and other programs in the college.

The program has a talented pool of adjunct faculty but is hindered by a union-enforced credit limit that does not allow adjunct faculty to teach both a studio and a seminar per semester.

In the area of professional development, the team notes that UMA staff members have access to pursuing their first degree at no charge. The full-time faculty in the program are provided with annual faculty development funds, which must be split between the three faculty members and may limit the extent of their participation in development activities to only regional opportunities.

Since the architecture program has begun the transition from a Bachelor of Arts degree to a professional Bachelor of Architecture degree, the team observed that the full-time salaries of the architecture faculty may not be transitioning in order to be comparable with salaries in other professional programs at UMA.

[2017 Visiting Team Assessment]: This condition is now **demonstrated.** Faculty résumés and the matrix of teaching assignments show that the program has qualified faculty available to teach the entire Bachelor of Architecture curriculum. The program has added new faculty and staff and has access to professional development funds provided by the university. As a university whose roots come from a two-year college, the culture of research and faculty development is slow to change. As expectations for reappointment, tenure, and promotion increase, there is likely to be a commensurate increase in faculty qualifications and compensation.

2009 Condition I.2.3 Physical Resources, *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*
- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

Previous Team Assessment (2015): This condition is **Not Yet Met**. This condition remains inadequate for the program. Since the previous visit, dedicated studio space has been given to all architecture design students (fall 2014) and a basic digital fabrication lab has been created. The lab contains a Universal Laser Cutter and MakerBot 2X 3-d printer, and is monitored, maintained, and managed by students.

Security card access has been added throughout the building since the previous visit, so students have more after-hours access. However, many of the students commute long distances, are non-traditional, and may work full time, and they do not have extended access to studios—beyond the current access—on weekends, evenings, and holidays.

While progress has been made, the team noted that program facilities, such as the provision of dedicated workshop space, are not consistent with those of other accredited architecture degree programs.

[2017 Visiting Team Assessment]: This condition is **in progress**. Space to support studio based-learning and encourage didactic and interactive learning is adequate for the current cohort. With an increased student body, the program has the ability to add additional space by taking over another floor in Handley Hall. The building, through a key card system, is now accessible for students' use 24 hours a day/seven days a week, except for national holidays. A part-time shop supervisor has been hired. This staff position is dedicated to maintaining the workshop area in the basement of Handley Hall, as well as ensuring the proper use and safety of the equipment and assisting student and faculty in its use. This space will soon be remodeled to house the newly purchased equipment for use in fabrication. The program's summer 2017 request to add additional digital equipment was successful.

The lack of a policy for aerosol spray control, or a spray control facility, such as a dedicated spray booth to ensure the proper capture and containment of spray particulates and odors, makes it difficult for the program to address the environmental health risks associated with the use of aerosol spray coatings.

2009 Condition I.2.4 Financial Resources, *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

Previous Team Assessment (2015): This condition is **Not Yet Met**. This condition remains inadequate for the program. The team found that the chief financial officer (CFO), the provost, and the dean of the College of Arts of Sciences were all cognizant of the need to improve the financial resource allocations for the B. Arch program as an investment in its future. The new Long-Range Plan, with its multi-year budget projections, is moving in the right direction and establishes a road map for meeting the financial challenges of the growing program.

High on the priority list of unmet program needs outlined in the Long-Range Plan is additional administrative support for the program, as well as a new workshop and an expanded digital fabrication lab, accompanied by the requisite staff to manage those facilities.

In the APR, the team noted that the budget to FTE student ratios in the two most costly professional degree programs in UMA's College of Professional Studies were significantly higher (42% and 75%) than in the architecture program. Similarly, it appears that full-time faculty salaries at the ranks of assistant professor and associate professor in those same programs may also be significantly higher (27% to 39%) than they are in architecture.

[2017 Visiting Team Assessment]: This condition has been **demonstrated**. A review of the architecture program and College of Arts & Sciences budget summaries indicates that the program's financial resources are similar to the level of funding for UMA's art program. The annual expense per full-time equivalent student is higher than most programs at the university. The increase in faculty and staff and the investment in facilities indicate that the university is committed to providing the financial resources appropriate to support student learning and achievement.

2009 Criterion A.1. Communication Skills: *Ability to* **read, write, speak, and listen effectively.**

Previous Team Assessment (2015): This criterion remains **Not Yet Met.** The team noted a wide range of writing, speaking, and listening abilities across the coursework of the curriculum. ARC 510: Architectural Design, Thesis—which is the primary course that is anticipated to satisfy this criterion—had not yet been taught at the time of this visit

[2017 Visiting Team Assessment]: This criterion is now **met**. Student achievement of an ability is found in student work prepared for ARC 408 Architectural Design Studio VII. Evidence is provided in a letter from the city manager of Hallowell, Maine, about student design proposals for "Imagining Hinkley Point,"and the studio proposals displayed in the team room.

