University of Maine at Augusta
College of Arts and Sciences
Architecture Program

2018 Initial Accreditation Visiting Team Report

B. Arch [150 semester credits]

The National Architectural Accrediting Board
November 10-14, 2018

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

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

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I. Summary of Visit

a. Acknowledgments and Observations

Acknowledgements: The team wishes to thank the University President Rebecca Wyke, Provost Joseph S. Szakas, and Dean Greg Fahy for welcoming us to campus and sharing their insights regarding the program's current position within the institution and their visions for its future. The team also acknowledges the efforts of Professor Eric Stark, the Architecture Program Coordinator for his attention to detail in the planning and execution of the visit. The students, staff and faculty members of the Architecture Program provided warm hospitality and collegiality during our visit. The team was impressed by the sense of community and *esprit de corps* of these groups as they work together to create an emerging architecture program.

Program Identity: The program's identity is in no small part shaped by its "connection and collaboration with community" as evidenced by its location in Handley Hall, a historic commercial building in downtown Augusta. The theme of community engagement is evident in student work and in the reception of that work by citizens throughout the region who have benefited from engagement with the program. The program has adapted Handley Hall to support its current needs while providing for expansion. The program also demonstrates a pervasive culture of learning by making, in manual and digital media, which prepares students for a variety of modes of exploration and communication of architectural intentions.

The Students: The team found the students to be a well-informed and engaged group. The Architecture Program at University of Maine at Augusta fills a niche that serves the needs of its student constituency while preparing them to become active practitioners. The students, many of whom matriculate while balancing families, commutes, work, and study, appear to be focused, ambitious, and ready for meaningful careers in the profession upon graduation. Graduates are sought after for professional positions, and track records of graduates have been consistently strong.

The Staff: While additions have been made to the program, most notably the shop supervisor, the program is currently without administrative support staff, placing additional burden on the Architecture Program Coordinator. The team understands that a joint appointment is about to be made in a collaboration between the Architecture Program and New Ventures Maine (currently housed in Handley Hall) where an assistant will be shared between the two entities. Expediting the successful conclusion of this search is essential to the program.

The Faculty: The core full-time faculty is comprised of three individuals and 13-15 part-time colleagues, all of whom enthusiastically share in the mission of teaching and mentoring students. The team is aware that full-time faculty members are engaged in instruction, scholarly/creative/professional activities, and service to the institution. At this juncture they appear to be significantly taxed and spread thin by their responsibilities. Human resources are a challenge for the program and there is no redundancy or apparent plan of succession, suggesting that the viability of the program could be disrupted if a colleague were to fall ill or make a sudden departure from the university. Similarly part-time faculty members face challenges regarding balancing professional careers and their service to the university.

The Profession and Constituencies: The program enjoys strong professional support from area practitioners as well as the Maine component of the American Institute of Architects. Through classroom pedagogy the program has built meaningful relationships with local communities and suppliers of building products (e.g. brick manufacturers, concrete producers, steel fabricators, and lumber companies). Cultivating these relationships has potential to provide fertile ground for the future of the program.

b. Conditions Not Achieved (list number and title)

A.7 History and Culture

I.2.3 Financial Resources

c. Conditions Met with Distinction

B.7 Building Envelope Systems and Assemblies

C.1 Research

II. Progress Since the Previous Site Visit

2014 Condition 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.

Previous Team Report (2017): 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.

2018 Visiting Team Assessment: This condition is now met.

2014 Condition I.2.2 Physical Resources - The program must describe the physical resources available and how they support the pedagogical approach and student achievement. Physical resources include, but are not limited to, the following:

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

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

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

Previous Team Report (2017): 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.

2018 Visiting Team Assessment: This condition is now met.

2014 Condition Part 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.

Previous Team Report (2017): 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 coursework that contributes to the professional program is evaluated.

2018 Visiting Team Assessment: This condition is now met.

2014 Condition 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.

Previous Team Report (2017): 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 coursework 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.

2018 Visiting Team Assessment: This condition is now met.

2014 Student Performance Criterion A.7, History and Global 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.

Previous Team Report (2017): 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.

2018 Visiting Team Assessment: This SPC remains not met.

2014 Student Performance Criterion 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.

Previous Team Report (2017): 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.

2018 Visiting Team Assessment: This SPC is now met.

2014 Student Performance 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.

Previous Team Report (2017): 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.

