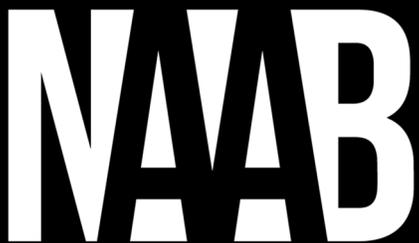


Visiting Team Report

University of Maine at Augusta
Department of Architecture

B.Arch.

Visit Dates: April 11-13, 2022

The logo for the National Architectural Accrediting Board (NAAB) is displayed in white on a black background. The letters 'NAAB' are rendered in a bold, sans-serif font. The 'N' and 'A' are connected at the top, and the 'A' and 'B' are connected at the top. The 'A' and 'B' have a unique design where the vertical strokes are slightly offset from the horizontal strokes, creating a sense of depth and movement.

National
Architectural
Accrediting
Board, Inc.

Visiting Team Report (VTR)

2020 Conditions for Accreditation

2020 Procedures for Accreditation

To be completed by NAAB Staff:

Institution	<u>University of Maine at Augusta</u>
Name of Academic Unit	College of Arts and Sciences
Degree(s) (<i>check all that apply</i>) Track(s) (<i>Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:</i> <i>150 semester undergraduate credit hours</i> <i>Undergraduate degree with architecture major + 60 graduate semester credit hours</i> <i>Undergraduate degree with non-architecture major + 90 graduate semester credit hours</i>)	<input checked="" type="checkbox"/> <u>Bachelor of Architecture</u> 150 semester undergraduate credit hours <input type="checkbox"/> <u>Master of Architecture</u> Track: Track: <input type="checkbox"/> <u>Doctor of Architecture</u> Track: Track:
Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2018
Current Term of Accreditation (<i>refer to most recent decision letter</i>)	Initial Accreditation (Three-Year Term)
Program Administrator	Eric Stark, Professor of Architecture Architecture Program Coordinator
Chief Administrator for the academic unit in which the program is located (<i>e.g., dean or department chair</i>)	Dr. Pamela MacRae Dean of the College of Arts & Sciences
Chief Academic Officer of the Institution	Dr. Joseph Szakas Vice President for Academic Affairs and Provost
President of the Institution	Dr. Joseph Szakas Interim President

I. Summary of Visit

a. Acknowledgments and Observations

The team would like to thank UMA Provost Joseph Szakas, College of Arts & Sciences Dean Pamela MacRae, and the Department of Architecture faculty and students for their gracious hospitality in hosting the team and preparing for the visit, and in particular Program Coordinator Eric Stark for his attention and extraordinary responsiveness throughout the entire virtual visit process. The effort made by the program coordinator and faculty to prepare an extremely detailed and highly organized APR and digital team room not only facilitated the team's work before and during the visit, but also allowed the team and program to proactively and efficiently address questions related to the Conditions for a full and constructive assessment.

In both review of the APR and discussions with stakeholders during the visit, the team observed several noteworthy aspects of the program:

- The program has embraced the ethos of outcomes-based self-assessment to a notable degree, including integrating it into the structure of their curricular sequences. The explicit integration of the NAAB Conditions into key course syllabi facilitates both a clear understanding of learning objectives for students as well as assessment criteria for faculty.
- The professional B.Arch. program helps to elevate the brand development of UMA as it moves beyond its origins as a commuter school to one firmly grounded in baccalaureate education and aspiring to graduate degrees.
- As the only professional architecture program in Maine, and the only public B.Arch. program in New England, the program serves a demographic niche unlike its New England peers, particularly in terms of adult/working students, commuting students, transfer students and community college graduates. At the same time, the studio-based model of architectural education continues to pose challenges both for working students and in how the program can address their unique situation.
- The program's small size, existing within a small public institution, presents ongoing challenges in terms of resources (both physical and financial). Both the program and the university see the goal of increasing matriculating cohorts to 20 or more students as a key step for its sustainable growth, particularly in terms of faculty resources. That said, the small size of both the program and Maine's architectural community also allows it to foster strong and iterative relationships between students, faculty, graduates, and practitioners.
- In spite of their small numbers, UMA architecture students display dedication to their discipline and a highly supportive studio culture, with an articulate awareness of both the strengths and limitations of the program.
- The close relationship between the Architecture Program and the Department of Art is notable. Art faculty oversee a required architecture curriculum sequence, and architecture students avail themselves of co-curricular activities through the Department of Art. Facilitated by their proximity in Handley Hall, art faculty continue to be involved in curriculum development and cultural activities with architecture.
- The linkage of studios with technical support classes throughout the curriculum allows students to seamlessly evaluate and apply technical learning in an integrated manner to corresponding studio design projects.
- The Community Design Charrette provides students a unique opportunity for iterative multi-cohort collaboration, leadership, and community engagement. This not only tests knowledge and innovation in a real-world setting with real-world clients, but also provides exposure for each student at three different points throughout their studies, with each interaction focused on different aspects, roles, and responsibilities.
- The program's mission of *Architecture through Engagement* pervades aspects of both curricular and non-curricular activities, with mutually beneficial outcomes for both student learning and community partners.

b. Conditions Not Achieved**SC.3 Regulatory Context**

Demonstrated understanding, as evidenced in ARC 417 Integrated Building Systems, did not meet the program's established benchmark for two of the four required fundamental principles (Life Safety and Current Laws & Regulations). After discussion with the program coordinator during the VSV, the team feels confident that the program can adequately address this deficiency prior to the next NAAB accreditation cycle.

II. Progress Since the Previous Site Visit

2014 Condition I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

Previous Team Report (2018): 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 of 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.

2022 Team Assessment: This condition is now demonstrated. Refer to Condition 5.7 Financial Resources.

2014 Student Performance Criterion 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.

Previous Team Report (2018): 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.

2022 Team Assessment: This condition is now met. Refer to 3.1 PC.4 History and Theory.

III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program as a result of changes in the Conditions is required.

2022 Team Assessment: The program's APR documents five major areas where it has made or is in the process of making substantive changes as a result of adoption of the 2020 Conditions, primarily in terms of assessment protocols, which the team confirmed in discussions during the VSV:

- The program is now making separate assessments of its seven curricular sequences, in addition to previous assessments of individual courses and cohorts. This allows an emphasis on how the iterative process layers knowledge throughout the course of each sequence, culminating in achievement of understanding or abilities.
- The program has initiated an External Program Assessment, executed by a panel of outside professionals, educators, and alumni at the end of each fall semester. Beginning in 2021, these external assessments will focus on one curricular sequence at each cycle.
- The program undertook an examination and realignment of both external and internal activities against the new NAAB Shared Values and PCs/SCs. Starting with the 2021/2022 cycle of assessments (course, cohort, and curricular sequence), considerations of Shared Values and PCs will augment the previous emphasis on SCs (old SPCs).
- The program has put new emphasis on course outcomes assessment, particularly in regard to student responses as a key performance indicator. In addition to using university course evaluation data, the program initiated this by doing their own assessment of a key sequence of integrated studio/integrated building systems coursework in 2021 as a model for implementing the methodology across the curriculum.
- Finally, the program has expanded the scope of condition compliance to include a more systematic incorporation of non-curricular activities in responding to Shared Values, PC and SC conditions.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission

