The Catholic University of America
School of Architecture and Planning

Visiting Team Report

Master of Architecture
Track I (pre-professional degree (137 credits) plus 60 graduate credits)
Track II (non-pre-professional degree plus 111 graduate credits)

The National Architectural Accrediting Board
April 15, 2015

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1.   **Team Comments and Visit Summary**

Hospitality
The team appreciates the hospitality provided by the School of Architecture and Planning and The Catholic University of America (CUA) in supporting the visiting team. We are especially appreciative of the time that President Garvey made available to us. The well-organized team room demonstrated that the school was prepared for the visit.

Overview of the Program

Unique Mission of CUA
The unique mission of the focus of CUA's architecture school on "Building Stewardship" is well represented in the following range of programs:
- the connection of building design to the Cultural Studies and Sacred Space Program.
- the unique design-build opportunity, "Spirit of Place," where students collaborate to design and build a structure, typically in another country, in only 10 days.
- the experiences that students have in the newly configured Comprehensive Building Design course, where they work in teams in consultation with local firms that, in many cases, have national and international reputations.

Faculty
The faculty is a vibrant, diverse, and very collegial group that has been extremely resourceful during the austere budget times of the program. The team was impressed with the level of scholarship that has been achieved since the last accreditation visit, even when that meant significant out-of-pocket costs on the part of the faculty members. The school and the university should be proud of the accomplishments of such a nationally and internationally recognized faculty that is uniquely multi-disciplinary.

Students
The students are a mature, collegial, and remarkably interactive group, and there is excellent communication among all of the students in the program. The leaders of the student organizations are very well attuned to helping improve the interactivity among students and faculty, and they have specific ideas on how to improve the program. The typical divisions that separate undergraduate pre-professional program students from graduate students are not apparent. The team feels that it is important to acknowledge the patience and understanding that the student body has shown as the program transitions toward stability during challenging financial cut-backs.

The team would like to highlight the work of one of the student leaders: Begoña Blasco, president and founding member of CUA-ASHRAE. This organization is a recent recipient of the university's "In Spirit of the Mission Service Award." The award recognizes a student organization's services that creatively and strongly connect to the organization's mission. Ms. Blasco led the organization in doing free energy audits with Green Impact DC, volunteering for Discover Engineering Family Day, and hosting educational seminars.

Staff
The lean core of staff enjoys working with the faculty and students, and has been resourceful in supporting the program and adjusting to changes arising from budget cuts.

Physical Resources
The Crough Center for Architectural Studies (Crough Center), a former gymnasium, contributes to the unique identity of the program by providing a single long-span space where all the teaching

and learning happens. The team commends the program for placing the advanced technology (new 3D printers) closer to the instructional classrooms, where it will enhance the integration of technology into all coursework. The recent equipment purchases for the support shop in the basement of the building have improved the number of "tools for making" to which the students have access. Additionally, moving the library into the basement of the building, close to the instructional areas, was a significant decision.

Financial and Long-Range Planning
The visiting team understands the frustrations of a program that is going through difficult times with regard to budget cuts and commends the school administration for documenting, in the APR, the financial ups and downs since the last visit. The number of ideas that have been presented by the university as potential options for the next steps, including teaching efficiency documentation, show that there is a continuing effort to find the best way to move the program forward.

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3.   **Causes of Concern**

1. **Human Resources**
The visiting team supports maintaining the program's unique multi-disciplinary faculty, even during transitional budget and enrollment stabilization:
- There is concern that the tenure-track faculty do not have adequate resources to support scholarship travel needs (faculty report a number of instances of out-of pocket expenses to support trips).
- The adjunct faculty support the reconfigured comprehensive design experience by providing vital professional role models for students. Students consult with the outside firms of these faculty members to improve building design projects and to establish summer internship and future employment connections. Therefore, the reduction in funding for hiring adjunct faculty is of concern.

There is a need to restore core support staff for the program in order to stabilize it:
- There is an immediate need to fill the two staff positions recently vacated and a need to provide release time for faculty to assist with student advising. As the program awaits new staff hires, the associate deans are dealing with advising, scheduling, contract writing, registration, and graduation requirements.
- The team is concerned because the support staff have been reduced from 12 staff in 2008-2009 to 4 at the time of the current visit, and to 6 when the new positions are filled. The current support staff are Assistant Dean August Runge, Shop Supervisor Davide Prete, Computer Technician Daryoush Ghalambor, and Assistant to the Dean Pat Dudley.

2. **Physical Resources**

Repair of the facility's deferred maintenance items is needed (these items were also cited in the 2009 VTR):

- The team has health and safety concerns regarding the HVAC's extreme temperature fluctuations, which create difficult working conditions within the space.
- The buzzing lights, given the high use of the design studio spaces, are a distraction and an annoyance to students, faculty, and visiting critics, and disrupt the quality of the educational experience.
- The upgrade of the dust collection/ventilation system for the lower-level support shop is needed as an immediate fix to mitigate the migration of fumes from material cutting on the lower level to the upper level of the building. Moving the dust collection system outside the building would allow more students to use the equipment.

3. **Digital-Network Infrastructure**

The digital-capacity needs of this professional program exceed the university's standard levels. The digital-network system is woefully inadequate for accomplishing many of the requirements of the courses:

- The network speeds for the file sharing of digital files is too slow.
- The faculty e-mail capacity of 2GB is too low.

4. **Long-Range Planning**

- Moving forward with the inclusion of the Department of Art within the School of Architecture and Planning could improve multi-disciplinary linkages. This opportunity has the potential to strengthen the foundational and historical roots of architectural education in the visual arts, as long as the logistics of this move can be resolved.
- Reinstating the ½ time development staff position, formerly shared with the School of Engineering, will assist the School of Architecture and Planning in moving forward with fundraising efforts.
- More assistance is needed from the university to manage enrollment, marketing, and public relations for the school. Assistance in promoting the school's unique aspects will help with future enrollment. The faculty were quite frustrated by the lack of support for providing press releases for events and for handling the acknowledgements received.
- In terms of increasing future enrollment, and possibly integrating the Department of Art, expansion of the physical facility will need to be explored.