2018 Visiting Team Assessment: This SPC is now met.

2014 Student Performance Criterion 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.

Previous Team Report (2017): 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.

2018 Visiting Team Assessment: This SPC is now met.

2014 Student Performance Criterion C.1, Research: *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

Previous Team Report (2017): 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.

2018 Visiting Team Assessment: This SPC is now met.

2014 Student Performance Criterion 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.

Previous Team Report (2017): 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.

2018 Visiting Team Assessment: This SPC is now met.

2014 Condition II.4.6, Admissions and Advising: The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

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

Previous Team Report (2017): 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.

2018 Visiting Team Assessment: This condition is now met.

III. Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT
This part addresses the commitment of the institution, its faculty, staff, and students to the development and evolution of the program over time.

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

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

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.

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

[X] Described

2018 Analysis/Review:

In 1965, the University of Maine at Augusta (UMA) was established as a community-based institution offering associate degrees under the auspices of the University of Maine at Orono. In 1971, soon after moving to its present location in Augusta, UMA became an autonomous institution, the seventh campus of the University of Maine System. In 1975, UMA offered its first baccalaureate degree program and began building an integrated faculty community, with appropriate terminal degrees, to teach both baccalaureate and associate degree courses. Today, as the third largest (+/-6,200 students) campus in the University of Maine System, the University of Maine at Augusta offers undergraduate degrees and professional certificates to prepare graduates for the 21st century. UMA's mission informs and is supported by the mission of the Architecture Program:

> UMA transforms the lives of students of every age and background across the State of Maine and beyond through access to high-quality distance and on-site education, excellence in student support, civic engagement, and professional and liberal arts programs.

The UMA's Architecture Program mission is "Architecture through Engagement." The program was launched in 1987, offering a two-year plus associate degree. In 2003, the program transitioned to a Bachelor of Arts degree program. The UMA was visited by a NAAB initial candidacy team in March 2013, and in July 2013 the NAAB granted candidacy status to UMA effective January 1, 2013. The letter conveying candidacy status specified that UMA is required to achieve initial accreditation by 2019. UMA was visited in both 2015 and 2017 by NAAB teams for continuation of candidacy. The Architecture Program relocated from the main campus to a historic commercial building (2.5 miles from campus) on Water Street in downtown Augusta, Maine in 2011. This move is consistent with the program's aspirations to offer collaborative, community engagements "grounded in real" scenarios.

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

- The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.

- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Demonstrated

2018 Analysis/Review: The program has demonstrated that it provides a positive and respectful learning environment. The program's small size allows for close working relationships between faculty and students, with regularly occurring periods of instruction and advising throughout the students' UMA career. Coursework is integrated across the curriculum at every year; full-time and adjunct faculty collaborate effectively to coordinate student work completed in studio with other coursework that corresponds to each studio and parallels it. Approaching the formation and support of the learning culture with the same intention as their mission, the program is able to ensure a rigorous and collegial atmosphere between students, faculty, community, and profession. Optimism, respect, sharing, engagement, and innovation are focused on and encouraged at every level of instruction, contributing to the positive environment for all students and faculty of UMA.

The program has adopted a written studio culture policy. A plan for its implementation, as well as the process for its regular evaluation and continuous improvement or revision, is found in the B.Arch Assessment Plan. The policy is assessed on a biennial basis (in even years). An online survey was completed in spring 2018, leading to updates and additions of the policy in fall 2018, after information was collected by the Office of Institutional Research. Based on additional information provided in the APR, the policy is distributed to students and faculty at the beginning of the year, and is available publicly on the UMA Architecture webpage as well. The team has reviewed the AY 2018-19 Studio Culture Policy and compared it to the AY 2017-18 version and confirmed that updates were made in response to the online surveys from students and faculty. The policy addresses the values of time management, general health and well-being, work-school-life balance, and professional conduct.

Students and faculty are encouraged to learn both inside and outside the classroom through diverse activities, including guest lecturers and critics, field trips to manufacturing facilities and studio sites, scholarships to lecture series, funded domestic and international travel, AIAS events and networking, and connections with volunteer opportunities.