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

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program’s mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program’s role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university’s academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

[X] Described

Program Response:

UMA Architecture’s Mission is Architecture through Engagement. Our mission expresses who we are: SMALL...INTEGRATED...HANDS-ON. This fundamentally means we are about people: our students, our faculty, and our community. We teach architecture through engagement: educating and empowering students to explore, investigate, and analyze the built environment. Engagement brings students into active contact with each other, their coursework, and our various community collaborators. UMA is a small public university, serving regional, non-traditional students. We work in a donated building with limited financial, physical, and human resources. Within the context of these limitations, we have structured a professional degree program that leverages what some perceive as limitations as our strengths. The small size of our department allows each teaching faculty to understand the larger trajectory both within studio years and from year to year, and to work within that vision. The integrated nature of our teaching allows our students to understand the collaborative and interdisciplinary nature of architecture. The hands-on nature of our commitment to learning through making prepares students for the diverse field of architecture, and teaches them that problem solving is about developing a process for testing, iteration, and reflection. There are three meaningfully unique parts that make up our character and pedagogy, engaging our students in this practice: the integration of learning with making, the systematic introduction and layering of fundamental design skills, and the connection and collaboration with community. Each of these learning elements is about a kind of engagement: with making, with designing, and with people.

2022 Analysis/Review: The B.Arch. program at the University of Maine at Augusta (UMA) exists within a small public university in the central part of the state, serving a regional and primarily commuter population notable for diversity of age and economic background. The program’s mission of *Architecture through Engagement* manifests itself in the highly integrated and hands-on approach of the program’s learning and teaching culture. At the same time, its small size and setting allow an intimate engagement with the surrounding community, from which the vast majority of its student body hails. This dovetails with the University of Maine’s stated mission of serving the state’s regional population, primarily in baccalaureate rather than graduate degrees. As the state’s only professional architecture degree program, the high caliber of its students enhances the quality of the overall student body, as well as the growing academic and professional reputation of the university as a whole.

The program's hands-on approach to community engagement makes it a tangible expression of the university's larger ethos in that regard, especially as it is based off the main campus in a downtown Augusta home. This creates a unique opportunity for engagement by a university program into the surrounding region, and conversely for direct connections by the regional professional community into the classroom. Building on the program's emphasis on the iterative process of education, this ethos of community engagement puts students out within the communities in which they live at multiple points within the curriculum, adding greater depth and layers onto the traditional architectural academic curriculum. A large pool of part-time faculty reinforces this, building closer relationships with both the community and the regional profession. Though challenged by the recent years of pandemic restrictions, a pillar of the program's long-range planning remains building stronger connections for students with the region's professional and building communities.

2—Shared Values of the Discipline and Profession

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

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

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

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

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

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

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

[X] Described

2022 Analysis/Review: The APR, reinforced through discussions during the VSV, documents in detail how the UMA Architecture Program responds to the six Shared Values and integrates them throughout its inter-related curricular sequences and non-curricular activities. It notably approaches this in a holistic manner that doesn't segregate the values but treats them as interconnected strengths. The program's layered process of curricular assessments continually informs these responses, with results factored into the program's long-range planning.

With an overall goal of graduating "*creative problem solvers and innovative thinkers*" (APR, p. 15), the program's consistent emphasis on two pedagogical design approaches permeates its response to most of the Shared Values. Firstly, students gain foundational knowledge in early studios, supporting coursework

and non-curricular activities. Secondly, as students progress through the course of studies, they build upon that foundation through an intentional process of iteration. Through a structure of overlapping curricular sequences, this process of design iteration progressively integrates more complex understandings and abilities in areas such as social equity, inclusion, environmental stewardship, professional responsibility, collaboration, and innovation.

In the spirit of the program's mission statement, engagement is a common thread tying together values, most notably environmental and professional responsibilities, collaboration, and leadership. As noted in the APR, p. 15, "*[t]hrough a systematic layering of issues and limitations in the development of the foundational studio sequence, our students are prepared for responding to the complex interaction of economics, energy, building science, and human needs of the upper-year studios, and the complex and evolving profession that they will eventually work within.*"

The integration of the design studio sequence with the energy and building assemblies sequences, for example, provides students with a holistic exposure to the overlapping concepts of sustainable design as it relates to community well-being, technical innovation, and the role of the design profession. This then comes together in both the upper-level Integrated Studio and Community Design Studio, "*where students, working with community partners, can bring their cumulative learning to bear on issues and projects important to our partners.*" (APR p. 17)

The school's annual Community Design Charrette perhaps best exemplifies this strategy of collaborative, iterative engagement in the interest of knowledge creation. This unique two-week endeavor brings together second, third-, and fourth-year cohorts to work directly with community partners under the leadership of fourth year students. The work not only tests knowledge and innovation in a real-world setting with real-world clients, but also provides exposure for each student at multiple points throughout their studies, with each interaction focused on different aspects, roles, and responsibilities.

By engaging its students front-and-center within the communities from which most hail, the program also addresses a key thrust of the university's mission to "*transform 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.*" (APR p. 17) The program's (and university's) emphasis on socio-economic and age diversity within its student body – adult learners and working students in particular – celebrates access to the profession for a demographic that is both under-represented and uniquely relevant to its context. As part of an ethos of continuous improvement, the program's "*annual assessment of our Studio Culture Policy, as well as assessment of our Professional Practice Sequence which includes our community-based activities, encourages a continued discussion of how we welcome students of various backgrounds to the program, support them while in the program, and simultaneously ensure they understand the power of architecture for all as they enter their professional lives.*" (APR p. 18)

3—Program and Student Criteria

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

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

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

[X] Met

2022 Team Assessment: The team found evidence of condition achievement primarily in materials provided for ARC 361 Portfolio Development, non-curricular activity New Architecture Student Orientation, and in the 2018-21 UMA B.Arch.-Long Range Planning Goals and Initiatives Assessment (Goal 5-Student Development). Secondary evidence can be found on the program website Career Development Information (<https://www.uma.edu/academics/programs/architecture/naab-information>).

ARC 361 Portfolio Development addresses the range of career opportunities and path to licensure, as evidenced in the instructional and examination materials. Narrative-based course assessment indicates this NAAB objective is met with 100% of students scoring well above the current university benchmark (80% with a grade of C- or higher).

Non-curricular activities, both mandatory (New Architecture Student Orientation) and voluntary (Fall Open House and ALA AXP Meeting), as evidenced in informational material and available attendance logs, present professional and non-traditional career paths afforded to students pursuing a B.Arch.

Interviews during the VSV confirmed student awareness of requirements for licensure and the range of possible alternative career opportunities available.