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

Previous Team Assessment (2015): This criterion remains **Not Yet Met**. All requirements of this criterion are well met in ARC 332: Construction Techniques, with the exception of the ability to write outline specifications.

[2017 Visiting Team Assessment]: SPC A.4 in the 2009 Conditions has now become B.4 in the 2014 Conditions. This criterion is now **met**. The visiting team evaluated this under the requirements of SPC B.4 Technical Documentation in the 2014 Conditions. Evidence of the ability to make technically clear drawings and construct models is found primarily in ARCH 407 Architectural Design VI, ARC 417 Integrated Building Systems, and secondarily in ARC 251 Sustainable Design Concepts and ARC 332 Construction Techniques. Evidence of the ability to prepare outline specifications is found in the Outline Specifications final project assignment of ARC 332 Construction Techniques.

2009 Criterion A.5. Investigative Skills: *Ability to* **gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.**

Previous Team Assessment (2015): The ability to gather and record visual information permeates the studio work throughout the program. However, evidence of the assessment and evaluation of this information within the design process cannot be found in the work of all students. It is anticipated that this criterion will be taught in ARC 509: Architectural Design, Pre-Thesis, which had not yet been completed at the time of the visit.

[2017 Visiting Team Assessment]: SPC A.5 in the 2009 Conditions has now become A.3 in the 2014 Conditions. This criterion is now **met**. Student achievement of an ability to gather, assess, record, and evaluate is found in student work prepared for ARC 241 Architectural Analysis. Additional student achievement of an ability to apply or support these conclusions is found in ARC 509 Architectural Design VIII, Pre-Thesis. Evidence is shown through weekly assignments, thesis reports, and presentations boards. Additional evidence of investigative skills can be seen in ARC 332 Construction Techniques through the analysis of precedents, and then the application of what is learned through the development of wall sections developed by the students for that course.

2009 Criterion A.9. Historical Traditions and Global Culture: *Understanding* **of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.**

Previous Team Assessment (2015): This criterion remains **Not Yet Met**. The syllabus for ARC 431: Architectural Theory identifies this course as being the primary course for this criterion to be met; however, this course had not yet been taught in full at the time of the visit. Work provided in the team room from ARC 441: Required Architectural Travel Experience supports meeting portions of this condition. Evidence provided for ARH 105: History of Art and Architecture I, ARH 106: History of Art and Architecture II, and ARH 312: History of Modern Architecture did not support meeting this criterion

[2017 Visiting Team Assessment]: This criterion remains **not yet met**, as student achievement of an understanding of diverse histories of architecture and cultural norms is still in process. Review of evidence for ARC 431 Architectural Theory and ARC 441 Architectural Travel Experience is seen in manifestos; sketchbooks; precedent analysis through models, diagrams and presentations; and post-travel reflections. Two courses—ARH 312 History of Modern Architecture (currently being taught) and ARC 212 Building the Human World—show promise of enhancing or providing additional evidence for this SPC.

2009 Criterion A.11. Applied Research: *Understanding* **the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.**

Previous Team Assessment (2015): This criterion remains **Not Yet Met.** Evidence of a clear translation of the research into the function, form, and systems and their impact on the human conditions and behavior in the final design project was not found in ARC 407: Architectural Design VI, Comprehensive Design Studio.

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[2017 Visiting Team Assessment]: SPC A.11 from the 2009 Conditions has now become C.1 in the 2014 Conditions. The 2014 criterion C.1 is **not met.** The criterion of A.11 emphasizes applied research, which the program has met. With the change to the 2014 Conditions, there is now an added element of theoretical research. Student achievement at the level of understanding in applied research through observational and correlational methods is consistently found in thesis proposals prepared for ARC 510 Design Studio IX. Evidence of theoretical or literature research methodologies, other than precedent studies, is inconsistently found.

2009 Criterion B.1. Pre-Design: *Ability* **to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.**

Previous Team Assessment (2015): This criterion remains **Not Yet Met.** ARC 509: Architecture Design, Pre-Thesis, the primary course that is anticipated to satisfy this criterion, had not yet been completely taught at the time of this visit.

[2017 Visiting Team Assessment]: This criterion remains **not yet met**, as achievement at the level of ability has not yet been found in student work. After assessing where best within the curriculum to satisfy this criterion, the program chose to refine ARC 305 Architectural Design IV in anticipation of showing evidence for all the components of this criterion. The refinement of that course is currently being taught, and therefore no evidence for this criterion was shared with the visiting team.