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

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

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

[X] Demonstrated

2018 Analysis/Review: Diversity and inclusion in the self-acknowledged second whitest state in the US is a university level and program level challenge. A core component of the university and program mission is community engagement which includes providing education to women, minorities, and non-traditional students - transfers, veterans, delayed attendance or returning students. Statistical reports included in the NAAB - Annual Report document gender and ethnic diversity as required. The current student body

includes a number of non-traditional students who appear to be seen as assets and be well-integrated into the architecture program.

UMA has contracted with Berkshire Associates, Inc. to assist them in developing affirmative action plans and a formal guide which is used by UMA in planning for recruitment of faculty and staff. The Architecture Program also runs its own hiring searches (with College and University support) and has begun to recruit students across the state and region proactively. Statistical documentation of improvement in diversity from 2013 to 2017 was provided showing greater architecture program faculty and student diversity than that of the university. A Non-Discrimination Notice, Diversity Statement, and Equal Opportunity statement are on the UMA website. University policies are in place regarding equal opportunity employment, to accommodate individuals with disabilities, and address sexual harassment.

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

A. Collaboration and Leadership. The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.

B. Design. The program must describe its approach for developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.

C. Professional Opportunity. The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.

D. Stewardship of the Environment. The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.

E. Community and Social Responsibility. The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

[X] Described

2018 Analysis/Review:

Collaboration and Leadership: Opportunities for collaboration and leadership occur throughout the UMA Architecture Program. The Community Design Charrette brings second year, third year, and fourth year students together to tackle projects in Maine communities. In these engagements, less experienced students gain knowledge and skills by working alongside more advanced students. Because this is an annual charrette, the program allows all students to have iterative collaborative experiences that groom the novice students to take over team leadership roles in their senior year. The integrative design experience ARC 407 - Architectural Design VI and its co-requisite course, ARC 417 Integrated Building Systems, are offered as collaborative studio experiences.

Design: UMA offers a rigorous introduction to design emphasizing manual skills in the initial year of study and incrementally introducing digital skills in subsequent years. The foundational projects offered in ARC 101 - Intro to Architectural Design introduce abstract compositional skills, iterative methods of design, and craft. The sequence that follows in ARC 102 - Architectural Design I, is grounded in a tension between abstraction and real sites. ARC 241 - Architectural Analysis and ARC 123 - Philosophy of Architecture build students' skills in diagramming and precedent analysis respectively. The second year of study integrates analytical and design responses to real-world problems with building and digital technology courses. ARC 332 - Construction Techniques is offered concurrent with ARC 306 - Architectural Design V in the third year of study. ARC 332, identified as a condition well met, offers a foundational experience in

building assemblies that is an essential precursor to the integrative design experience in the fourth year. ARC 441 - Architectural Travel Experience, permits students first-hand encounters with exceptional architecture, experiencing spaces and environments first hand rather than through another's eyes. The theme of integrating assignments between studio and classroom courses continues in ARC 407 - Architectural Design VI and ARC 417 - Integrative Building Systems.

Professional Opportunity: The majority of the UMA architecture faculty members are actively connected with professional practice and roughly half are licensed architects. The regional professional community has supported the program enthusiastically through financial support, participation in class lectures and studio reviews, participation on the advisory board, and by hiring current students and alumni of the program. ARC 421 - Professional Practice is taught by a local practitioner. ARC 361 - Portfolio Development and ARC 406 - Architectural Apprenticeship prepare students for engagement with the professional world. Students are aware of the steps to licensure and the vast majority indicated that they intend to pursue licensure and active employment in architectural offices upon graduation.

Stewardship of the Environment: Sustainability and environmental stewardship for UMA is not found in a stand alone project or studio but integrated throughout the curriculum beginning with ARC 251 - Sustainable Design Concepts. Stewardship themes are reinforced in ARC 407 - Architectural Design VI and ARC 417 - Integrative Building Systems. Student thesis projects (ARC 509 - Architectural Design, Pre-Thesis and ARC 510 - Architectural Design, Thesis) all reflect a responsive attitude toward the environment.

Community and Social Responsibility: UMA's Architecture Program is located in the heart of the Augusta community and offers engagements between students and citizens that might not happen in a traditional campus environment. As mentioned above, the Community Design Charrette allows students to work directly on projects with community stakeholders by engaging diverse design opportunities ranging from a design for a homeless community to investigation of unused brownfield sites.