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

[X] Met

2022 Team Assessment: The team found evidence of condition achievement including a complete APR narrative, full course syllabi, description and assignments, grading methodology and results, and detailed self-assessment documentation (separate assessments of each studio plus an overall assessment of the condition). The documentation of this assessment is clear; while the narrative speaks to the entire studio sequence, primary evidence is provided for ARC 102, ARC 204, ARC 305, and ARC 407.

Design fundamentals, iterative procedures, and design thinking ability builds up from foundation studios (ARC 101 and 102) through the final Thesis Capstone. Design is taught with intention and builds to a level of mastery – design is taught as a form of expertise. The four beginning design studio names – “Foundation Studio,” “Process Studio,” “Intention Studio,” “Site Studio” – suggest the goals of the sequence. Supporting classes in representation and analysis supplement these courses. Upper-level studios are more topical and structured around specific and more narrow aspects of architecture (“Housing,” “Steel,” “Integrated Studio,” and “Community Studio”) The foci of these studios suggest areas that have given the program identity in contrast to the foundational studios which are built around rather common themes and abilities. The program assesses each studio in the sequence each year with both quantitative and qualitative methods.

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

[X] Met

2022 Team Assessment: The team found evidence of condition achievement including a complete APR narrative, full course syllabi, description and assignments, grading methodology and results, and detailed self-assessment documentation. The APR indicates multiple areas within the program curriculum (Energy & Systems Sequence and Tectonics & Assemblies Sequence) that respond to this condition.

ARC 251 Sustainable Design introduces sustainable principles and design strategies for environmental health as evidenced in the course syllabus, course description, instructional materials, lab assignments and examination. Assessment documentation for PC.3 indicates Assignment 06 (Biomimicry) and Assignment 07 (Adapt to Changing Conditions) as primary evidence whereby the grade-based benchmark is met. Narrative-based course assessment lists specific recommendations for improvement (software and training, adding site visits to sustainable projects, increase focus on overall concepts as they translate to the linked design studio ARC 204 Site Studio).

Principle concepts from ARC 251 integrate into the siting of the built environment, as evidenced in the ARC 204 Site Studio course syllabus, course description, instructional materials, and assignments. Narrative-based course assessment indicates objectives met, with course revisions suggested to accommodate student participation in the two-week Community Design Charrette. Assessment documentation for PC.3 indicates Project 2 (Ecological Principles) and Final Project (Holistic Dynamic) as primary evidence whereby students meet the grade-based benchmark.

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

[X] Met

2022 Team Assessment: The team found evidence of condition achievement in materials provided for ARC 212 Building a Human World, including a complete APR narrative, full course syllabi, description and assignments, grading methodology and results, and detailed self-assessment documentation. There is a strong method of evaluation and review of the course in place, and the assessment package provided concise statements about how to improve and revise the course in the future. Effective substitutions were made in the pandemic to replace the site tours, and the sequencing of these history courses is successful. The assignments are very thorough and provide a variety of assessment types (graphic identification, essays, factual statements by project, etc.) across a diverse lens of cultures, locations, ages, construction methods, etc. The sequencing of the courses appears efficient, with a good practice of re-evaluation and modifications.

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

[X] Met

2022 Team Assessment: The team found evidence of condition achievement in materials provided for ARC 509 Architectural Design Thesis Foundations, including a complete APR narrative, full course syllabi and assignments, grading methodology and results, and detailed self-assessment documentation. ARC 241 Architectural Research and Analysis introduces research at a foundational level, which then continues through other required courses, and culminates in ARC 509 Thesis Foundations (primary evidence) and ARC 510 Thesis. The program integrates research into the studio sequence and assesses it as part of that sequence, not as a separate, stand-alone outcome.

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

[X] Met

2022 Team Assessment: The team found evidence of condition achievement primarily in materials provided for ARC 408 Community Studio and the annual multi-cohort Community Design Charrette, including a complete APR narrative, full course syllabi and assignments, grading methodology and results, and detailed self-assessment documentation. ARC 408 Community Studio does an excellent job at integrating both community and peer teamwork with established benchmarks and a system of evaluation in place. The Community Design Charrette, incorporated into the opening weeks of the 2nd, 3rd, and 4th year spring studios, meets the criteria of PC.6 with an innovative collaboration system implemented with multiple years of student involvement. With experience at various leadership levels, students learn about different team member roles and the collaboration necessary for all players across different skill and age levels. There was concern about the involvement of the 'missing' 4th year cohort (due to attrition in AY 2021-2022) and how it would impact the leadership dynamics, but through discussion with faculty and students, alternative structures and the overall execution of the modified charrette remained successful in fulfilling the condition goals.

In addition to this primary evidence, the pivotal ARC 407 Integrated Studio also emphasizes the collaborative process as a team project, detailing the impact of that aspect in both the assignments and the course assessments (faculty and student).

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

[X] Met

2022 Team Assessment: The team found evidence of condition achievement through its Studio Culture Policy (SCP). The APR includes a complete narrative describing the program's approach to the condition and its process for continual improvement of the SCP.

Students and faculty assess the SCP at a regular end-of-year meeting and via an online survey. UMA's Office of Institutional Research distributes the survey, collects responses, and formats the data to be reviewed and acted upon by the students and faculty. The program distributes an updated SCP to the school community at the beginning of the semester each fall. The SCP assessment demonstrates a positive response to comments and evidence of improvement. The program cites its small size and close relationships between faculty and students for the positive and future-focused, collaborative learning culture experienced in the school. In addition to describing the procedures used to assess and improve the SCP, the program cites additional culture-building activities that lend the program uniqueness.

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

[X] Met

2022 Team Assessment: The team found evidence of condition achievement primarily in how the program exploits the strength of its own socio-economic and age diversity to broaden access to both the profession and the value of design. ARC 408 Community Studio exposes students to more diverse backgrounds within the confines of the school's region and particular community partners, with strong pass rates for student comprehension. There is a clear system of assessment applied for the continued review and revision of the course, with thoughtful reflection and future goals. The Community Design Charrette goes further in support of this PC, exposing students to how the built environment can positively impact individuals with diverse backgrounds and varying levels of resources and abilities. The required

travel-based learning in ARC 441 Architectural Travel Experience also broadens this understanding for students beyond their immediate New England context. Due to its broad nature, assessment of this PC occurs as part of both the Studio and Professional Practice Curricular Sequences.

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

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

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

[X] Met

2022 Team Assessment: The APR indicates multiple areas within the program curriculum that focus on health, safety, and welfare (HSW), with individual courses delivered by different instructors and through various methodologies.

Primary evidence of student understanding of the built environment relative to concepts of HSW is found in course syllabi, course descriptions, instructional materials, and select student work for ARC 407 Architectural Design: Integrated Studio and ARC 417 Integrated Building Systems. Select student work develops the building in situ, responds to size and scale of the building within the zoning/ building code restrictions, responds to light and views, responds to ventilation (heating/cooling), adheres to programmatic requirements, incorporates egress and accessibility, and explores building materiality in context. Assessment documentation for SC.1 indicates ARC 407 (Module 4 Integration) and ARC 417 (Modules 1 and 2) as primary evidence meeting grade-based benchmarks and ongoing improvement of course curricula.