5. **Curriculum and Development**

Students expressed frustration over the fact that no one seemed to be overseeing all four concentrations of Tracks I and II of the Master's program, and, as a result, there seemed to be overlaps in course content. Academic requirements for concentration areas seemed, at times, to be too restrictive and prevented students from participating in other opportunities in which they might be interested (e.g., travel opportunities). This team supports the students' interest in having the school develop core courses and in allowing more flexibility that extends across all concentration areas. In addition, student frustration with syllabi that are changing and late and with the lack of access to grading rubrics continues.

4. **Progress Since the Previous Site Visits (2009)**

2004 Condition 5, Studio Culture: *The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of*

optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Previous Team Report (2009): This condition is <u>not</u> met. A first attempt at a Studio Culture Policy has been provided, but there is no consistent understanding among the faculty and students of the document's existence, nor its importance. A more interactive practice for educating the students about the positive aspects of the policy should be established.

The traditional culture of studio is strongly embedded within the program however contemporary issues regarding studio culture need to be addressed in a systemic way. The culture has been negatively impacted by the combination of the high number of required hours and the limitations of the facilities.

> **2015 Visiting Team Assessment:** CUA developed a thorough, well-thought-out Studio Culture Policy after the 2009 NAAB visit. Among the more creative and most conspicuous elements of the policy was the SPC text applied to the main corridor floor in vinyl lettering, which provided a constant reminder of the requirement. However, students do not believe that the policy is enforced.
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> The text was removed recently to allow for the refinishing of the wood floor, but is expected to be replaced by similar graphics that state the newly revised and soon to be adopted Studio Culture Policy. Amendments to the current policy include enforcement provisions and the requirement for annual re-assessment. Students vote on the new policy on April 15, 2015, and, following its acceptance by the administration and faculty, it will be implemented at the start of the fall 2015 semester.

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

Previous Team Report (2009): This condition is <u>not</u> met. Overall, there is a very good student/faculty ratio. The support staff is hard working but minimal for the size of the program and does not provide for growth. Students, faculty and staff expressed strong concern over the lack of administrative clarity within the school. Frustration over organizational structure and the decision making process was evident. Additionally, students expressed strong concerns over advising effectiveness, timeliness, faculty assignments, course scheduling, and consistency.

Both students and faculty expressed concern over excessive time delays in receiving feedback from course evaluations. This adversely affected the quality of course effectiveness and communication. Additionally, the team has concern over the lack of the critical nature of the course evaluation questions which may inhibit the quality of the feedback.

> **2015 Visiting Team Assessment:** This condition is still **Not Met** and continues to be a concern of this visiting team. As indicated by the last team, typical student/faculty ratios in studio classes are excellent, ranging from 1:10 to 1:12. However, there is considerable faculty concern regarding the fact that the number of students in a course can vary drastically during the first few weeks of school because of the university policy of allowing enrollment to extend a week into each semester.

The support staff is much smaller now than it was at the time of the last visit, having decreased by more than half, while the number of students has decreased by less than one-third. The strong concern expressed by students, faculty, and staff over the lack of administrative clarity within the school has not improved since the time of the last visit. Frustration over the decision-making process and the lack of clear communication was evident. Additionally, students continued to express strong concerns regarding course scheduling, as well as consistency in faculty expectations and grading rubrics.

2004 Condition 8, Physical Resources: *The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.*

Previous Team Report (2009): This condition is not met. Although every student, except the freshmen, has a dedicated desk space, there is not adequate layout or pin up space or adequate space at each station. The desk space is so tight it hampers the proper execution of a design problem. The freshmen share a desk. Even in this area there is a problem with adequate space for proper seating and alignment to drawing boards.

The faculty has adequate office space, however many offices do not have windows and there is no room for additional faculty.

The areas for the IT network, printing, plotting and laser cutting are not properly ventilated. The heat generated by the equipment provides temperatures higher than acceptable for either people or the equipment itself.

The woodworking shop is adequate and safety precautions are observed and students are being trained on the use of the equipment. However, the ventilation and dust exhaust system is a concern.

The storage in the building is not adequate.

> **2015 Visiting Team Assessment:** This condition is still **Not Met**. The 2009 visit was made at the peak of CUA student enrollment, which created a unique set of circumstances that no longer exist. Thereafter, enrollment dropped by more than 20%, which made a proposed building addition unnecessary. The student population has now stabilized at around 340. The Crough Center is a converted gymnasium with many inefficient spaces, but, as a whole, it is adequate in size for the current needs. The addition of an elevator has made most of the building accessible.
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> Nevertheless, the building infrastructure is antiquated and inefficient. Industrial bay lighting fixtures are the primary source of studio illumination. They emit a very loud, very distracting noise, and they are expensive to operate. Students conducted an energy audit and recommended turning off the lights during daylight hours and using only the natural light. The first year's savings were reported to be about $10,000. Studies indicate that better illumination and greater savings could be achieved by replacing the lighting, wiring, and controls.
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> Likewise, the uneven, uncontrollable HVAC system is not conducive to teaching or learning. The plumbing is also problematic; a ruptured water line recently caused catastrophic damage to the basement.

The woodworking, print, and fabrication laboratories have been recently renovated and reconfigured. New equipment, ventilation, and lighting were installed following the flood mentioned above.

If the Department of Art joins the School of Architecture and Planning in the Crough Center, the physical facilities will require re-evaluation and probably expansion.

2004 Condition 12 Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: 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 electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

Previous Team Report (2009): This condition is not met. The track for students with a pre-professional degree is a professionally intensive curriculum requiring 198 credits for the CUA students. The curriculum leading to the architecture degree must include at least 45 credit hours outside architectural studies either as general studies or as electives with other than architectural content. The team identified only 39 credits outside of architectural studies as a requirement.

There are many outstanding electives offered within the School of Architecture. Especially notable are the foreign study programs and all areas of concentration. However, the number of required credit hours within architecture inhibits students from either pursuing special interests beyond the School of Architecture or completing minors or developing areas of concentration outside the program.

> **2015 Visiting Team Assessment:** This condition is **Met**. CUA has realigned course requirements in response to the 2009 accreditation visit remarks. The 2-year Master's program (Track I) now requires 60 credit hours. The Track II Master's program requires 3 years and 111 credit hours.

2004 Criterion 13.9, Non-Western Traditions: Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world.*

Previous Team Report (2009): This criterion is not met. While there is evidence of awareness through lectures, the team did not find evidence of the understanding of the cannons and traditions of the architecture and urban design in the non-Western world. Elective courses continue to offer outstanding opportunities to explore architecture and urban design in the non-Western world.