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

[X] Demonstrated

2018 Analysis/Review: The University of Maine at Augusta has prepared an updated Long Range Planning document for its Bachelor of Architecture Program. The document, dated 2018-2021, describes the program's mission, vision, core values, and objectives including specific actions to be taken, obstacles, and strategies for accomplishing those objectives.

The document cites a lack of success in efforts made under the previous plan (2015), particularly with respect to increasing program enrollments. The 2018-2021 document attributes the lack of success of those efforts at increasing program enrollments to the university's focus on a myriad of other needs over the past few years. With new leadership, the university has rededicated itself to the focus and organizational changes that the program believes will now make fundamental and real growth possible.

In its updated plan, the Department refocuses its key admissions-related objective as follows, quoting their statement in the 2018-2021 document:

> We have concluded that our focus over the next three years should not be to increase our numbers for the sake of growth, but to increase the quality of our student body.

The plan concludes with seven specific, quantifiable goals that, once achieved, is intented to lead to a stronger and better program populated with students from increasingly broad and rich backgrounds.

I.1.6 Assessment:

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

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

· Progress against its defined multiyear objectives.

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

· Strengths, challenges, and opportunities faced by the program while continuously improving learningopportunities.

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

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

[X] Demonstrated

2018 Analysis/Review: Progress continues to be made within the program and at the university level on both program self-assessment and curricular assessment. A master assessment plan which includes individual plans for Mission and Long-Range Planning, Curricular and Cohort, Student Course Evaluations, Instructor Review of Student Course Evaluations, Studio Culture Policy and Learning Culture, Graduate Survey, and Grade Distribution Analysis has been developed for use in conjunction with the UMA OIR (Office of Institutional Research) assessment. A clear outline of roles and responsibilities has been developed for collection, reviewing, and acting on assessment data, and revising program and university charters. Faculty workshops for review and reflection on the program and curriculum are included in this plan. Importantly, the full-time faculty leaders of the program have developed a method for quickly assessing course and curricular problems and correcting apparent deficiencies as they arise.

Although a newly developed system, curriculum changes are already being enacted in response to this assessment system. Greater collaboration and integration of studio and coursework has been instituted in second, third, and fourth year fall semester, and both students and faculty noted the benefits to student work and understanding based on these adjustments. Additionally, based on the findings of the spring 2018 assessment, the Studio Culture Policy was recently revised.

Part One (I): Section 2 – Resources

I.2.1 Human Resources and Human Resource Development:

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

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

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

[X] Demonstrated

2018 Team Assessment: Classes are taught by three full-time professors, 13 adjunct professors, one retired professor, and one art department professor. As discussed with the president of UMA, workload balance and faculty satisfaction could be improved through reviewing part time faculty employment policy to allow adjunct faculty to increase the number of courses taught, where warranted. A large cadre of staff support the program in areas of library science, advising, admissions, financial aid, program assessments, facilities support and information technology. Most of this work happens on the main campus; however, staff support for the program woodshop and 60% of the time of an administrative staff person (hiring is underway) will happen in program facilities.

The current student body of 47 yields a commendable faculty-student ratio. Faculty are able to provide ongoing one-on-one and small-group pedagogical interactions with students. In a stakeholder meeting, the team observed high levels of satisfaction among local and regional employers working with program graduates, suggesting that staff involvement, together with student efforts, were demonstrative of meaningful student achievement.

The most recently hired full-time faculty member, Paul Fowler, has taken on the role of Architecture Licensing Advisor (ALA). He is in the process of building communication channels to fulfill his role in helping students prepare for licensure.

Faculty and staff have and pursue professional development opportunities that further the progress of the UMA B. Arch program. For example, Program Coordinator Eric Stark, recently completed a successful sabbatical leave.

Faculty and staff have helped students find strong success landing internships and employment opportunities. The team learned that every member of the past two graduating classes is currently employed in an architectural setting.

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

Physical resources include but are not limited to the following:

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

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

[X] Described

2018 Team Assessment: While on site, the visiting team:

- Reviewed all facility floor plans,
- Visited all spaces used by the UMA Bachelor of Architecture program (including studios, didactic instruction areas, and hands-on laboratory learning spaces),
- Observed key spaces in use, and

- Conducted a conversation with the entire student body that included specific questions and responses about physical resources needed and provided.