In ARC 350 Mechanical Systems, introduction to HSW occurs at the building scale with topics in mechanical systems (heating, cooling, and ventilation), electrical systems, lighting, plumbing systems (water and waste), fire protection, acoustics, security, accessibility, and solar/climatic influences, as evidenced in the course syllabus, course description, instructional materials, and assignments. The course grading matrix indicates 89% of students met the established benchmark. Narrative-based course assessment indicates extensive revision occurred for 2020 (updates to text/instructional material, de-emphasis on memorization, and increase in awareness of products/technology) with stated objectives met, and specific improvements listed for the next course iteration.

In ARC 305 Housing Studio and ARC 306 Steel Studio, the influence of regulatory requirements, site constraints, and the given program inform studio design, as evidenced in course syllabi, course descriptions, instructional materials, and select student work. Course grading matrices indicates that 92% of students in ARC 305 and 90% in ARC 306 met the grade-based benchmark. Narrative-based course assessment indicates objectives met, with specific improvements identified for next course iteration.

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

[X] Met

2022 Team Assessment: The team found evidence of student achievement at the prescribed level primarily in materials provided for ARC 421 Professional Practice, and secondarily in ARC 406 Architectural Apprenticeship and ARC 361 Portfolio Development. Evidence included a complete APR narrative, full course syllabi and assignments, grading methodology and results, and detailed self-assessment documentation. SC.2 is part of the new Professional Practice Sequence, which will undergo its first sequence assessment in 2022. Preliminary assessments provided from 2020-2021 detail the realignment of courses proposed for the sequence to create a more coherent progression.

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

[X] Not Met

2022 Team Assessment: The APR indicates a systematic introduction of regulatory fundamentals in ARC 204 Site Studio, ARC 305 Housing Studio and ARC 306 Steel Studio, culminating with primary evidence in the connected ARC 407 Architectural Design: Integrated Studio and ARC 417 Integrated Building Systems.

Beginning in the second year, ARC 204 Site Studio concentrates on site related laws for land use (ordinances, zoning codes and site-specific environmental parameters), as evidenced in the course syllabus, course description, instructional materials, and assignments. The course grading matrix indicates 100% of students met the established benchmark. Narrative course assessment notes objectives met, with specific improvements identified for the next course iteration.

In the third year, both ARC 305 Housing Studio and ARC 306 Steel Studio include a continued focus on site-related laws as part of the project site analysis. Building-specific code regulations as they apply to the studio project (building use, height and area limitations, construction type, fire separation requirements, fire-rated assembly design, egress and exiting, and accessibility) inform the studio design. Course syllabi, course descriptions, instructional materials and assignments provide evidence of code analysis. Course grading matrices for ARC 305 and ARC 306 indicate students met the established benchmark. Narrative course assessment for both indicates objectives, met with specific improvements identified for the next course iteration.

The program indicates ARC 407 Architectural Design: Integrated Studio and ARC 417 Integrated Building Systems for primary evidence of the “evaluative process incorporated into the studio project,” including course syllabi, course descriptions, instructional materials, assignments and select student work. Assessment documentation indicates students met the grade-based benchmark in ARC 407; however, benchmark achievement falls short in ARC 417 for this aspect of the condition. In discussion during the VSV, the program noted that two of the four criteria not met (Life Safety and Laws & Regulations) as under review to improve demonstrated student understanding, though the anticipated change in instructor for the ARC 407/ARC 417 pairing is pushing this back into the upcoming academic year. The condition as a whole is accordingly **not met** at this time, though the team feels confident that the program can adequately address this deficiency prior to the next NAAB accreditation cycle.

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

[X] Met

2022 Team Assessment: The team found evidence of condition achievement in three courses: ARC 332 Construction Techniques, ARC 407 Integrated Studio, and ARC 417 Integrated Building Systems. The stated goal of the program is *“to have students make the transition from abstract knowledge to applied understanding, and to integrate that learning early and often, in multiple ways, into their design process.”* (APR, p.40) This is evident in a complete APR narrative, full course syllabi and assignments, grading methodology and results, detailed self-assessment documentation, and in the student, work submitted for SC.5 and SC.6.

Integration of technical knowledge into studio projects begins in the third year and culminates with the 7-credit integrated ARC 407 Integrated Studio and ARC 417 Integrated Building Systems courses. Integration is a key theme throughout the curriculum and the ethos of the program, and this value is most evident in the program’s approach to SC.4. For example, ARC 332 Construction Techniques integrates

with ARC 306 Steel Studio in the spring semester of third year. The team found assessment of SC.4 outcomes in the individual course assessment documents.

The program addresses the “economic objectives” component of SC.4 in ARC 408 Architectural Design: Community Studio, which asks students to address economic considerations in their work with community partners. The program provided evidence in the form of student work from ARC 408.

Although not identified in the APR as primary or secondary evidence for this condition, the team found additional evidence of technical knowledge in the following courses: ARC 221 Concepts of Structures I, ARC 322 Structures II, ARC 350 Mechanical Systems, and ARC 231 Materials & Methods.

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

[X] Met

2022 Team Assessment: The team found evidence of condition achievement at the prescribed level primarily in materials provided for ARC 407 Architectural Design: Integrated Studio and ARC 417 Integrated Building Systems, as well as in ARC 251 Sustainable Design Concepts. Evidence included a complete APR narrative, full course syllabi, description and assignments, grading methodology and results, detailed self-assessment documentation, and complete student work.

Both ARC 305 Housing Studio and ARC 306 Steel Studio intensively teach programming in terms of user requirements, and those skills are then brought into ARC 407 and ARC 417 in terms of analysis of the typological program, with process work & diagrams showing how that was synthesized into the project. Synthesis of regulatory requirements such as zoning and building codes, including accessible design, is found in ARC 407. The selected student work demonstrates, through diagrams, mass model and written description, the various code requirements which individually inform the holistic design intent.

The influence of site conditions in student projects is evident in work from ARC 305 and ARC 306 and culminating in the paired course ARC 407 and ARC 417. Despite apparent limitations in analysis, social and cultural dynamics inform the student work, suggesting that additional research and site studies exist but are not visually presented. The projects demonstrate an awareness of site constraints, a response to zoning requirements, and consideration of the physical context (demonstrated by extensive site plans and long site sections). Conceptually, the site appears to have a significant influence on the fundamental organization of the projects. Students synthesize site conditions of a variety of types into the final design. It should be noted that in all cases, project sites are remote, which limits site inventory to information that can be found through research. Direct site reconnaissance is not possible, thus limiting the potential of more qualitative forms of site analysis.

Student work shows consideration of the “measurable environmental impacts of their design decisions” through the ARC 251 Assignment #4, Design Concepts, Assignment #10, and the final project. Students clearly revise and iterate their designs with influence from the measurable environmental data collected in their projects. This iterative process is well demonstrated through their designs and explicitly applied in the aforementioned assignments. There is good benchmarking established for this course and a clear description of potential project improvements.