> **2015 Visiting Team Assessment:** This criterion is **Met** in ARPL 211/511 History of Architecture I and ARPL 212/512 History of Architecture II. Non-western traditions are extensively and effectively covered in both the lecture slides and the student essay responses on tests. Students are demonstrating a robust understanding of the course material in their essay responses on tests. Students understand the parallel and divergent canons of architectural history in many cultures around the world.

2004 Criterion 13.17, Site Conditions: Ability to *respond to natural and built site characteristics in the development of a program and the design of a project.*

Previous Team Report (2009): This criterion is <u>not</u> met. The team has found little evidence that site concerns are addressed in an analytical and comprehensive fashion in student work. Upper level undergrad and graduate student work does not consistently demonstrate site relationships to the same level as building design.

2015 Visiting Team Assessment: This criterion is **Met**. The program has exhibited progress since the 2009 visit. Students in ARPL 602 Comprehensive Building Design Studio (CBDS) demonstrate extensive use of site characteristics to shape their design process. Students show an awareness of the existing urban context of their projects and the impact that their designs have on that context. Students also demonstrate a strong understanding of site, vegetation, topography, watershed, and soil.

2004 Criterion 13.23, Building Systems Integration: Ability to *assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design.*

Previous Team Report (2009): This criterion is not met. Though shown in class work, the team could not find consistent demonstration of building systems integration ability in the studio work.

2015 Visiting Team Assessment: This criterion is **Met**. Students' studio work for ARPL 602 Comprehensive Building Design Studio (CBDS) demonstrates significant ability in building systems integration.

II.   Compliance with the 2009 Conditions for Accreditation

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

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

I.1.1 History and Mission:

[X] The program has fulfilled this requirement for narrative and evidence.

2015 Team Assessment: The APR describes and provides evidence of the relationship between the program, the administrative unit, and the institution. As an architecture school within the national university of the Catholic Church in the United States, the school's principles are informed by the ethical, religious, philosophical, and societal potentialities of the discipline. The School of Architecture and Planning seeks to instill these attributes in students by adhering to a philosophy devoted to the integration of artistic creativity, intellectual curiosity, and technical acuity. In doing so, it aims at cultivating a holistic view of architecture and design so that students, future architects, and planners can assume a personal responsibility for the welfare of the world and forge compelling contemporary attitudes toward Building Stewardship for the society at large.

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

  Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

  Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff— irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.

2015 Team Assessment: The visiting team was able to verify each of the elements identified within the APR regarding Learning Culture and Social Equity. This was also accomplished through meetings, conversations, and direct observation of the students, faculty, staff, and university administration. The

team found a program that, for the most part, provides a positive and respectful learning environment. Students and faculty are supportive of their peers and feel free to share their concerns with each other and with the administration of both the school and the university. The team found that students and faculty were frustrated regarding the timeliness and transparency of communication from the administration.

Further, evidence was found that the program instills values of professional conduct and addresses health-related issues, such as time management. Members of the learning community—faculty, staff, and students—are aware of these objectives, many of which are included in the Studio Culture Policy. The consistency of the implementation of this policy could be improved, and student leaders were engaged in this effort at the time of the visit.

It was clear to the visiting team that the program provides a culturally rich educational environment for all participants. Students with mobility or learning disabilities are accommodated, although the team would prefer that all students be able to access the mezzanine-level studio. The program has a clearly stated policy on diversity, which is communicated through the website, and statistics indicate that the students are diverse in terms of gender and ethnicity, with consistently improving ratios in this regard. Since the last team visit, the program has clearly made an effort to increase gender and ethnic diversity among the faculty.

I.1.3 Response to the Five Perspectives: *Programs must demonstrate, through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

> **A. Architectural Education and the Academic Community.** *That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.[1] In addition, the program must describe its commitment to the holistic, practical, and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.*

> **[X] The program is responsive to this perspective.**

- **2015 Team Assessment:** The university seeks to preserve its tradition of collegial governance by fostering a climate within which all members of the university community have sufficient opportunities to influence deliberation and choice. The School of Architecture and Planning at CUA is dedicated to the professional education of those who will plan, design, build, and conserve the built environment. The school aims at cultivating a holistic view of architecture, planning, and design so that students, future architects, and planners can assume a personal responsibility for the beauty, equity, and well-being of the world. Its ultimate goal is to forge inspiring contemporary attitudes toward Building Stewardship for society at large.[2]

  The unique mission of the focus of CUA's architecture school on Building Stewardship is well represented in the following range of programs:
  - the connection of building design to the Cultural Studies and Sacred Space Program.
  - the unique design-build opportunity, "Spirit of Place," where students collaborate to design and build a structure, typically in another country, in only 10 days.

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[1] See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate.* Carnegie Foundation for the Advancement of Teaching. 1990.
[2] Excerpts from the CUA School of Architecture and Planning Mission Statement.

- the experiences that students have in the newly configured Comprehensive Building Design course, where they work in teams in consultation with local firms that, in many cases, have national and international reputations.

B. Architectural Education and Students. *That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.*

[X] The program is responsive to this perspective.

2015 Team Assessment: The program immerses students in the global community. The school draws in practitioners from around the world and also enables students to travel abroad to engage directly in that community. The variety of study abroad experiences and the classes on campus teach students to nurture and build on diverse perspectives.

A large number of evening classes helps draw in a broader range of students, giving each student new perspectives through their peers. The program's studio courses engage students to work with clients. Students learn to value diverse perspectives among people outside the profession.

C. Architectural Education and the Regulatory Environment. *That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located; and, prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).*

[X] The program is responsive to this perspective.

2015 Team Assessment: It is clear that the program provides sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments. Further, the high percentage of licensed architects within the CUA faculty contributes to an understanding of the role of the registration board for Washington, DC.

The relationship of the School of Architecture and Planning with the abundant, available professional community provides students with an opportunity to learn from multiple licensed architects. Through the use of adjunct professors and the availability of projects performed in collaboration with local professionals, the school facilitates the transition to internship and licensure. Students have access to a faculty member Intern Development Program (IDP) Coordinator and have the opportunity to learn about NCARB and the process of licensure in one of the "Town Hall" meetings each year and in ARPL 722 Practice Management. Students are provided with information regarding enrollment in the IDP in these venues.