The team learned from student and faculty comments and observations that students and faculty are provided with the space needed to support their studio, didactic, and hands-on interactive learning. Students at all levels have generous studio space with areas for drawing, desk work, and construction of three-dimensional objects and models. Classrooms and pin-up spaces provide the necessary support to conduct scheduled courses, including reviews of student work at regular intervals and when spontaneous needs for additional input arise.

Resources available also include technical tools to support three-dimensional design explorations through physical models (including a supervised woodshop, and a digital lab with laser cutters and 3-D printers) and gallery space for formal academic review pinups and public displays highlighting student work.

Additional faculty facilities and resources include permanent offices adjacent to instructional spaces, a large first-floor office/support space, access to UMA meeting space in the floor above on a shared basis, and UMA library resources lent or donated to the program on a temporary or permanent basis.

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

[X] Not Demonstrated

2018 Team Assessment: A clear process for budget development, review, and approval at the program, college, and university level for each academic year is documented in the APR.

Although there is an observable culture of making available funds go a long way, financial resources are a challenge for the architecture program and for the local region which includes communities well below the poverty line. Approximately 73% of the students are eligible for Pell Grants and beginning with the Spring 2018 semester, UMA implemented a policy, the Pine Street Pledge, by which all eligible students will not pay any out-of-pocket expenses for tuition or mandatory fees. There's also evidence of architecture program endowments, funds and scholarships to support student learning and travel in the APR. These opportunities should positively impact students' abilities to afford an architectural education at UMA.

That said, both students and faculty noted that it was challenging to make ends meet, many students are single parents, support families, and/or have jobs, and the level of compensation for some part-time faculty could amount to faculty donation. The program's operating budget was increased 32% from 2016 to 2017 and 0% from 2017 to 2018 (exclusive of a one-time investment in Shop Funding) and a 0% increase is predicted for 2019. Funds for additional faculty and operating expenses to keep pace with projected enrollment and growth, and general budget increases to keep pace with inflation are not currently indicated. Total fall enrollment numbers for 2016, 2017 and 2018 are 37, 45 and 45 students respectively.

The 2015 plan shared with the college and university was predicated on moving toward cohorts of 30 students per year. In the current 2018 APR the program has declared its intention to focusing on quality of applicants and elevating the qualifications of students who matriculate versus expansion of the program size. In support of this goal, university admissions has implemented changes to their recruiting policies including active recruitment for the architecture program which resulted in greater program enrollment and retention of higher quality applicants starting in 2017, however, the team heard mixed levels of understanding from university administrators regarding this revised approach.

Current program enrollment has pushed the teaching capacity of the faculty to or seemingly beyond its limit and working at this current level is not sustainable. An additional full-time faculty member is essential to ameliorating the faculty workload in handling the addition of the 2019 cohort of students. The team observed that holding funding steady until enrollment moves to 30 students per Freshman year (15 freshman enrolled in 2018 and 15 in 2017) particularly a new full-time faculty line, will likely undermine the positive momentum established within the program.

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

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

[X] Demonstrated

2018 Team Assessment: As reported in the APR, students and faculty have access to a number of university provided information resources. The UMA main library, the Katz Library, has a permanent and loan access collection and is 2.5 miles away on the main campus. Periodicals are on-site for student review in the 4th floor lounge of Handley Hall, and online access to e-books and periodic titles is readily available. Requests for books and other materials from the library's online catalog (a joint catalog for all University of Maine campuses and state library) are typically filled in 3-5 business days.

From additional information provided to the team room, in 2016 and 2017 the average library spend on architectural monographs, databases, and periodicals for the architecture program was $8,600; the expenditure for 2018 and estimate for 2019 are within $250 of that with annual expenditure to access the Building Green and Avery Index to Architectural Periodicals databases taking the lion's share of the budget at roughly $5,500 each year. The library receives architectural book donations from the community and has spent $500-$600 annually in the last three years on new monographs from a list generated by the architecture program administrator.

All students attend a library orientation led by university librarian, Brenda Sivigny-Killen, who is also the architecture program librarian. She is available to work with faculty and students to support their curricular and research needs.

I.2.5 Administrative Structure and Governance:

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

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

[X] Described

2018 Team Assessment: The program described the administrative structure in the APR (p.51) and in a dropbox folder provided for team use, which included information charts for the College of Arts and Sciences, the provost's office and the president's office. Program administrative structure was also described and consists largely of the program coordinator who, along with a part time administrative assistant (currently a vacant position with search underway) oversees all aspects of the program.