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

Previous Team Assessment (2015): This criterion remains **Not Yet Met**. The curriculum reiterates the importance of accessible site and building design throughout the studio sequence. Evidence provided for ARC 204: Architectural Design III, Site Design Studio and ARC 407: Architectural Design VI, Comprehensive Design Studio does not consistently exhibit a level of ability in site design.

[2017 Visiting Team Assessment]: SPC B.2 from the 2009 Conditions has now become B.3 in the 2014 Conditions. This criterion remains **not yet met**. The visiting team evaluated this under the SPC for the 2014 Conditions, B.3 Codes and Regulations. Evidence of the ability to design with life-safety standards and accessibility standards is not consistently found. Concepts of this criterion are referenced in the syllabi of ARC 306 Architectural Design V and ARC 407 Architectural Design VI, but evidence of an ability to integrate them into the students' work is not apparent.

2009 Criterion B.6. Comprehensive Design: *Ability* **to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:**
    A.2. Design Thinking Skills   B.2. Accessibility

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

Previous Team Assessment (2015): This criterion remains **Not Yet Met**. In ARC 407: Architectural Design VI, Comprehensive Design Studio, each student's ability and capacity to make design decisions across scales, while integrating each of the required SPC, were not yet demonstrated in the work exhibited within the team room.

[2017 Visiting Team Assessment]: Student Performance Criterion B.6 from the 2009 Conditions has now become C.2 and C.3 in the 2014 Conditions. This criterion remains **not yet met**. The visiting team evaluated this under the SPC for the 2014 Conditions, C.2 Evaluation and Decision Making and C.3 Integrative Design. Evidence of the ability to make integrated decisions across multiple systems and variables is found in the sequencing assignments in course work for ARC 417 Integrated Building Systems, with the exception of accessibility. Evidence of the ability to make integrative design decisions is found primarily in ARC 407 Architectural Design VI and ARC 417 Integrated Building Systems with secondary evidence in ARC 251 Sustainable Design Concepts, ARC 305 Architectural Design IV, ARC 332 Construction Techniques, and ARC 408 Architectural Design Studio VII. Evidence of accessibility design integration is not consistently found.

2009 Criterion B.8. Environmental Systems: *Understanding* **the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics, including the use of appropriate performance assessment tools.**

Previous Team Assessment (2015): All requirements for this criterion are well met in ARC 350: Mechanical Systems in Architecture and ARC 251: Sustainable Design Concepts, with the exception of an understanding of acoustical systems.

[2017 Visiting Team Assessment]: B.8 in the 2009 Conditions has now become B.6 Environmental Systems in the 2014 Conditions. This criterion is **met**. Evidence of the understanding of environmental systems design is found in ARC 251 Sustainable Design Concepts, ARC 350 Mechanical Systems in Architecture, ARC 407 Architectural Design VI, and ARC 408 Architectural Design Studio VII. Evidence of the understanding of tools used for performance assessment is found in various assignments of ARC 251 Sustainable Design Concepts.

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

Previous Team Assessment (2015): This criterion remains **Not Yet Met.** Evidence in the team room from ARC 350: Mechanical Systems in Architecture demonstrated that students have an understanding of the basic principles of plumbing and fire protection systems, but not electrical, vertical transportation, or security systems.

[2017 Visiting Team Assessment]: SPC B.11 in the 2009 Conditions has now become B.9 Building Service Systems in the 2014 Conditions. This criterion remains **not yet met**. Evidence of the understanding of building service systems is found in ARC 350 Mechanical Systems in Architecture. Evidence of the understanding of security principles and application is not yet found in the student work.

2009 II.2.3 Curriculum Review and Development: *The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.*

Previous Team Assessment (2015): This condition remains **Not Yet Met**. The team noted that, since the previous team visit, there have been substantial improvements to the curriculum, including the development of new courses, effective co-requisite pairings of courses in the fall semesters of the first, second, and third years, deliberate sequencing of content areas across multiple semesters, and a higher level of complexity of studio problems for students to address. Faculty who are licensed architects have been directly involved in the development of the curriculum. Nevertheless, the program has no formal process for curriculum review and development, and has not implemented a clear and inclusive formal process on how curricular modifications are made.

[2017 Visiting Team Assessment]: This condition (part of I.1.6 Self-Assessment in the 2014 Conditions) is **in progress**. The program has formed an advisory board to inform and discuss current issues of practice with the program. The board consists of licensed professionals in architecture and landscape architecture, as well as several community partners from across the area. The board met in the spring, and a summary of comments was shared with the visiting team.