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

[X] Met

2022 Team Assessment: The team found evidence of condition achievement at the prescribed level primarily in materials provided for ARC 407 Architectural Design: Integrated Studio and ARC 417 Integrated Building Systems. Evidence included a completed APR narrative, full course syllabi, description and assignments, grading methodology and results, detailed self-assessment documentation, and complete student work.

While the building envelope systems and assemblies developed in ARC 332 display a wider variety of systems and specific envelope issues, their more limited application in ARC 407 are appropriate for the scope of the project in that studio. The level of integration between ARC 407 and ARC 417 is admirable, with evidence of analysis and integration of envelope systems in the studio project appearing in the complementary modules of ARC 417.

Structural systems are defined in ARC 417 relative to the projects in the corequisite studio ARC 407. In addition to presentation requirements, the instructional materials include prompts outlining the questions to which student designers should respond in the detailed structural design of their buildings. “Structural Systems” is the topic of one of the weekly lectures in ARC 417. Student work from ARC 417 shows evidence of rudimentary structural system design for the studio projects. Structural system diagrams are present and include a note with the rationale for building type selection as part of the code analysis. The diagrams are basic, but believable at the conceptual level of the studio project. Structural components are presented in more detail and are called out on wall sections, though these are not always as complete or accurate as they appear in supporting technical classwork. In the absence of a consulting engineer, citations of “The Architect’s Studio Companion” appear for structural rules of thumb, which is good as it shows the importance of referencing industry standard systems, codes, and assemblies.

ARC 407 ties in very well to ARC 417 in terms of providing evidence for the application and iteration of environmental control systems and sustainability in design. There is well-established benchmarking and a clear process for evaluation and revision. Some student comments note the lack of continuity of this topic from one course into the other for the final project, and the course assessment notes on how to improve assignments related to this. The assignment structure is strong and direct, and while every student did not pass the individual assignments applicable to this discreet SC component, student work nevertheless demonstrated successful *integration* of environmental control systems into the studio project.

Integration of life safety systems begins in ARC 417 with the Code Analysis Assignment that students then utilize in ARC 407 to inform the design. Student work presents applicable regulations (building area, height, occupancy, path of egress and exiting) as integrated features of the final design. ARC 407 Modules 2, 3, and 4 cover measurable outcomes of building performance and demonstrate condition achievement. Module 4 clearly requires that the students demonstrate how their building’s performance was “tested” for established sustainability and energy systems goals. The type of drawings required as part of these assignments (e.g., wall sections) demonstrate the successful attempt at systems integration with the measurable data produced through such analysis.

Narrative course assessment indicates a revision to the curricula instituted per revised NAAB 2020 Conditions. Assessment documentation indicates the grade-based benchmark is met with continued course monitoring relative to NAAB criteria to continue.

4—Curricular Framework

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

4.1 Institutional Accreditation

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

[X] Met

2022 Team Assessment: [The APR provides a link to the University of Maine at Augusta's most recent accreditation information from the New England Commission of Higher Education as a component of the University of Maine System. Posted information includes NECHE acceptance of the university's interim report, dated 7 May 2020, in advance of its spring 2021 visit and next comprehensive evaluation in 2025.](#)

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B.Arch.), the Master of Architecture (M.Arch.), and the Doctor of Architecture (D.Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

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

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

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

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

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

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

- 4.2.4 **Bachelor of Architecture.** The B.Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.
- 4.2.5 **Master of Architecture.** The M.Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.
- 4.2.6 **Doctor of Architecture.** The D.Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D.Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

[X] Met

2022 Team Assessment: The APR documents that the program consists of 150 total credit hours and a credit distribution that meets the minimum requirements for the accredited Bachelor of Architecture (B.Arch.) degree. This includes a complete listing of required Professional Studies courses (98 credits), required General Studies courses (40 credits) and Optional Studies electives (12 credits). The APR documents the process for evaluation of transfer General Studies credits and documents the process for evaluation of transfer Professional Studies coursework in its response to Condition 4.3 below.

4.3 Evaluation of Preparatory Education

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

- 4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.
- 4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

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

[X] Met

2022 Team Assessment: The APR describes the general application process as well as the transfer process and procedures for evaluation of preparatory education. The program website provides links to the Common Application and the Application Process pages. The team found evidence of condition achievement in the APR and in a document titled "Process for Evaluation of Transfer Credits." The 'UMA Transfer Guidelines' (<https://www.uma.edu/academics/wp-content/uploads/sites/3/2018/03/UMA-Transfer-Guidelines-for-Website-1.pdf>) provides information about how the program preliminarily evaluates the applicant's transcript, as well as each following step based on if the applicant is accepted. Completion of this process may grant course equivalencies, which requires documentation of the proposed course and how it meets the PC's/SC's. This document also provides a draft evaluation report chart, and the program provided samples of both student admissions files and redacted student transfer evaluation files.

The APR notes on p. 52 that section 4.3.2 *"is not applicable as we do not rely on preparatory education experience to meet Student Criteria."*

5—Resources

5.1 Structure and Governance

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

- 5.1.1 **Administrative Structure:** Describe the administrative structure and identify key personnel in the program and school, college, and institution.
- 5.1.2 **Governance:** Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

[X] Described

2022 Team Assessment: The APR described the administrative structure at UMA, as well as the hierarchy & communication both within and between the faculty & students. The Department of Architecture resides in the College of Arts of Sciences, the dean of which reports directly to the provost/vice-president for academic affairs. An appointed program coordinator administers the B.Arch. degree program, working directly with the dean for the general conduct of the department. This includes supervision of full-time & part-time faculty, support of teaching resources, and coordination of internal & external assessment. This system appears to be functioning well for most involved parties, and the clear hierarchy helps direct individuals to the correct person/position for information.

In addition to extensive input via the curricular assessment process, full-time faculty participate in governance via regular bi-weekly meetings with the program coordinator, as well as participation in the UMA Faculty Senate.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

- 5.2.1 The program's multi-year strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multi-year objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

[X] Demonstrated

2022 Team Assessment: The APR, along with additional information provided prior to and during the VSV, demonstrates a highly detailed long-range plan and robust process of program assessment with the goal of continuous improvement. Long range planning primarily occurs at the program level on a three-year cycle, though the program has currently extended this one year to accommodate both the 2022 NAAB accreditation outcome and recovery from pandemic disruptions. Although at this time there is no formal alignment with the institution's long-range planning, the program enjoys a supportive relationship with the college and university in coordinating achievement of its internal plan and looks to explore more opportunities for alignment as it enters its next planning cycle. Consistent with its other externally accredited programs, the university accepts the outcome of the NAAB accreditation process as equivalent to an institutional program review report.

The program uses course success rates based on student grades as the primary performance indicator, along with standard university student course evaluations, to gauge how well it is achieving stated learning outcomes. It works with the university's Office of Institutional Research to compile this data, with reports provided to the team for review.