Governance for the program is described at the institutional level with particular emphasis on curricular and program development (APR, p.52). The faculty have opportunities for representation through the UMA Faculty Senate and the student body is represented through the Student Government General Assembly.

Because of the small size of the institution, there are not extensive layers of bureaucracy. Within the program administrative and governance matters are worked through on a face-to-face basis, with the periodic event held regularly within the program, "The Meeting," being cited as an opportunity for faculty and students to come together in a forum to share concerns and improve communications.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

Student learning aspirations for this realm include

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

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 408 - Architectural Design VII, ARC 361 - Portfolio Development, ARC 509 - Architectural Design, Pre-Thesis, and ARC 510 - Architectural Design, Thesis.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 203 - Architectural Design II, and ARC 510 - Architectural Design, Thesis.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 204 - Architectural Design III, ARC 241 - Architectural Analysis, and ARC 510 - Architectural Design, Thesis.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 101 - Intro to Architectural Design and ARC 102 - Architectural Design I.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 102 - Design I and ARC 241 - Architectural Analysis.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 204 - Architectural Design III and ARC 123 - Philosophy of Architecture. Additional evidence was found in ARC 332 - Construction Techniques, ARC 306 - Design V, and ARC 441 - Architectural Travel Experience.

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

[X] Not Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 312 - History of Modern Architecture, which provides a survey of primarily Western Architectural History of the 20th Century. ARC 212 - Building the Human World, which was cited as the primary source of demonstration of this SPC did not sufficiently illustrate coursework that convincingly demonstrated student *understanding* of parallel and divergent histories of architecture. ARC 441 - Architectural Travel Experience and ARC 431 - Architectural Theory also did not demonstrate a foundational understanding of historical themes. The team did not find evidence in the team room or the binders to support this criterion.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 212 - Building in the Human World and ARC 441 - Architectural Travel Experience.

Realm A. General Team Commentary:
The program is a foundation for the study of architecture focused on the relationship between making and learning. This is evident throughout the curriculum. Students develop a range of skills and knowledge essential to the study and eventual practice of architecture. Cultural diversity is reinforced by the program's intent to offer many design studio projects on sites outside of Maine as well as ARC 441 - Architectural Travel Experience and the requirement for students to investigate sites outside of Maine in their thesis projects (ARC 509 - Architectural Design, Pre-Thesis and ARC 510 - Architectural Design, Thesis). Evidence of the parallel and divergent histories of architecture and cultural norms was inconsistent and a foundation for inquiry in SPC A.7 was not apparent in the curriculum and student work.

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

Student learning aspirations for this realm include

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

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 305 - Architectural Design IV and ARC 306 - Architectural Design V.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 203 - Design Studio II and ARC 305 - Design Studio II. Additional evidence was found in ARC 204 - Architectural Design III and ARC 408 - Architectural Design VII.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 306 - Architectural Design V, ARC 407 - Architectural Design VI, and ARC 417 - Integrated Building Systems.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 332 - Construction Techniques and ARC 407 - Architectural Design VI.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 221 - Concepts of Structures I, ARC 322 - Concepts of Structures II, and ARC 407 - Architectural Design VI.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 251 - Sustainable Design Concepts, ARC 350 - Mechanical Systems in Architecture, and ARC 417 - Integrated Building Systems.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 332 - Construction Techniques.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 332 - Construction Techniques, ARCH 231 - Architectural Materials and Methods, and ARC 251 - Sustainable Design Concepts.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 350 - Mechanical Systems in Architecture.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 421 - Professional Practice.

Realm B. General Team Commentary:
The program is designed around integrated course work to support student understanding and growth of exploration mutually each year. Student work amply demonstrated understanding of the relationships between different building materials, envelope systems and assemblies, and building service systems. Readings paired with site visits to local manufacturers and hands-on making projects demonstrated the ability to translate observation into creating while assignments based around office structure (existing or imagined) exposed students to the larger principles of the design and construction industry.

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

Student learning aspirations in this realm include:

· Comprehending the importance of research pursuits to inform the design process.

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

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

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

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 509 - Architectural Design, Pre-thesis and ARC 510 - Architectural Design, Thesis.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 407 - Architectural Design VI and ARC 417 - Integrated Building Systems.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 407 - Architectural Design VI and ARC 417 - Integrated Building Systems.