In addition, faculty met in daylong workshops over five days at the end of the 2016/2017 academic year to review all the courses taught. Each faculty member was responsible for writing a summary and an assessment of the course he or she taught that year. The purpose of the workshop was to review the courses and the curriculum and to create a strategy to align classes in the various year-levels. The resultant reports from these workshops helped the faculty to see what is happening across the curriculum. With a small faculty, evaluating and developing the curriculum as a committee of the whole creates a transparent and useful means of assessing the program. As the student body and faculty grow, a more formal committee with a clear and transparent mandate, evaluative tools, and structure may be necessary.

2009 II.3 Evaluation of Preparatory/Preprofessional Education: *Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.*

In the event a program relies on the preparatory/preprofessional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed

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during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

Previous Team Assessment (2015): Many aspects of this condition have been addressed. An admissions process and policy is in place for the B. Arch. program. The program has established an in-depth process, including an Artistic Review Challenge (ARC) or portfolio review, letters of recommendation, and an interview for all incoming students, including transfer students. In general, transfer students can receive transfer credit for courses in general education, structures, and CAD software-related content.
Though a policy is in place, there is no evidence that the program is demonstrating that it has established standards for ensuring all SPC are met by all students. It is important to note that the current assessment process for the evaluation of transfer student education is not documented in students' advising files, which makes it difficult for the program to consistently identify gaps in a student's full educational track and maintain consistency across the entire student body.

As the program matures and identifies specific matriculation agreements with other universities and community colleges, this documented evaluation process will become eminently more important to address through a thorough and clear process that is specific to UMA.

[2017 Visiting Team Assessment]: This condition is **in progress.** A more rigorous system of reviewing and evaluating preprofessional courses to be accepted for transfer credit into the program has been developed since the previous team assessment (2015). First, one full-time faculty is tasked with the communication and collection of the prospective student's educational transcripts to provide consistency. Any course work counting toward general education requirements is directly evaluated by the UMA registrar; any courses contributing to the fulfillment of Student Performance Criteria are evaluated by the designated full-time faculty member. (This role was performed by Assistant Professor Amy Hinkley in spring 2017 for fall 2017 admission. In the future, the program coordinator will be responsible for this evaluation.) Second, a spreadsheet is developed indicating how the student's educational experience maps toward the requirements of the B. Arch. program. Any additional information and documentation required is noted (e.g. syllabus, assignments, quizzes, exams). This spreadsheet is shared with the prospective student for his or her action and agreement. Communication templates have been developed for consistency. Third, when additional documentation is received from the student, specific course work is evaluated by the instructor of the equivalent UMA course. Fourth, the student is contacted by the designated faculty member as to the findings. Last, before credit is formally approved, the student, academic advisor, and program coordinator sign a document to demonstrate agreement of the assessment. All documentation is then provided to the registrar digitally as a record of the understanding, and as a reference if there are any future personnel changes. These records are uploaded to the student's academic file.

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IV.   Compliance (or Plans for Compliance) with the 2014 Conditions for Accreditation

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

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

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

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

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

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

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

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

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

[2017 Visiting Team Assessment]: The strength of the program is in its size and personalized attention given to each student. The program offers multiple opportunities across the curriculum for students to work collaboratively in small groups that strengthens community within their class. Many students described the dedication and accessibility of faculty and administrative staff as one of the greatest strengths of the program and university at large. The community design charrette in ARC 408 Architectural Design VII provides students opportunities to become leaders among their peers and in the larger community, and fosters a sense of social responsibility.

Fundamental elements of design are introduced through the sequential design studios. By the time students finish ARC 407 Architectural Design VI they are using a multidimensional process to evaluate design solutions and demonstrate various approaches to the integration of complex systems. However, as noted in SPC A.11 Applied Research, a range of theoretical or literature research methodologies, other than precedent studies, is not found in the work. ARC 251 Sustainable Design Concepts adequately

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prepares students to be stewards of the environment with both the understanding and analysis tools to develop their understanding of sustainability. Due to the focused nature of this continuation of candidacy visit, the team did not access the program's approach toward exposing students to a range of professional opportunities and career paths.

I.1.6 Assessment:

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

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

- Progress against its defined multi-year objectives.

- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.

- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

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

[ ] Demonstrated

[x] Not Demonstrated

[ ] In Progress

[2017 Visiting Team Assessment]: The program continues to assess its progress toward meeting the NAAB conditions and has initiated annual workshops conducted by the full-time faculty. Input from all instructors, including part-time faculty, is gathered using a one-page assessment report for each course.

The program has also begun to seek input from students through student course surveys, from faculty through peer evaluations of teaching, and the formation of a board of external advisors.

Based on the information available in the APR and from the documentation of the 2017 faculty workshops, the program is making progress in curriculum development, but has yet to demonstrate effective integration of program and curricular assessment. More specific information about what has been assessed, the assessment tools and methods used, assessment findings, and the program's response to those findings is needed for visiting teams to be able to evaluate this condition.