D. Architectural Education and the Profession. *That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities; and to contribute to the growth and development of the profession.*

[X] The program is responsive to this perspective.

2015 Team Assessment: The school has the advantage of being located in a major metropolitan city that draws its population from around the world. This same magnetic energy attracts architects and architecture firms to the Washington, DC area. These are the professionals who serve as adjunct faculty, who craft studio projects sited internationally, and who hire CUA architecture students into their practices. CUA architecture students are prepared to meet the criteria of this perspective.

E. Architectural Education and the Public Good. *That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation, and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.*

[X] The program is responsive to this perspective.

2015 Team Assessment: Coursework for ARPL 402/432, 602/632, and 722 fulfills this perspective. Discussions with student leaders affirmed that they are engaged citizens, are responsive to the needs of a changing world, and are acquiring the knowledge needed to address pressing environmental, social, and economic challenges.

I.1.4 Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

[X] The program's processes meet the standards as set by the NAAB.

2015 Team Assessment: The school has prepared, updated, and made available a Long-Range Plan that meets NAAB standards.

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

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

[X] The program's processes meet the standards as set by the NAAB.

2015 Team Assessment: The school clearly outlines assessment procedures and documents periodic self-assessment of the program in the documentation provided.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:
- *Faculty and Staff:*
  - o *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies, which may include, but are not limited to, faculty and staff position descriptions.[3]*
  - o *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
  - o *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  - o *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
  - o *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  - o *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human resources (faculty and staff) are inadequate for the program.

2015 Team Assessment: This condition is still **Not Met** and continues to be a concern of this visiting team.

The support staff work hard (and they appear to enjoy what they are doing), but the staff are minimal in number for the size of the program. This team is concerned that, because the total number of support staff has been reduced, the school has limited to no support in running the program. The total number of support staff positions was 12 at the time of the last visit. Currently, there are only 4 positions: the assistant dean, shop supervisor, computer technician, and assistant to the dean.

The total number of students in the School of Architecture and Planning during the last visit in 2009 was 504, which was peak enrollment (376 undergraduates and 128 graduates). At this visit, the actual numbers are 233 undergraduates and 111 graduates. With a 75% reduction in staff in the 6-year period between visits, the team has a concern that the school and, subsequently, the program are not adequately staffed. The focus of our evaluation is on the professional component of the program—the graduate enrollment—and this number has only been reduced by 7 students since the 2008-2009 academic year.

The faculty have concerns regarding course scheduling. Some faculty report that they are not always sure how many students they will have for a course—sometimes during the first few days of class, enrollment doubles from the number initially projected. University faculty recently voted to shorten the student drop/add period so that there would be more certainty with regard to class enrollment numbers at the start of each semester.

- *Students:*
  - o *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to, application forms and instructions, admissions*

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

requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshmen, as well as transfers within and outside of the university.

o *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human resources (students) are adequate for the program.

2015 Team Assessment: This condition is **Met**. In addition, the visiting team commends the school for developing the number of graduate program concentrations currently offered. Opportunities for scholarships and teaching assistantships (50% of the graduate students have received teaching assistantships) contribute support for graduate students in the program. Graduate students indicated that they would like to have more information ahead of time on scholarship deadlines and teaching assistantship requirements.

I.2.2 Administrative Structure and Governance:

▪ **Administrative Structure:** *An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.*

[X] Administrative structure is adequate for the program.

2015 Team Assessment: A detailed organizational chart was prepared and was provided to the team. Immediately prior to the team visit, staffing changes occurred, which will probably cause some modification to previous assigned responsibilities. The school has limited autonomy in faculty and staff hiring, terminating, and promotion. While the recent reappointment of Dean Ott indicates a continuity of administration at the school level, the university's upper administration is currently in transition, with an interim provost in place.

▪ **Governance:** *The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.*

[X] Governance opportunities are adequate for the program.

2015 Team Assessment: The APR states that the architecture faculty, students, and staff all participate in the formulation of policies and procedures at all levels of the institution. The dean serves on a standing committee of the Academic Senate, an architecture student represents the school's student body in the Cardinal Student Association, and faculty and students are appointed to various university-wide committees as well as committees within the school. Interviews with faculty and students confirm their participation in these committees; however, many believe that their opinions are not valued.

I.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited, to the following:*

o *Space to support and encourage studio-based learning.*
o *Space to support and encourage didactic and interactive learning.*
o *Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.*

[X] Physical resources are inadequate for the program.

2015 Team Assessment: The Crough Center is a converted gymnasium with many inefficient spaces, but, as a whole, it is adequate in size for the current needs. The addition of an elevator has made most of the building accessible.

Nevertheless, the building infrastructure is antiquated and inefficient. Industrial bay lighting fixtures are the primary source of studio illumination. They emit a very loud, very distracting noise, and are expensive to operate. Students conducted an energy audit and recommended turning off the lights during daylight hours and using only the natural light. The first year's savings were reported to be about $10,000. Studies indicate that better illumination and greater savings could be achieved by replacing the lighting, wiring, and controls.

Likewise, the uneven, uncontrollable HVAC system is not conducive to teaching or learning. The plumbing is also problematic; a ruptured water line recently caused catastrophic damage to the basement. The woodworking, print, and fabrication laboratories have been recently renovated and reconfigured. New equipment, ventilation, and lighting were installed following the flood mentioned above.

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

[X] Financial resources are inadequate for the program.

2015 Team Assessment: The financial challenges of the school are directly related to declining student enrollment and the disproportionate number of faculty.

The program reached a high point of enrollment in 2008-2009 at 504 total students (376 undergraduates and 128 graduates). This visiting team evaluated the professional portion of the program: the graduate programs. As mentioned in Section I 2.1 Human Resources and Human Resource Development, there is concern about the inability to fund an adequate number of staff positions to support the program. In 2008-2009, the number of graduate students was one-third of the total enrollment, with 12 total staff members to support the program. At this visit, the staff count is down to 4. The number of staff is inadequate to support the program.

Signs of an enrollment increase are good. The enrollment numbers have increased since last year to 344 total students (233 undergraduates and 111 graduates). The school felt confident that these numbers would continue to go up since the number of applicants has been increasing. The school's goal is a total enrollment cap of 430 students (232 undergraduates and 133 graduates).