Detailed information provided by the program outlines the status of each of the seven key goals of the 2018-2021 long-range plan, including the current level of achievement of each initiative, challenges encountered in pursuing/implementing them, and identification of corresponding adjustments in strategies for implementation where warranted. The B.Arch. Advisory Board, consisting of outside practitioners and stakeholders, provides additional ongoing input on both curricular and non-curricular initiatives.

As detailed in the APR and demonstrated in specific materials keyed to each PC and SC, the program has developed an integrated process for self-assessment with direct outcomes for continuous improvement of coursework, curriculum, learning outcomes and learning culture. UMA layers three primary avenues of self-assessment: at the individual course level after each semester, at the cohort level on an annual basis, and at the level of its seven multi-year curricular sequences, also on an annual basis. The curricular sequence reviews benefit from an additional outside assessment of a different sequence each year by a team of external stakeholders from academia, the profession, and the UMA community. In addition to these curricular assessments, the program undertakes an annual Studio Culture Policy assessment with input from students and faculty, which continually informs the policy prior to its introduction at the outset of each academic year.

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:

- 5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.
- 5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

[X] Demonstrated

2022 Team Assessment: The team found detailed evidence of condition achievement in the APR, including procedural charts, calendars, faculty and staff responsibilities, and links to curricular sequence and individual course assessment documents from the past two years.

The team found evidence of course assessment and curricular development in the UMA ARC Assessment Calendar. This chart lays out various architecture program and university-wide assessments, both existing and proposed. This overview explains the program's overall vision, while specific course and curricular stream assessments were found in their respective folders accessed by links provided in the chart.

The Curricular Assessment Process Chart in the APR describes the structure of the program's annual curricular assessment, with individual architecture courses assessed as part of each cohort and sequence. The chart outlines the primary pedagogical goal for each cohort year (1 through 5), placing emphasis on integration between courses in each cohort year. The second curricular relationship the program considers is one based on course sequencing, reviewing how pedagogy is scaffolded across the five years. The program has seven curricular sequences, which are listed in the Curricular Sequence chart in the APR, including current faculty coordinator names. The linked 2020-21 Sequence Summary Report provides more detailed information.

The APR also provides lists of the AY 2020-21 Faculty Coordinators of each area. The chart describes who is responsible for individual course assessments and how those assessments feed overall curricular sequence assessments. These assessments occur each year after the semester course offering. Additionally, an external panel of three individuals assesses each curricular sequence. Faculty members

champion any proposed changes to the curriculum or program and bring them before the architecture faculty for consideration and comment at biweekly departmental meetings. The program shares major curriculum changes with the college faculty for approval via the College of Arts & Sciences office.

5.4 Human Resources and Human Resource Development

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

- 5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
- 5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.
- 5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- 5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

[X] Demonstrated

2022 Team Assessment: The team found evidence of condition achievement for each of the following subsections in the APR, confirmed in meetings during the VSV.

The typical teaching load is 8-9 credits per semester but given the frequent combination of a 4-credit studio and two 3-credit courses, a 10-credit semester is common and considered a one credit overload. The faculty identified this workload, along with significant advising and service duties, as a challenge. While faculty appreciate the ability to teach the same courses consistently, allowing them to develop and improve their teaching, this situation means there is no internal coverage for a course should a faculty member need a course release. Integration of support courses and studios may allow for efficiency, thus reducing the effective teaching load, and the small student cohort may help reduce the actual workload. The planned addition of a fourth full-time faculty member (approved by the dean once the program enrolls 20 students in the first year) demonstrates the program's effort to balance faculty workload overall.

The interim Architect Licensing Advisor (ALA) is Professor Eric Stark, having taken over the role when the previous advisor left the program prior to the start of AY 2020-21. The role will transition to another faculty member once the program is fully staffed. The APR adequately describes the duties of the ALA.

The program lists a number of funds to which full-time faculty can apply for support to attend conferences and pursue their scholarly agenda; however, specific amounts and limits per faculty member are not listed. Again, the faculty noted a challenge due to their small number and high teaching load: should they be given research funding and a course release, the program would have a difficult time finding part-time course coverage. The faculty have access to several opportunities for support of teaching and learning activities, such as on-campus instructional designers. The full-time faculty noted that the school provides them computers and software as needed.

The program and the university offer a wide variety of services to students at multiple locations via various and flexible delivery modes. These range from academic and career advising to mental health services and Title IX support. Affordable housing options are also available to students. For internship and career guidance, the Architecture Program requires all students to take ARC 406 Architectural Internship, a 1-credit course with a requirement to work in a professional office. In addition, students are required to take ARC 361 Portfolio Development in their fifth year.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
- 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.
- 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.
- 5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

[X] Demonstrated

2022 Team Assessment: The APR provides a thorough overview of the resources being dedicated to diversity, equity, and inclusion (DEI), particularly UMA's Diversity, Equity and Inclusion Council, and supplemental information provided by the program gives greater background on how the program is using its resources to support DEI, demonstrating condition achievement.

The APR's '2018 Long Range Planning' PDF discusses goals for department growth and adding new positions but does not give information about what diversity these new hires could bring, and how it currently evaluates faculty diversity to seek out greater balance. The small number of full-time and part-time faculty in the program skew disparities in diversity, with gender imbalance being the primary concern. However, although only 18% of the eleven full-time and part-time faculty positions are female, they teach 41% of AY 2021-2022 coursework. The APR explains the Affirmative Action plan with the university's human resources consultant, Berkshire Associates, and the program provided detailed supplemental information on the benchmarks for faculty and staff hiring. While the program has not met its goals for greater gender equity in recent faculty hiring, for a variety of reasons outlined, the supplemental information provided gives greater background on how the program is actively evaluating prospective faculty for how they may support its greater DEI goals.

As with faculty diversity, the racial and ethnic demographics of the student body are generally consistent with that of the state and university as a whole. The APR explains the development and changes in student diversity well, noting varied success from year to year since the last accreditation in female recruitment. Additional information provided by the program details several specific efforts being undertaken to increase gender equity in new applicants, and notes that the most recent incoming class was 58% female, indicating some success on that front. Looking beyond racial and ethnic diversity, the university and program excel in opportunities focused on economic and age inequalities, with students over the age of 25 comprising 27% of the program enrollment. Information provided by the program outlines additional outreach efforts focused on under-represented communities consistent with the state's demography, including community college graduates, working students, adult education participants and Indigenous students. Students noted that the program considers the challenges faced by students with varying backgrounds and current responsibilities outside of school, though this is an area also noted as needing greater effort from annual assessment of the Learning Culture and Studio Culture Policy.

The APR includes detailed information on the university's EEO/AA policies, all of which are publicly accessible via the school's website. Notable among these is the school's Diversity, Equity and Inclusion Council, on which a 5th-year architecture student currently holds a seat.

The APR provides detailed information on the university policies dealing with support and accommodations provided for students, including academic support, ADA accommodations and mental health counseling. Supplemental information from the program further clarifies that these extend to faculty and staff as well. However, information is not specific to the B.Arch. program in terms of the specific demands of an architecture major and how those may be addressed differently to consider the varied demands within the program of each student and their unique school-work-life responsibilities.