If the program participates in university or college-wide assessments, such as those charted in UMA's assessment policy, this work can also be presented as evidence for this condition in future APRs.

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PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.

- The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.

- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[x] Demonstrated

[ ] Not Demonstrated

[ ] In Progress

[2017 Team Assessment]: Faculty résumés and the matrix of teaching assignments show that the program has qualified faculty available to teach the entire Bachelor of Architecture curriculum.

The addition of a tenure-line faculty member balances the expertise of the full-time faculty and increases the program's capacity for planning and assessment, student advising, co-curricular support, and engagement with the university community.

The addition of two part-time staff provides administrative and shop support.

Students have access to program faculty, including an Architect Licensing Advisor, for academic and career advising. The ALA attended the 2016 ALA development program. The university provides additional services for students.

Faculty and staff have opportunities to pursue professional development. Tenure-line faculty are eligible for sabbatical leaves. The school contributes up to $500 to offset the cost of attending professional development programs such as conferences. Faculty members are eligible to apply for additional funding through a competitive awards program offered by the university.

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

Physical resources include, but are not limited to, the following:

- Space to support and encourage studio-based learning.

- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.

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

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● Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[ ] Demonstrated

[ ] Not Demonstrated

[x] In Progress

[2017 Team Assessment]: Space to support studio-based-learning and encourage didactic and interactive learning is adequate for the current cohort. With an increased student body, the program has the ability to add additional space by taking over another floor in Handley Hall. The building, through a key card system, is now accessible for students' use 24 hours a day/seven days a week, except for national holidays. A part-time shop supervisor has been hired. This staff position is dedicated to maintaining the workshop area in the basement of Handley Hall, as well as ensuring the proper use and safety of the equipment and assisting student and faculty in its use. This space will soon be remodeled to house the newly purchased equipment for students to use for fabrication. The program's summer 2017 request to add additional digital equipment was successful.

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

[x] Demonstrated

[ ] Not Demonstrated

[ ] In Progress

[2017 Team Assessment]: A review of the budget summaries of the architecture program and the College of Arts & Sciences indicates that the program's financial resources are similar to those of the UMA art Ppogram. The annual expense per full- time equivalent student is higher than most programs at the university. The increase in faculty and staff and investment in facilities indicates that the university is committed to providing the financial resources that are appropriate to support student learning and achievement.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

This part has four sections that address the following:

- **STUDENT PERFORMANCE.** This section includes the Student Performance Criteria (SPC). Programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this section. Compliance will be evaluated through the review of student work.

- **CURRICULAR FRAMEWORK.** This section addresses the program and institution relative to regional accreditation, degree nomenclature, credit hour requirements, general education, and access to optional studies.

- **EVALUATION OF PREPARATORY EDUCATION.** The NAAB recognizes that students entering an accredited program from a preprofessional program and those entering an accredited program from a non-preprofessional degree program have different needs, aptitudes, and knowledge bases. In this section, programs will be required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences in non-accredited programs have indeed been met.

- **PUBLIC INFORMATION.** The NAAB expects accredited degree programs to provide information to the public regarding accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information concerning the accredited and non-accredited architecture programs.

Programs demonstrate their compliance with Part Two in four ways:

- A narrative report that briefly responds to each request to "describe, document, or demonstrate."

- A review of evidence and artifacts by the visiting team, as well as through interviews and observations conducted during the visit.

- A review of student work that demonstrates student achievement of the SPC at the required level of learning.

- A review of websites, links, and other materials.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

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

Instructions to the team:

1. *When an SPC is MET, the team is required to identify the course or courses where evidence of student accomplishment was found.*

2. *If an SPC is NOT MET, the team must include a narrative that indicates the reasoning behind the team's assessment.*

3. *If an SPC is NOT YET MET, the team must include a brief narrative that indicates that the program has not yet delivered the course(s) in which SPC are expected to be met by the time of initial accreditation.*

4. *After completing the VTR, the team must prepare an SPC matrix (using a blank matrix provided by the program) that identifies the courses in which the team found the evidence of student achievement. The team's matrix is to be appended to the VTR as Appendix 2.*

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

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

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

[x] Met

[ ] Not Met

[ ] Not Yet Met

[2017 Team Assessment]: Student achievement of an ability is found in student work prepared for ARC 408 Architectural Design Studio VII. Evidence is provided in a letter from the city manager of Hallowell, Maine, about student design proposals for "Imagining Hinkley Point," and the studio proposals displayed in the team room. The syllabus for this course notes that the focus of the community design studio is to work collaboratively with community members and organizations.