At the time of the team visit, a university budget had not yet been approved for next year, which also concerns the team.

I.2.5 Information Resources: *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

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

[X] Information resources are adequate for the program.

2015 Team Assessment: Since the 2009 team visit, the Architecture and Planning Library has been relocated from Pangborn Hall (the Engineering Building) to the basement of the Crough Center. This newly remodeled space houses the most frequently used titles and those that directly support the architecture curricula. Additional architecture and planning titles are housed in the University Library's central library, the Mullen Library, which is directly across the road from the Crough Center.

Further, the CUA library is a founding member of the Washington Research Library Consortium (WRLC), a consortium of nine partner libraries of higher education. Through this partnership, the users of the Architecture and Planning Library have access to approximately 12 million titles through consortium loans, which represent the combined holdings of these partner libraries.

Monographs in shared storage are delivered to library users within 24 hours; articles in bound journals are scanned and sent to the user's desktop within hours. Electronic resources are varied and specific to architecture, including access to architectural and rendering software tutorials, and materials and product literature.

The Architecture and Planning Library is staffed by a full-time architecture and planning librarian, a full-time library technician, a part-time library assistant, and 12 student workers. The subject librarian acquires titles based on faculty and student suggestions and listservs, and is actively acquiring titles that complement the topics of the new Master's program. Ms. Hules provides instruction to the students (both in groups and one-on-one). The instruction includes how to use a subject-specific database, how to evaluate articles and websites, how to recognize/avoid plagiarism, and how to cite published materials. She also personally utilizes social media to post events and articles that students and faculty might find useful. It is the team's opinion that Ms. Hules is an exceptional asset to the program because of her vision and commitment to creating a library that truly meets the unique needs of the architecture student.

This condition is **Met with Distinction.**

PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.3.1 Statistical Reports[4]: *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*
- *Program student characteristics*
    - o *Demographics (race/ethnicity and gender) of all students enrolled in the accredited degree program(s).*
        - ▪ *Demographics compared to those recorded at the time of the previous visit.*
        - ▪ *Demographics compared to those of the student population for the institution overall.*
    - o *Qualifications of students admitted in the fiscal year prior to the visit.*
        - ▪ *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
    - o *Time to graduation.*
        - ▪ *Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.*
        - ▪ *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*

- *Program faculty characteristics*
    - o *Demographics (race/ethnicity and gender) for all full-time instructional faculty.*
        - ▪ *Demographics compared to those recorded at the time of the previous visit.*
        - ▪ *Demographics compared to those of the full-time instructional faculty at the institution overall.*
    - o *Number of faculty promoted each year since last visit.*
        - ▪ *Compare to number of faculty promoted each year across the institution during the same period.*
    - o *Number of faculty receiving tenure each year since last visit.*
        - ▪ *Compare to number of faculty receiving tenure at the institution during the same period.*
    - o *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

[X] Statistical Reports do not provide the appropriate information.

2015 Team Assessment: Statistical Reports are provided. However, not all of the required information is available or easily accessible.

Extensive demographic information is provided. However, no comparative data is provided to gauge the changes in demographics during the period since the last team visit. While it is possible to obtain information regarding the changes by comparing the reports from 2009 and from this year, the changes are too complex to allow a useful, comparative reading. More data needs to be provided to allow better analysis of trends that gauge the effectiveness of the social equity policy.

The team did not find data on the percentage of matriculating students who complete their degree program within the normal time to completion or within 150% of the normal time to completion.

While extensive data was provided on the demographics of the faculty, comparative data between this visit and the 2009 visit was not provided.

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[4] In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

No data was provided on the number of faculty receiving promotion or tenure. Data is provided on the number of faculty who have licenses in U.S. jurisdictions. However, little data is provided on where they are licensed.

I.3.2. Annual Reports: *The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the* NAAB Responses *to the annual reports.*

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

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses *to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the* Focused Evaluation Program Report *and* Focused Evaluation Team Report, *including appendices and addenda should also be included.*

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information.

2015 Team Assessment: This condition has been **Met**. Evidence is found through www.Architecture.cua.edu; *Annual Report to NAAB* dated November 30, 2010; *Annual Report to NAAB* dated November 30, 2011; and *Statement Confirming Data in Annual Reports* by the NAAB dated August 28, 2014.

I.3.3 Faculty Credentials: *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

In addition, the program must provide evidence through a faculty exhibit[5] that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2015 Team Assessment: The faculty exhibit was set up in the team room and illustrated the depth of practical experience found within the faculty. Approximately 50% of the faculty is composed of active architects engaged in part-time teaching. The full-time faculty were able to show an array of publications. The APR and the faculty exhibit presented the team with a well-documented collection of materials to attest to the program's compliance with the identified criteria. Faculty credentials for the full-time, part-time, and adjunct faculty indicate a well-rounded and sound faculty who are qualified to educate the students in the arts and sciences of architecture.

There appears to be a healthy mix of courses and distributions among full-time, part-time, and adjunct faculty. This balance of faculty is a great asset and one of the program's strengths. The increased student exposure to local and invited practice-based educators benefits the student's experience by providing real-life clients and scenarios for student interaction.

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[5] The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

The breadth and diversity of faculty achievement and competence is more than evident. The faculty exhibit demonstrated energetic faculty research and related achievements, as well as a wide selection of books and publications, in addition to built projects, produced by the faculty. Additionally, the ongoing emphasis toward research-oriented and practice-oriented projects is a positive development.

PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3.

2015 Team Assessment: All necessary policy documents were provided for the team to review. The team found that the documents met the requirements of Appendix 3.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

Realm A: Critical Thinking and Representation:
Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This ability includes facility with the wider range of media used to think about architecture, including writing, investigative skills, speaking, drawing, and model making. Students' learning aspirations include:

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

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

[X] Met

2015 Team Assessment: Student-authored PowerPoint presentations for ARPL 314/514: Introduction to Architectural Theory demonstrate the ability to develop a persuasive argument, to design compelling graphics, and, one may assume, to deliver a narrative speech to accompany the graphics. In addition, writing examples for ARPL 636: Design Process and Methods were well composed and displayed creativity.