Realm C. General Team Commentary:
ARC 407 and 417 mutually support the goals of integrated design process and integrated design. ARC 509 prepares students well for the thesis experience in ARC 510. Student work in ARC 509 provides evidence of *ability* of theoretical and applied research methodologies and practices well beyond *understanding*.

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

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.

  Understanding a professional code of ethics, as well as legal and professional responsibilities.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 421 - Professional Practice and ARC 408 - Architectural Design VII.

D.2 Project Management: *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 421 - Professional Practice.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 421 - Professional Practice.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 421 - Professional Practice.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 421 - Professional Practice.

Realm D. General Team Commentary:

Through a selection of student written summaries and questions for discussion based on weekly readings executed in ARCH 421 - Professional Practice, understanding of the basic principles of professional practice is demonstrated by students. Additionally, the project "Starting a Practice" demonstrates student ability to develop a business plan, including market sector analysis, legal structure, develop a mission statement, create budget and staffing projections, a marketing plan, and review other considerations required for the launch of an architectural practice.

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation

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

1. The institution offering the accredited degree program must be or be part of an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); or the Western Association of Schools and Colleges (WASC).

2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances:

a. The institution has explicit written permission from all applicable national education authorities in that program's country or region.

b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

[X] Met

2018 Team Assessment: The letter from NECHE (formerly NEAS&C) granting university accreditation on February 9, 2016 was provided via dropbox link in the APR. It included conditions of approval and a requirement for the next comprehensive evaluation to be scheduled for spring 2025.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M.

Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

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

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

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

[X] Met

2018 Team Assessment: As a candidate accredited offering, the UMA Bachelor of Architecture Program is appropriately titled. As noted in the university's online description of the course of study, the UMA Bachelor of Architecture Program has a minimum of 52 semester hours of general and optional studies and a minimum of 98 hours of professional studies, totaling 150 hours. The program conforms to the minimum credit hour requirements of the 2014 NAAB Conditions of Accreditation.

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

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

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

[X] Met

2018 Team Assessment: Procedures for evaluating a student's prior academic course work as a transfer student were provided via dropbox link in the APR.

Part Two (II): Section 4 – Public Information

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Met

2018 Team Assessment: The University of Maine at Augusta, offering a Bachelor of Architecture program in candidacy, includes the exact language found in the NAAB Conditions for Accreditation, Appendix 1 in catalogs and promotional media. The statement can be viewed on their website at https://www.uma.edu/academics/programs/architecture/naab-information/.

II.4.2 Access to NAAB Conditions and Procedures:

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

The 2014 NAAB Conditions for Accreditation

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

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2018 Team Assessment: The program has made the following documents electronically available to all students, faculty, and the public: 2009 NAAB Conditions for Accreditation, 2014 NAAB Conditions for Accreditation, and 2015 NAAB Procedures for Accreditation. The documents can be accessed through their website at https://www.uma.edu/academics/programs/architecture/naab-information/.

II.4.3 Access to Career Development Information:

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

[X] Met

2018 Team Assessment: The program has demonstrated that students and graduates have access to career development and placement services by means of the UMA Career Connections, a career advising service that aids students in focusing and implementing their career goals. Graduates are sought after for professional positions, and track records of graduates have been consistently strong. Information on services can be found on their website at https://www.uma.edu/academics/advising/career-connections/. Additionally, students are aided and made aware of career requirements and opportunities through UMA AIAS, Architect Licensing Advisor, Employment Opportunities at Handley Hall, and in the ARC 421 - Professional Practice and ARC 361 - Portfolio Development courses.

II.4.4 Public Access to APRs and VTRs:

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

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2018 Team Assessment: The program has made the requested documents electronically available to the public, in order to promote transparency in the process of accreditation in architecture education. They can be found on their website at https://www.uma.edu/academics/programs/architecture/naab-information/ under the "Accreditation Reports and Responses" section. It should be noted that since the program is still in candidacy, there are no Interim Progress Reports or NAAB Responses to Interim Progress Reports. The most recent decision letter from the NAAB, most recent APR, and final edition of the most recent Visiting Team Report are available at the link above.

II.4.5 ARE Pass Rates:

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

[X] Met

2018 Team Assessment: The program has made ARE Pass Rates information available to current and prospective students and the public by linking their website to the results, which can be accessed at https://www.uma.edu/academics/programs/architecture/naab-information/ under the "Architect Registration Examination (ARE) pass rates" section.