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

[x] Met

[ ] Not Met

[ ] Not Yet Met

[2017 Team Assessment]: Student achievement of an ability to gather, assess, record, and evaluate is found in student work prepared for ARC 241 Architectural Analysis. Additional student achievement of an ability to apply or support these conclusions is found in ARC 509 Architectural Design VIII, Pre-Thesis. Evidence is shown through weekly assignments, thesis reports, and presentation boards. Additional evidence of investigative skills can be seen in ARC 332 Construction Techniques through the analysis of precedents and then the application of what is learned through the development of wall sections developed by the students for that course.

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

[ ] Met

[ ] Not Met

[x] Not Yet Met

[2017 Team Assessment]: Student achievement of an understanding of diverse histories of architecture and cultural norms is still in process. Review of evidence for ARC 431 Architectural Theory and ARC 441 Architectural Travel Experience is seen in manifestos; sketchbooks; precedent analysis through models, diagrams and presentations; and post-travel reflections. Two courses--ARH 312 History of Modern Architecture (currently being taught) and ARC 212 Building a Human World—show promise of enhancing or providing additional evidence for this SPC.

Realm A. General Team Commentary: Progress has been made since the previous team assessment (2015). Based on the visiting team's focused review, students show the ability to assess evidence, collaborate, lead within their community, demonstrate sensitivity to various design constraints, work within different contexts, and effectively communicate their ideas through a range of media. Although in progress, the program's travel experiences and future curriculum development show potential in broadening the students' understanding of diverse histories, cultural norms, and research methodologies to strengthen critical thinking abilities and lifelong inquisitiveness.

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

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.

- Comprehending constructability.

- Integrating the principles of environmental stewardship.

- Conveying technical information accurately.

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

[ ] Met

[ ] Not Met

[x] Not Yet Met

[2017 Team Assessment]: Achievement at the level of ability has not yet been found in student work. The program is in the process of refining ARC 305 Architectural Design Studio IV where it anticipates showing evidence for all the components of this criterion.

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

[ ] Met

[x] Not Met

[ ] Not Yet Met

[2017 Team Assessment]: Evidence of the ability to design with life-safety and accessibility standards is not consistently found. These concepts are referenced in the syllabi of ARC 306 Architectural Design Studio V and ARC 407 Architectural Design Studio VI but are not apparent in the student work. The ability to understand codes and regulations is found in the code report assignment in ARC 417 Integrated Building Systems, but it is unclear how the students apply this knowledge to their design work.

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

[x] Met

[ ] Not Met

[ ] Not Yet Met

[2017 Team Assessment]: Evidence of the ability to make technically clear drawings and construct models is found in multiple systems design assignments of ARCH 407 Architectural Design Studio VI, multiple assignments of ARC 417 Integrated Building Systems, project five of ARC 251 Sustainable Design Concepts, and the construction tectonics assignment of ARC 332 Construction Techniques. Evidence of the ability to prepare outline specifications is found in the outline specifications final project assignment of ARC 332 Construction Techniques.

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

[x] Met

[ ] Not Met

[ ] Not Yet Met

[2017 Team Assessment]: Evidence of the understanding of environmental systems design is found in ARC 251 Sustainable Design Concepts, ARC 350 Mechanical Systems in Architecture, ARC 407 Architectural Design VI, and ARC 408 Architectural Design VII. Evidence of the understanding of how systems vary by geographic region is found in ARC 350 Mechanical Systems in Architecture (weeks 3-4 student quizzes) and ARC 251 Sustainable Design Concepts (solar shoebox assignment and project three); understanding of tools used for performance assessment is found in various assignments of ARC 251 Sustainable Design Concepts with use of EnergyPlus, HEED, and THERM software. This includes active and passive heating and cooling (work for ARC 407 Architectural Design VI and ARC 251 Sustainable Design Concepts quizzes); indoor air quality (week 5 quiz in ARC 350 Mechanical Systems in Architecture and project two in ARC 251 Sustainable Design Concepts); solar systems (ARC 407 Architectural Design VI, assignment 5 and ARC projects two and four); lighting systems (ARC 350 Mechanical Systems in Architecture, week 12 quizzes); acoustics (ARC 350 Mechanical Systems in Architecture, week 11 assignment.)

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

[ ] Met

[x] Not Met

[ ] Not Yet Met

[2017 Team Assessment]: Evidence of the understanding of building service systems is found in ARC 350 Mechanical Systems in Architecture for mechanical (weeks 2-5 quizzes), plumbing (weeks 6-8 quizzes), electrical (weeks 9-11 quizzes), communication (week 12 quizzes), vertical transportation (week 13), and fire protection (week 13 assignment.) Evidence of the understanding of security principles and application is not found in the student work.