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

[X] Met

2015 Team Assessment: In ARPL 636: Design Process and Methods, evidence of this ability was found. This course investigates architectural design processes and methods through comparative analyses, both theoretically and practically. The range of examples from this course show an ability to raise clear and precise questions, along with an ability for analysis, synthesis, and reflection in reaching well-reasoned conclusions.

A. 3.   **Visual Communication Skills:** *Ability to* **use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.**

[X] Met

2015 Team Assessment: This criterion is **Met.** In ARPL 402/602: Comprehensive Building Design Studio (CBDS), an ability to represent a conceptual idea and formal elements using a variety of

physical and digital means is demonstrated. Students have mastered diagramming and modeling as ways to communicate.

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

[X] Met

2015 Team Assessment: This criterion has been **Met**. Evidence of this ability is found in the documents and sample projects in the following course binders for Track I: ARPL 301: Architectural Design I, and ARPL 333: Construction 1: Assemblies and Detailing, and in the following course binders for Track II: ARPL 633: Construction 1: Assemblies and Detailing, ARPL 502: Architectural Design II, and ARPL 634: Construction II: Materials and Methods.

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

[X] Met

2015 Team Assessment: This criterion has been **Met**. The team found evidence of ability in investigative skills throughout the program. Specifically, student work from ARPL 402/602: Comprehensive Building Design Studio (CBDS), ARPL 696-A: Capstone 1, and ARPL 696-C: Independent Thesis 1 demonstrates this ability well.

A. 6.   **Fundamental Design Skills:** *Ability to* **effectively use basic architectural and environmental principles in design.**

[X] Met

2015 Team Assessment: This criterion has been **Met**. In the team room, numerous projects present ample evidence. Among them are the projects in the following course binders for Track I: ARPL 201: Architectural Foundation III: Design Analysis and Synthesis, and ARPL 301: Architectural Design I, and in the following course binders for Track II: ARPL 500: Introduction to Design and Graphics, and ARPL 501/502: Architectural Design I and II.

A. 7.   **Use of Precedents:** *Ability* **to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.**

[X] Met

2015 Team Assessment: This criterion has been **Met with Distinction**. The team found evidence throughout the program indicating that students are achieving the level of ability required for this criterion, culminating with student work from ARPL 696-A: Capstone 1 and ARPL 696-C: Independent Thesis 1, which demonstrates this ability well.

A. 8.   **Ordering Systems Skills:** *Understanding* **of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.**

[X] Met

2015 Team Assessment: Evidence was found in Track I in ARPL 102: Architectural Foundations II: Design Tools, and in Track II in ARPL 501: Architectural Design I. Students understand the fundamentals of both natural and formal ordering systems as indicated through drawings and model building.

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

[X] Met

2015 Team Assessment: This criterion is **Met** in ARPL 211/511: History of Architecture I and ARPL 212/512: History of Architecture II. Material satisfying this criterion is covered extensively and effectively in the lecture slides. Students are demonstrating a robust understanding of the material, as indicated through the assessments provided. Students understand the parallel and divergent canons of architectural history in all four hemispheres.

A. 10.   **Cultural Diversity*: Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.**

[X] Met

2015 Team Assessment: In coursework and in personal interactions, the architecture students exhibit an understanding of this criterion.

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

[X] Met

2015 Team Assessment: This criterion has been **Met**. The team found evidence throughout the program that students are achieving an understanding of applied research at the level required. This is specifically illustrated by projects from ARPL 402/602: Comprehensive Building Design Studio (CBDS) and the ARPL 696 courses: Capstone and Independent Thesis, which demonstrate this ability well.

Realm A. General Team Commentary: Overall, the students are exposed to a seamless and holistic program. The curriculum is based on the desire of students to be capable of fulfilling their role as architects, with an understanding of the goals that the architecture profession must share with the greater community. Students are exposed to, and required to engage, all of these criteria as part of their design process in such a fashion that provides them with a strong foundation. The team was particularly struck by the consistent and excellent emphasis on precedent studies throughout the program.

Realm B: Integrated Building Practices, Technical Skills and Knowledge:
Architects are called upon to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to their services. Additionally, they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- *Creating building designs with well-integrated systems.*
- *Comprehending constructability.*
- *Incorporating life safety systems.*
- *Integrating accessibility.*
- *Applying principles of sustainable design.*

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

[X] Not Met

2015 Team Assessment: Student work and supporting material in ARPL 602 and ARPL 632 (an elective) reflect an understanding of this criterion, but not an ability to perform the requirements of the criterion.

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

[X] Not Met

2015 Team Assessment: This criterion is **Not Met**. Projects in ARPL 402/602: Comprehensive Building Design Studio (CBDS) and throughout the program do not provide evidence of student ability with regard to the accessibility requirements of this criterion.

B. 3. **Sustainability:** *Ability* **to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.**

[X] Met

2015 Team Assessment: This criterion is **Met with Distinction**. The team found substantial evidence that sustainable design is a priority and has been built into many of the courses in the program, including the foundation course, ARPL 231: Introduction to Sustainability. Student work in ARPL 402/602: Comprehensive Building Design Studio (CBDS) and the ARPL 696 courses: Capstone and Independent Thesis demonstrates this ability well.

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

[X] Met

2015 Team Assessment: Evidence of site documentation and site models is found in ARPL 301/502: Architectural Design II. Students in ARPL 602: Comprehensive Building Design Studio (CBDS) demonstrate a strong understanding of site, vegetation, topography, watershed, and soil in their site analyses and design concepts.

B. 5. **Life Safety:** *Ability* **to apply the basic principles of life-safety systems with an emphasis on egress.**

[X] Not Met

2015 Team Assessment: This criterion is **Not Met.** While selected projects in ARPL 402/602: Comprehensive Building Design Studio (CBDS) illustrate this ability, the team found little evidence that life safety is consistently taught to students at the level of ability required by the criterion.

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

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

[X] Met

2015 Team Assessment: Evidence that this criterion is **Met** is found in Track I in ARPL 402 and in Track II in ARPL 602: Comprehensive Building Design Studio (CBDS). However, the team thought that there was inconsistency in the evidence found regarding the ability level for both B.5. Life Safety and B.2. Accessibility.