II.4.6 Admissions and Advising:

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

This documentation must include the following:

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

[X] Met

2018 Team Assessment: The program has publicly documented all policies and procedures that govern how applicants to the accredited program are evaluated for admission. Policies and procedures for application to the UMA B.Arch degree can be found at https://www.uma.edu/academics/programs/architecture/apply/. Information specific to transfer student applications, as well as guidelines for other candidates, can be found at https://www.uma.edu/academics/programs/architecture/apply/criteria/. Financial aid information, including costs and aid possibilities, can be found at https://www.uma.edu/financial/, and also by proxy via https://www.uma.edu/academics/programs/architecture/apply/criteria/. Statements on diversity can be found at https://www.uma.edu/compliance/handbook/statements/. Access to diversity information and initiatives can be found at https://www.uma.edu/academics/advising/career-connections/diversity-resources/, and is also linked from the architecture page.

II.4.7 Student Financial Information:

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

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

[X] Met

2018 Team Assessment: The program has demonstrated that students have access to information and advice for making decisions regarding financial aid, able to be accessed at https://www.uma.edu/financial/. The program has also demonstrated 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, able to be accessed publicly on their website at https://www.uma.edu/academics/programs/architecture/apply/criteria/, under the "What you need to apply" section. Direct access to the PDF is provided via https://www.uma.edu/academics/wp-content/uploads/sites/3/2017/03/UMA-BArch-Student-Costs-v3.pdf.

PART THREE (III): ANNUAL AND INTERIM REPORTS

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

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

[X] Met

2018 Team Assessment: The program has submitted Annual Statistical Reports in the format required by the NAAB Procedures for Accreditation, provided for years 2013-2017. The Office of Institutional Research and Assessment at the University of Maine at Augusta has confirmed their review and verification of all student statistical data submitted to NAAB. It is consistent with institutional reports to national and regional agencies.

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

[X] Not Applicable

2018 Team Assessment: This section is not applicable due to the status of the program's initial accreditation, namely that a term of accreditation has not yet been approved as of the writing of this VTR. Thus, no Interim Progress Reports have been required.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

B.7 Building Envelope Systems and Assemblies: While this SPC specifies that students gain an *understanding* of building envelope systems and assemblies, UMA B.Arch. students demonstrated consistent *ability* to apply that understanding integrally as part of their design work. This course forms an essential foundation, preparing students for an integrated design experience as they proceed through the curriculum.

C.1 Research: This SPC focuses on student *Understanding* of the theoretical and applied research methodologies and practices used during the design process. Again, student performance with respect to applicable research shows evidence of outcomes that exceed understanding measurably. Indeed, student work demonstrates *ability* and often marked facility in conducting, reporting, and applying research methodologies to student design work. Students apply this ability in significant, relevant ways. This distinctive performance is evident in multiple student work products, drawn not only from Pre-Thesis and Thesis Studios, but also from earlier coursework.

Appendix 2. Team SPC Matrix

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

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

note: courses are grouped by pedagogical category

NAAB Student Performance Criteria Matrix - 2018

● - *Primary demonstration*
○ - *Secondary demonstration*

	Realm A: Critical Thinking & Representation								**Realm B:** Building Practices, Technical Skills & Knowledge										**Realm C:** Integrated Architectural Solutions			**Realm D:** Professional Practice					
	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 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 110 - Intro to Arch. Representation																										
ARC 120 - Intro to Digital Tools for Arch.																										
ARC 261 - Computer Aided Design																										
ARC 262 - Building Information Modeling																										
ARC 221 - Concepts of Structures I													○													
ARC 231 - Architectural Materials & Methods																●										
ARC 241 - Architectural Analysis			●		●																					
ARC 251 - Sustainable Design Concepts														●		○										
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 123 - Philosophy of Architecture						●																				
ARC 212 - Building the Human World								●																		
ARC 312 - History of Modern Architecture																										
ARC 431 - Architectural Theory																										
ARC 441 - Architectural Travel Experience						○		○																		

Appendix 3. The Visiting Team

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V. Report Signatures

Respectfully Submitted,

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Team Chair

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Team Member

Jim Nielson, FAIA
Team Member

Elias Agia
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