> **Realm B. General Team Commentary:** Based on the visiting team's focused review, the student work demonstrates understanding of integrated building systems and constructability with the appropriate ability to apply this knowledge through technical drawings, models, simulations, diagrams, and models. Environmental stewardship is introduced and reinforced through multiple courses, strongest in ARC 251 Sustainable Design Concepts. Without evidence of the revised ARC 305 Architectural Design IV, the team could not effectively evaluate student pre-design abilities.

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

Student learning aspirations in this realm include:

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- Synthesizing variables from diverse and complex systems into an integrated architectural solution.

- Responding to environmental stewardship goals across multiple systems for an integrated solution.

- Evaluating options and reconciling the implications of design decisions across systems and scales.

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

[ ] Met

[x] Not Met

[ ] Not Yet Met

[2017 Team Assessment]: Student achievement at the level of understanding in applied research through observational and correlational methods is consistently found in the ARC 510 Design Studio IX thesis proposals shared with the team. Evidence of theoretical or literature research methodologies, other than precedent studies, is inconsistently found.

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

[x] Met

[ ] Not Met

[ ] Not Yet Met

[2017 Team Assessment]: Evidence of the ability to make integrated decisions across multiple systems and variables is found in the sequencing assignments in the ARC 417 Integrated Building Systems coursework.

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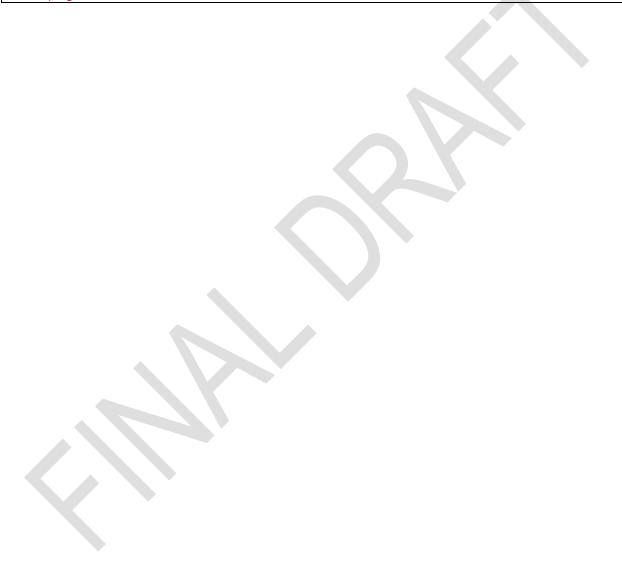
[ ] Met

[x] Not Met

[ ] Not Yet Met

[2017 Team Assessment]: Evidence of the ability to make integrative design decisions is found primarily in ARC 407 Architectural Design VI and ARC 417 Integrated Building Systems. These abilities include environmental stewardship (ARC 251 Sustainable Design Concepts final project, ARC 408 Architectural Design VII work, and ARC 417 Integrated Building Systems work); technical documentation (ARC 407 Architectural Design VI work, ARC 417 Integrated Building Systems work, and ARC 332 Construction Techniques, construction tectonics assignment); life-safety and environmental systems (ARC 407 Architectural Design VI, assignment 5); structural systems (ARC 407 Architectural Design VI, assignment 3, and ARC 417 Integrated Building Systems, module 2); building envelope systems and assemblies (ARC 407 Architectural Design VI, ARC 417 Integrated Building Systems, and ARC 332 Construction Techniques). The ability to integrate site consideration is found in ARC 305 Architectural Design IV and

ARC 510 Architectural Design IX Thesis. Evidence of accessibility design integration is not consistently found.

Realm C. General Team Commentary: Students demonstrate the ability to synthesize diverse and complex variables, integrate these considerations, and to consistently design with sustainability in mind. The student work shows obvious strengths in certain factors of integrative design along with weaknesses in others. The ability to evaluate options and recognize the implications of their design decisions is developing.

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

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

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.

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

- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[ ] Met

[ ] Not Met

[x] In Progress

[2017 Team Assessment]: The process for evaluating the preparatory and preprofessional education of individuals considered for admission to the program includes a multistep process to ensure consistency of communications, evaluation, and documentation of findings. First, one full-time faculty is tasked with the communication and collection of the prospective student's education transcripts. Course work counting toward general education requirements is evaluated by the UMA registrar; any courses contributing to the fulfillment of Student Performance Criteria are evaluated by the designated full-time faculty member. (This role was performed by Assistant Professor Amy Hinkley in spring 2017 for fall 2017 admission. In the future, the designee will be the program coordinator.) Second, a spreadsheet is developed indicating how the student's educational experience maps toward the requirements of the B. Arch. program. Any additional information and documentation required is noted (e.g. syllabus, assignments, quizzes, exams). This spreadsheet is shared with the prospective student for his or her action and agreement. Communication templates have been developed for consistency. Third, when additional documentation is received from the student, specific course work is evaluated by the instructor of the equivalent UMA course. Fourth, the student is contacted by the designated faculty member as to the findings. Last, before credit is formally approved the student, academic advisor, and the program coordinator sign a document to demonstrate agreement of the assessment. All documentation is then provided to the registrar digitally as a record of the understanding, and as a reference if there are any future personnel changes. These records are uploaded to the student's academic file.