On the other hand, the team was impressed with the reconfiguration of the comprehensive design courses since the last team visit. Students now work in teams, assigned to work with local architecture firms as consultants establishing strategies for building systems integration. Students are also provided an option to develop an independent study thesis project based on an approved proposal.

B. 7. **Financial Considerations:** *Understanding* **of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.**

[X] Not Met

2015 Team Assessment: This criterion is **Not Met**. The program needs to address understanding financial considerations as they relate to building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting, instead of focusing on the financial considerations of an architectural firm's practice. In the course binders for Track I and Track II, ARPL 722: Practice Management, there is not enough evidence to illustrate an understanding of this criterion.

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

[X] Met

2015 Team Assessment: Student work for Track I, ARPL 231, and for Track II, ARPL 531: Introduction to Sustainability provides evidence that this criterion is **Met**. These courses examine contemporary ecological architectural activity and survey vernacular and traditional passive technologies, along with state-of-the-art technologies and building case studies.

B. 9. **Structural Systems:** *Understanding* **of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.**

[X] Met

2015 Team Assessment: This criterion has been **Met**. The team found ample evidence that Track I students are achieving at the level of understanding required for this criterion. Student examinations and coursework from ARPL 441 and ARPL 442: Structures I and II demonstrate this understanding. For Track II students, examinations and coursework from ARPL 541 and ARPL 542: Structures I and II demonstrate this understanding. Exams and coursework from ARPL 742: Advanced Structures also demonstrate this understanding for both tracks.

B. 10. **Building Envelope Systems:** *Understanding* **of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.**

[X] Met

2015 Team Assessment: This criterion has been **Met**. Evidence is found in the following Track II courses: ARPL 333: Construction I, ARPL 331: Environmental Design, and ARPL 434: Construction II Materials and Methods, and in the following Track I courses: ARPL 531: Introduction to Sustainability, ARPL 731: Environmental Design II, and ARPL 634: Construction II.

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

[X] Met

2015 Team Assessment: Evidence that this criterion is **Met** is found, for Track I, in ARPL 232 and, for Track II, in ARPL 532: Environmental Design I. This course provides an understanding of the design of active building systems, including HVAC, electrical, plumbing, fire suppression, and transportation systems.

B. 12.   **Building Materials and Assemblies Integration:** *Understanding* **of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.**

[X] Met

2015 Team Assessment: This criterion has been **Met**. The team found evidence that Track I students are achieving at the level of understanding required for the building materials and assemblies integration criterion. Student examinations and work from ARPL 333 and ARPL 434: Construction I: Assemblies and Detailing and Construction II: Materials and Methods demonstrate this understanding. For Track II students, examinations and coursework from ARPL 633 and ARPL 634: Construction I: Assemblies and Detailing and Construction II: Materials and Methods demonstrate this understanding.

Realm B. General Team Commentary: Generally, students in the program are meeting the criteria within Realm B. However, deficiencies in Financial Considerations, Life Safety, and Accessibility indicate a need to address the details of building-cost analysis and the application of life safety and accessibility features consistently across the course content.

Realm C: Leadership and Practice:
Architects need to manage, advocate, and act legally, ethically, and critically for the good of the client, society, and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- *Knowing societal and professional responsibilities.*
- *Comprehending the business of building.*
- *Collaborating and negotiating with clients and consultants in the design process.*
- *Discerning the diverse roles of architects and those in related disciplines.*
- *Integrating community service into the practice of architecture.*

C. 1.   **Collaboration:** *Ability* **to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.**

[X] Met

2015 Team Assessment: Students' ability to collaborate is demonstrated most successfully, for Track II, in ARPL 402: Comprehensive Building Design Studio (CBDS) and, for Track I, in ARPL 602. In these studio classes, students work in teams and under the guidance of a local architect to produce a comprehensive project.

C. 2.   **Human Behavior:** *Understanding* **of the relationship between human behavior, the natural environment and the design of the built environment.**

[X] Met

2015 Team Assessment: This criterion is **Met**. Extensive student assignments in ARPL 231/531: Introduction to Sustainability demonstrate student understanding of the relationship between human, natural, and built environments.

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

[X] Met

2015 Team Assessment: Student notebooks for the CBDS studios reflect client/team meetings; reflections on the clients' needs, wants, and expectations; and the students' own thoughts on how to best address them.

C. 4.   **Project Management:** *Understanding* **of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods**

[X] Met

2015 Team Assessment: Evidence in the team room illustrates that this criterion has been **Met**. Evidence is further illustrated in the course binders for Track I—ARPL 402: Comprehensive Building Design Studio (CBDS) and ARPL 722: Practice Management—and for Track II—ARPL 602: Comprehensive Building Design Studio (CBDS) and ARPL 722: Practice Management. Student hand-written notes further support their understanding of project management.

C. 5.   **Practice Management:** *Understanding* **of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

[X] Met

2015 Team Assessment: The team review found evidence to illustrate that this criterion has been **Met**. Practice financial management showed substantial evidence of business planning, time management, and risk management. Further evidence was reflected in related course binders for Track I—ARPL 402: Comprehensive Building Design Studio (CBDS) and ARPL 722: Practice Management—and for Track II—ARPL 602: Comprehensive Building Design Studio (CBDS) and ARPL 722: Practice Management.

C. 6.   **Leadership:** *Understanding* **of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.**

[X] Met

2015 Team Assessment: This criterion is **Met with Distinction**. Student notes in the notebooks provided for ARCH 402/602: Comprehensive Building Design Studio (CBDS) demonstrate active efforts to collaborate with clients, stakeholders, and community leaders. Students demonstrate that they understand and value the complex issues at play in the communities they design for.

C. 7.   **Legal Responsibilities:** *Understanding* **of the architect's responsibility to the public and the client as determined by registration law, building codes and**

regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

[X] Met
2015 Team Assessment: This criterion has been **Met**. Evidence was found in course binders for ARPL 722: Practice Management for Track I and Track II.

C. 8.   **Ethics and Professional Judgment:** *Understanding* **of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.**

[X] Met

2015 Team Assessment: ARPL 772: Practice Management provides the evidence indicating that this criterion is **Met**. This course provides an understanding of the ethical issues that are taken into consideration in the formation of professional judgment within the context of the core issues involved in providing architectural services as well as the history of the profession.