5.6 Physical Resources

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

- 5.6.1 Space to support and encourage studio-based learning.
- 5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
- 5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- 5.6.4 Resources to support all learning formats and pedagogies in use by the program.

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

[X] Demonstrated

2022 Team Assessment: Primary evidence of required physical resources is found in the APR narrative, 2018-21 UMA B.Arch. Long-Range Goals and Initiatives Assessment, UMA Building Plans dated 2021-22, Handley Plans for NAAB dated 2021-22, and the video tour of facilities. Handley Hall, located in downtown Augusta, approximately 2.2 miles from the main campus, accommodates the entirety of the B.Arch. program. General Education courses are delivered at UMA's main campus. Students are provided shuttle service and free parking to access both locations. Handley Hall contains spaces to support and encourage studio-based learning with 59 dedicated studio seats and spaces for didactic and interactive learning. Students have 24 hour-a-day/seven-days-a-week secured building access except on national holidays. Full-time faculty have dedicated office space in close proximity to the studios, with part-time faculty utilizing the conference room as needed.

Supporting the program's mission of "*Architecture through Engagement*," spaces and resources for a hands-on learning experience are supported at Handley Hall and at the main campus. Specifically, new shop tools, plotters, printers, digital resources and improvements to Handley Hall since the last NAAB visit include areas for "dirty" work with direct connection to the exterior, a digital tool space with 3D printing capabilities and CNC machine, a plaster room, a dedicated photo studio, new classroom/critique space, a building materials library, project storage space, new student lounges, and a supplemental on-site architectural book/periodical library.

Improvements to HVAC at Handley Hall are in progress. During the COVID pandemic, two architectural history courses are being taught online with plans to return to in-person learning in AY 2022-23. Confirmed in discussion during the VSV, the current spatial allotment at Handley Hall is adequate for the current cohort. With the anticipated increase in student enrollment – a total of up to 75 students – within the next five years, the program has identified areas to accommodate the projected growth, which include revision of the first floor and appropriation of the fifth floor of Handley Hall.

5.7 Financial Resources

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

[X] Demonstrated

2022 Team Assessment: As indicated in the APR and confirmed during the VSV, the budget development process occurs annually at the institution level with input from senior leadership at the college level (dean of College of Arts and Sciences). Developed in conjunction with the strategic plan, identified priorities and available resources, the college allocates the approved institutional budget by department. The program may request to revise the allocation or add funds as needed. The allocated budget is used for the program's direct operating costs (student printing, supplies, travel, fees, and equipment). Indirect and overhead costs (salaries, facilities, etc.) are not charged to the program.

Provided financial documentation indicates the program has been operating at an overall loss (revenue versus expenses) FY2018 through FY2021. However, as confirmed in interviews with the chief business officer, the overall institutional budget covers the financial deficit so as to maintain an operating budget sufficient to cover the costs of the program. In AY 2020-21, a differential tuition model was introduced which will close the gap (revenue versus expenses) to eventually provide fiscal balance at the program level.

In interviews with the dean and provost, it is apparent the B.Arch. program is an important part of the institution's strategic plan; accordingly, appropriate funding is a priority. A fourth, full-time faculty member will be added once the program reaches its anticipated growth goal of five additional first-year students (planned for AY 2022-23). Physical resources (studio space, classrooms, tools, and supplementary workspaces) will be improved as the program cohort increases (maximum 75 students).

Approximately 68% of students at UMA are Pell grant eligible. UMA and the program have various scholarships and grants available to students.

5.8 Information Resources

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

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

[X] Demonstrated

2022 Team Assessment: The team found evidence of condition achievement in the APR, including a description of and links to the UMA library system. As noted in the APR (p. 92), "*Since almost all UMA students either commute to campus, or are taking online or off-site courses, UMA libraries have a strong focus on serving students at a distance while maintaining physical space for the print collection and meeting students' space, technology, and other in-person needs.*" Katz Library includes a twelve-seat computer lab, 25 networked desktops computers, the Writing Center, and the Collaboratory, a communal and quiet study space and classroom. Handley Hall includes a collection of books comprising mainly periodicals and duplicate titles already held in the library, as well as architecture donations which do not meet current collection development policy guidelines. The library's online catalog (link provided in the APR) is a joint catalog for all University of Maine System campuses as well as the Maine State Library, Bangor Public Library, and the Maine Law and Legislative Reference Library. The main collection includes access to all major architecture and design-content database catalogs, as well as essential AASL-recommended periodical titles. Growth of the physical collection related to architecture is supported with annual financial resources, with the Assistant Director of Library Services overseeing development of the architecture collection in concert with the architecture faculty. UMA students are assisted by librarians via face-to-face interactions in the library as well as phone, online text, video chat, and email services.

6—Public Information

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

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

[X] Met

2022 Team Assessment: The Statement on NAAB Accredited Degrees appears on the program website: <https://www.uma.edu/academics/programs/architecture/naab-information>.

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) *Conditions for Accreditation, 2020 Edition*
- b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) *Procedures for Accreditation, 2020 Edition*
- d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

[X] Met

2022 Team Assessment: Links to the 2014 & 2020 NAAB Conditions and the 2015 & 2020 NAAB Procedures appear on the program website: <https://www.uma.edu/academics/programs/architecture/naab-information>.

6.3 Access to Career Development Information

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

[X] Met

2022 Team Assessment: Links to the AIA, AIAS, ACSA and NCARB websites, the NCARB Certification Guidelines, *AIAS Studio Culture: Stories & Interpretations*, *The Emerging Professional's Companion*, the collateral publication *Your Guide to a Career in Architecture*, and ARCHCareersGuide.com appear on the program website: <https://www.uma.edu/academics/programs/architecture/naab-information>.

In addition, the program provides students with information on career requirements and opportunities at multiple points throughout their time in the program. These include annual student meetings, programs of the school's AIAS chapter, and the work of the AXP Advisor, as well as professional practice coursework required of all students in the program. The university also provides programs and job search resources through the Office of Career Connections, <https://www.uma.edu/academics/advising/career-connections>.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and inclusion

[X] Met

2022 Team Assessment: Links to all applicable accreditation reports and related documents, including NCARB ARE pass rates, appear on the program website:

<https://www.uma.edu/academics/programs/architecture/naab-information>.

The program makes its policies on studio culture and learning & teaching culture available on the program website at <https://www.uma.edu/academics/programs/architecture/details/> via the *Program Policies* tab.

Diversity resources are also available from the same page via the *UMA Diversity Information* link. The university's statements on accessibility, non-discrimination and diversity are available on the school's website: <https://www.uma.edu/compliance/handbook/statements/>. Title IX policy statements and resources, as well as ADA accommodation information, are included in all course syllabi.