Since the application process for transfer students is through the UMA website, the public information on admissions and advising on both the program page and university page lacks explanations for prospective transfer students about how prior course work that contributes to the professional program is evaluated.

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PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

II.4.6 Admissions and Advising:

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

This documentation must include the following:

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

[ ] Met

[ ] Not Met

[x] Not Yet Met

[ ] Not Applicable

[2017 Team Assessment]: Prospective students can access information about applying to the program from UMA's admissions page as well as the architecture program page, where they can find information about how to contact the admissions office and the program for individual assistance. Application requirements and forms with detailed instructions for portfolios, financial aid, and scholarships are available and well documented.

The public information online for admissions and advising lacks explanations for prospective transfer students about how prior course work that contributes to the professional program is evaluated, and does not include information about student diversity initiatives. There were a few instances where due dates and notification dates seemed inconsistent with messages about rolling admissions.

II.4.7 Student Financial Information:

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

[x] Met

[ ] Not Met

[ ] Not Yet Met

[ ] Not Applicable

[2017 Team Assessment]: The UMA website provides detailed information about program cost and financial aid options that apply to all students attending the university. The architecture program website includes an estimate of the cost of attending the UMA Bachelor of Architecture program by year and includes an estimate of general and special materials, software, and a computer.

V.   Appendices:

Appendix 2. Team SPC Matrix

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

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

NAAB Student Performance Criteria Matrix

Note: Courses are grouped by pedagogical category

● Primary demonstration
○ Secondary demonstration

Course	A1. Professional Communication Skills	A2. Design Thinking Skills	A3. Investigative Skills	A4. Architectural Design Skills	A5. Ordering Systems	A6. Use of Precedents	A7. History & Global Culture	A8. Cultural Diversity & Social Equity	B1. Pre-Design	B2. Site Design	B3. Codes & Regulations	B4. Technical Documentation	B5. Structural Systems	B6. Environmental Systems	B7. Bldg Envelope Systems & Assemblies	B8. Building Materials & Assemblies	B9. Building Service Systems	B10. Financial Considerations	C1. Research	C2. Integrated Evaluations & Decision-Making Design Process	C3. Integrative Design	D1. Stakeholder Roles in Architecture	D2. Project Management	D3. Business Practices	D4. Legal Responsibilities	D5. Professional Conduct
ARC 101 - Intro to Architectural Design																										
ARC 102 - Architectural Design I																										
ARC 110 - Intro to Arch. Representation																										
ARC 120 - Intro to Digital Tools for Arch.																										
ARC 203 - Architectural Design II																										
ARC 204 - Architectural Design III																										
ARC 305 - Architectural Design IV									●												○					
ARC 306 - Architectural Design V											●															
ARC 407 - Architectural Design VI											●	●		●							●					
ARC 408 - Architectural Design VII	●													●							○					
ARC 509 - Architectural Design, Pre-Thesis			●																							
ARC 510 - Architectural Design, Thesis																			●		○					
ARC 221 - Concepts of Structures I																										
ARC 231 - Architectural Materials & Methods																										
ARC 241 - Architectural Analysis			●																							
ARC 251 - Sustainable Design Concepts												○		●							○					
ARC 261 - Computer Aided Design																										
ARC 262 - Building Information Modeling																										
ARC 322 - Concepts of Structure II		○																								
ARC 332 - Construction Techniques												●									○					
ARC 350 - Mechanical Systems in Architecture														●			●									
ARC 417 - Integrated Building Systems											○	●								●	●					
ARC 361 - Portfolio Development																										
ARC 406 - Architectural Apprenticeship																										
ARC 421 - Professional Practice																										
ARC 431 - Architectural Theory																										
ARC 441 - Architectural Travel Experience							●																			
ARC 123 - Philosophy of Architecture																										
ARH 105 - History of Art & Architecture I																										
ARH 106 - History of Art & Architecture II																										
ARC 212 - Building the Human World																										
ARH 312 - History of Modern Architecture							●																			

Appendix 3. The Visiting Team

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VI.   Report Signatures

Respectfully Submitted,

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