C. 9.   **Community and Social Responsibility:** *Understanding* **of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.**

[X] Met

2015 Team Assessment: This criterion is **Met with Distinction**. Assignments in ARPL 501/502: Architectural Design I and II demonstrate an awareness of the existing urban fabric and place a value on designing that is appropriate for that fabric. Student notes in the notebooks that were provided demonstrate in-depth meetings with clients and community stakeholders, and an awareness of the social impact of students' designs.

Realm C. General Team Commentary: Students in the program have demonstrated levels of understanding and ability that have either met or met with distinction the criteria in both leadership and practice. Students completing the program are able to collaborate effectively in a community setting. They understand how the natural and built environments relate to human behavior. They understand the role of ethical leadership and management in practice, and value their relationship to clients. In their work, students excel in their understanding of their social responsibility.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: *The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

[X] Met

2015 Team Assessment: The Catholic University of America is accredited through the Middle States Association of Colleges and Schools (MSACS), as stated in the Architecture Program Report.

II.2.2 Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: 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 electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

[X] Met

2015 Team Assessment: This criterion has been **Met**. There was enough evidence in the 2014 APR, team room catalogs, interviews with faculty and students, and course binders. The degree titles are per the NAAB-accredited professional degree program. The Track I program has 45 electives, and the Track II program has 18.

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

[X] Not Met

2015 Team Assessment: The school's 2015 APR describes the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications are identified, developed, approved, and implemented. Licensed architects are included in the curriculum review and development process, and the involvement of adjunct faculty assures that students are exposed to current issues in practice. While the process is defined, it does not appear to be uniformly implemented.

The failure seems to be a lack of coordination of core content in non-studio classes. Anecdotal evidence of course content being repeated in successive classes concerned the team, as did reports of syllabi not being shared among faculty resulting in often redundant course content. The program strengths are in the range of unique concentration options in Tracks I and II. These concentrations include: Urban Practice, Real Estate Development, Emerging Technologies and Media, and Cultural Studies and Sacred Space. However, students reported a lack of coordination among the concentrations and the lack of a holistic vision.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

2015 Team Assessment: Only the graduate-level programs are being assessed during this visit. Students admitted to the Track II program for non-pre-professionals must have completed two prerequisites for acceptance: college-level calculus and an introductory course in physics emphasizing mechanics. Students with pre-professional degrees are admitted to the Track I program. Select students graduating from the School of Architecture and Planning with a 4-year B.S. in Architecture are eligible for advanced standing, thereby reducing graduate study from four semesters (2 years) to three semesters (one-and-a-half years). Each case is individually evaluated.

The academic and work background of each student entering the programs is thoroughly reviewed. Based on this review, a degree program is tailored to fit the needs of the student. In most cases, the student can expect to be enrolled in both graduate and fundamental courses at the same time. Enrollment in the Summer Institute for Architecture may be utilized to facilitate the student's advancement.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees: *In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the* 2009 NAAB Conditions for Accreditation, *Appendix 5.*

[X] Met

2015 Team Assessment: The school's website provides the statement, in the exact language found in the *2009 NAAB Conditions for Accreditation,* under the "Accreditation" page, within the "Welcome" section of the site.

II.4.2 Access to NAAB Conditions and Procedures: *In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:*
    The 2009 NAAB Conditions for Accreditation
    The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2015 Team Assessment: There is a link to the *2009 NAAB Conditions for Accreditation* on the school's "Accreditation" page on its website. There is a link to the *2012 NAAB Procedures for Accreditation* on the same page.

II.4.3 Access to Career Development Information: *In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:*
    www.ARCHCareers.org
    The NCARB Handbook for Interns and Architects
    Toward an Evolution of Studio Culture
    The Emerging Professional's Companion
    www.NCARB.org
    www.aia.org
    www.aias.org
    www.acsa-arch.org

[X] Met

2015 Team Assessment: This criterion has been **Met**. The team reviewed the available information and found the architectural education and the career pathways to be available to graduates of accredited degree programs, and found resources for all students, parents, staff, and faculty. There is a job link for students on the school's website, where current job openings from practitioners in the field can be found. Several other useful links are provided, such as "CUA Office of Career Services," which help all CUA students and alumni to prepare for their careers, acquire experience, learn job-search skills, and find employment opportunities.

II.4.4 Public Access to APRs and VTRs: *In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:*

> *All Annual Reports, including the narrative*
> ✓ *All NAAB responses to the Annual Report*
> ✓ *The final decision letter from the NAAB*
> ✓ *The most recent APR*
> ✓ *The final edition of the most recent Visiting Team Report, including attachments and addenda*

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2015 Team Assessment: All required documents are available electronically through the institution's website and in the dean's office. They are combined with other resources in a well-organized database available to the public. However, the electronic site currently requires a password and PIN for access to Annual Reports and the APR. The school is encouraged to make this information even more accessible to the public.

II.4.5 ARE Pass Rates: *Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.*

[X] Met

2015 Team Assessment: The School of Architecture and Planning has included its alumni ARE Pass Rates within its APR. The document is available in the dean's office; therefore, access to it is limited. The team recommends that the APR be made more available to prospective students and their families.

III.   **Appendices:**

1.   **Program Information**

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

A.   **History and Mission of the Institution (I.1.1)**

Reference The Catholic University of America, APR, pp. 1-4

B.   **History and Mission of the Program (I.1.1)**

Reference The Catholic University of America, APR, pp. 4-14

C.   **Long-Range Planning (I.1.4)**

Reference The Catholic University of America, APR, pp. 25-28

D.   **Self-Assessment (I.1.5)**

Reference The Catholic University of America, APR, pp. 28-32

2.   **Conditions Met with Distinction**

        I.2.5   Information Resources
        A.7.   Use of Precedents
        B.3.   Sustainability
        C.6.   Leadership
        C.9.   Community and Social Responsibility

3.   **The Visiting Team**

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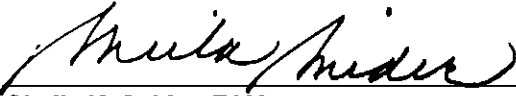(805) 756-1500 fax
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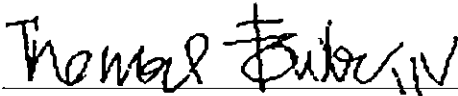(301) 654-7211 fax
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IV.   Report Signatures

Respectfully Submitted,

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