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

[X] Met

2022 Team Assessment: Links to all policies and procedures concerning applications and admissions to the program appear on the program website:

- a. General, university-wide application information is available online for both first time and transfer students: <https://www.uma.edu/admission/apply/>

The admissions website contains a detailed section that expands on the “Competitive Program Admission Requirements & Deadlines” and lists out the requirements to be admissible for the B.Arch. program. This short bullet point list also provides a link to the architecture program’s own application process page. There are links to the Common Application page, a PDF template for recommendation letters, and a PDF that thoroughly explains the portfolio expectations, judging criteria, and submission process.

<https://www.uma.edu/academics/programs/architecture/details/>

<https://www.uma.edu/admission/apply/#competitive>

<https://www.uma.edu/academics/wp-content/uploads/sites/3/2021/02/Design-Documents-Requirements-2021.pdf>

- b. ‘The ‘UMA Transfer Guidelines’ document (<https://www.uma.edu/academics/wp-content/uploads/sites/3/2018/03/UMA-Transfer-Guidelines-for-Website-1.pdf>) provides information about how the program preliminarily evaluates the applicant’s transcript, as well as each following step based on if the applicant is accepted. Completion of this process may grant course equivalencies, which requires documentation of the proposed course and how it meets the PC’s/SC’s. This document also provides a draft evaluation report chart.
- c. The Architecture Program details page prominently features a direct link to the financial aid page (<https://www.uma.edu/financial/aid/forms/>), including tuition estimates specific to the B.Arch. program and to the university-wide financial aid basics page. This page provides references for available aid as well as links to multiple scholarships and all necessary forms.
- d. The Architecture Program details page prominently features a direct link to the university’s diversity information site (<https://www.uma.edu/academics/advising/career-connections/diversity-resources/>). In addition, the final paragraph of the Learning & Teaching Culture Policy begins to discuss the department’s role in valuing diversity and supporting the university’s commitment to DEI. Additional information provided by the program describes diversity goals, as well as how the university considers a broader sense of diversity amongst each incoming class.

6.6 Student Financial Information

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

[X] Met

2022 Team Assessment: The program’s website contains a link to *UMA Financial Aid Information* on its *Architecture Program Details* web page: <https://www.uma.edu/academics/programs/architecture/details/>. The *Architecture Program Details* web page also provides detailed 5-year student financial outlay charts via the *Financial Aid Information 2021* tab.

V. Appendices:

Appendix 1. Conditions Met with Distinction

3.1 PC.6 Leadership and Collaboration: Course assessments highlight the value of collaboration within various design studios in terms of student learning, particularly in the Community Studio ARC 408 and Integrated Design Studio ARC 407. Even more notably, the Community Design Charrette provides an innovative mechanism to highlight both collaboration and develop leadership skills in an iterative manner, with each student participating in multi-cohort teams at multiple different points in the curriculum, including leading teams with community partners as 4th year students.

5.2 Planning and Assessment: UMA's Architecture Program has fully embraced the ethos of continual advancement - a key aspect of the 2020 Conditions - with a highly detailed multi-year plan aspiring to both curricular and non-curricular improvements. It measures progress in these areas - most notably student learning outcomes - through a multi-layered process of assessments that is integrated with its curricular structure and external review by program stakeholders, with abundant evidence of ongoing improvement based on assessment feedback.

5.3 Curricular Development: UMA's multi-layered course and curricular assessments are particularly well structured to support the curricular sequences and yearly cohort planning. The program assesses the curriculum regularly through various lenses, and incorporates input from faculty, students, and a panel of external reviewers at strategic points every year. All of these efforts lead to a culture of continuous improvement within the school around the core curriculum. This exemplary effort was evident to the team in the APR and from several meetings during the visit, including particular compliments from the dean and the UMA Director of Institutional Research and Assessment.

Appendix 2. PC/SC Matrix

Program Criteria	Preparatory Education	
	Year 1	Year 2
PC.1 Career Paths PC.2 Design PC.3 Ecological Know. & Respon. PC.4 History & Theory PC.5 Research & Innovation PC.6 Leadership & Collaboration PC.7 Learning & Teaching Culture PC.8 Social Equity & Inclusion	ARC 101 Architectural Design: Foundations	ARC 110 Intro to Architectural Representation
	ARC 102 Architectural Design: Process	ARC 120 Intro to Digital Tools for Architecture
	ARC 123 Architectural Principles and Precedent	
	ARC 203 Architectural Design: Intention	ARC 212 Building a Human World
	ARC 261 CADD	
	ARC 204 Architectural Design: Site	ARC 251 Sustainable Design Concepts
	ARC 241 Architectural Research & Analysis	ARC 350 Mechanical Systems
	ARC 305 Architectural Design: Housing	ARC 221 Concepts of Structures I
	ARC 231 Architectural Materials & Methods	
	ARC 306 Architectural Design: Steel	ARC 262 BIM
	ARC 332 Construction Techniques	ARC 322 Structures II
	SC.1 HSW in the Built Environ. SC.2 Professional Practice SC.3 Regulatory Context SC.4 Technical Knowledge SC.5 Design Synthesis SC.6 Building Integration	ARC 407 Architectural Design: Integration
ARC 312 History of Modern Architecture		ARC 421 Professional Practice
ARC 408 Architectural Design: Community		ARC 406 Architectural Apprenticeship
ARC 441 Architecture Travel Experience		
ARC 509 Architectural Design: Thesis Prep		ARC 431 Architectural Theory
ARC 361 Portfolio Development		
ARC 510 Architectural Design: Thesis		
Community Design Charrette		
Lectures, Panels, Workshops		
Architect Licensing Advisor, NCARB		
Architecture Info Day (Open House)		
Architecture Student Orientation		
The Meeting - all-school discussions		
Studio Culture Policy & Assessment		
Faculty Office Hours		
Annual Architecture Student Exhibit		

PRIMARY EVIDENCE
 SECONDARY EVIDENCE

University of Maine at Augusta, Bachelor of Architecture
 PROGRAM AND STUDENT CRITERIA MATRIX

Appendix 3. The Visiting Team

Team Chair, Practitioner Representative

John Edwards, Assoc. AIA, LEED AP-BD+C
Bonstra | Haresign ARCHITECTS
1728 14th Street, NW | Suite 300
Washington, DC 20009
D 202.328.5716 | M 202.250.9290
jedwards@bonstra.com

Educator Representative

Jeffrey L. Day, FAIA, NCARB
Killinger Professor of Architecture
University of Nebraska
232 Architecture Hall
College of Architecture
Lincoln, NE 68588-0107
M 402.415.5551
jday2@unl.edu

Regulator Representative

Deborah Suzan Huff, NCARB, AIA, LEED AP-BD+C
Master Architect/Senior Associate
SSOE Group
320 Seven Springs Way, Suite 350
Brentwood, TN 37027
M 801.953.9554
dhuff@ssoe.com

Student Representative

Amanda Cohen
B. Arch, Drexel University
Philadelphia, PA
631.804.0375
Arc365@drexel.edu

V. Report Signatures

Respectfully Submitted,



John Edwards, Assoc. AIA
Team Chair



Jeffrey Day, FAIA
Team Member



Deborah Suzan Huff, AIA
Team Member



Amanda Cohen
Team Member