Architecture Program Report- Candidacy

Utah Valley University (UVU)

March 1, 2023

National Architectural Accrediting Board, Inc.

NAAB

Architecture Program Report-Candidacy (APR-C)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**Utah Valley University**
Name of Academic Unit	Architecture & Engineering Design Department
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☒ Bachelor of Architecture Track: 153 semester undergraduate credit hours ☐ Master of Architecture Track: Track: ☐ Doctor of Architecture Track: Track:
Application for Accreditation	**Continuation of Candidacy**
Year of Previous Visit	Fall 2021 – Initial Candidacy
Current Term of Accreditation *(refer to most recent decision letter)*	Continuation of Candidacy
Program Administrator	Associate Professor Paul D. Monson, Architecture Program Coordinator. Paul.monson@uvu.edu Professor Sid Smith: Chair, Architecture & Engineering Design. Smithsi@uvu.edu
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Kelly Flanagan, Dean College of Engineering & Technology. Kelly.Flanagan@uvu.edu
Chief Academic Officer of the Institution	Dr. Wayne Vaught, Provost/Vice President-Academic Affairs. Wvaught@uvu.edu
President of the Institution	Dr. Astrid S. Tuminez, President. Atuminez@uvu.edu
Individual submitting the APR	Paul Monson, Architecture Program Coordinator
Name and email address of individual to whom questions should be directed	Paul Monson, Paul.monson@uvu.edu

Submission Requirements:

- The APR-C must be submitted as one PDF document, with supporting materials
- The APR-C must not exceed 20 MB and 150 pages
- The APR-C template document shall not be reformatted

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INSTRUCTIONS FOR APR-C

Initial Candidacy
The APR-C for initial candidacy must include the following appendices:

- the Plan for Achieving Initial Accreditation (documenting the program's progress)
- the eligibility memorandum

Continuation of Candidacy
The APR-C for continuation of candidacy must include the following appendices:

- the previous VTR (Document Link)
- Plan for Achieving Initial Accreditation (documenting the program's progress) (Document Link)
- the eligibility memorandum (Document Link)

Instructions for the preparation, format, and submittal of the APR-C are published in the "Guidelines to the Accreditation Process."

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INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

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

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

Program Response: The Utah Valley University Architecture Program was granted initial candidacy on May 20, 2022, following the VTR received from the visit on October 4-5, 2021. The program is now seeking continuation of candidacy and a visit this coming fall. This APR describes how UVU Architecture addresses all NAAB criteria, including progress made to address all of the items identified in the October 2021 VTR. Highlights of this progress include:

- Hiring of additional faculty and growth in student numbers
- Acquisition of additional studio and classroom space
- Clarification of budget/financial planning needed for current students and future growth
- Continued development of an assessment and planning strategy to define strategic objectives and key performance in order to measure and track improvement over time.
- Completion of the full offering of curriculum courses by the first cohort of students.
- Ongoing evaluation of effectiveness of the curriculum in meeting NAAB PC/SC criteria
- Joining ACSA and training faculty through ACSA conferences, NAAB resources, and other professional development
- Strengthening diversity, equity, inclusion, and accessibility through policies, activities, and services for students and faculty
- Increased engagement with communities and industry leaders
- Increased student opportunities for research and career development

Below are the specific criteria cited in the most recent VTR as Not Met or Not Yet Met/In Progress along with a summary of the program's response and progress. In some cases, a full quotation from the VTR was not used due to space constraints. More information is found in later sections of the APR.

Conditions Not Met:

5.7 Financial Resources

[X] Not Demonstrated - Team Assessment (QUOTE): "The program did not provide an operational budget for the program. In addition, the program does not have direct control over its budget. Evidence was not provided that resources are adequate for growth in the program."

- Program actions taken: Budget for current and future needs of the UVU Architecture Program is provided by the university through appropriations to the College of Engineering & Technology. Financial planning and budget management has been clarified with the dean of the college and department chair, and a detailed explanation and budget is provided in section 5.7 of this APR. In response to NAAB concerns that the Architecture Program have more control of budget decisions, the college created a separate index number in the department budget that is set aside for use by the architecture program only and will grow over time. There is also a separate number within the foundation account where money raised by the Architecture Program is set aside exclusively for our use. The Architecture Program currently operates with an annual budget of approximately $500,000 plus other IT, equipment, overhead, and student scholarship expenses provided by the university and college.

Conditions Not Yet Met / In Progress:

2 – Shared Values of the Discipline and Profession

[X] In Progress - General Comments (QUOTE): "The team found that the following were not addressed in enough detail:

- How the values are addressed through curricular and non-curricular activity.
- How these values are addressed as part of the program's long-range planning
- The outcomes sought for each value, how they are assessed and the current status of each
- Evidence the values are woven into the program and student criteria."
    - Program actions taken: Detail on how the shared values are taught and assessed is provided throughout the APR, including in the new updated NAAB Criteria Matrix (Document Link). In addition to many ongoing initiatives to improve, one of the changes implemented since the last NAAB visit is an annual survey and meeting with our Industry Advisory Board that is focused on these shared values. Industry leaders rate the program on each value and provide specific feedback for correction and development. Program leaders receive this feedback and make adjustments to curricular and non-curricular activities to improve performance over time.

3.1 – Program Criteria

VTR concerns (SUMMARY): Several criteria were marked as "Not Yet Met" for a variety of reasons that are addressed in detail in this APR. In some cases it was because a class had not been taught yet or had been taught only once and results were not available. Another concern was a lack of information about outcomes-based assessment.

- Program actions taken: All core curriculum courses for the program have now been taught and the first cohort of students will graduate this spring (2023). Course content, including lectures, tests, project briefs, and other materials have been provided in this APR. Course effectiveness and student outcomes are assessed through a variety of means, including testing, projects, written papers, and feedback through surveys with students and industry leaders. The outcomes for NAAB Criteria and Program Values for each course are assessed each year by a lead faculty for each course, as outlined in the UVU Architecture Long-term Curricular Planning Guide (Document Link). These reports are reviewed by the curriculum committee and used for strategic planning and continual improvement. In addition to instruction in the classroom, NAAB Program Criteria are addressed through extra-curricular activities, including lectures from industry and academic leaders, resources provided by other campus offices like the Career Development Center, and events run by students and faculty such as study abroad.

3.2 – Student Criteria

VTR concerns (SUMMARY): Similar to 3.1 Program Criteria above, criteria were marked as "Not Yet Met" primarily because course had not yet been taught enough to evaluate the results.

- Program actions taken: Now that all core curriculum has been taught, course material and student work examples can be provided as evidence for each of the NAAB Student Criteria. The first graduating cohort has finished their final design studio, a capstone project that integrates all of the criteria into a large-scale design project directed through independent research. Capstone projects were evaluated by faculty and visiting industry leaders to assess achievement of NAAB criteria. Other classes that have been taught and can be evaluated are: ARC4120 Active Environmental Systems; ARC3220 Passive Environmental Systems; ARC4220 Building Envelope; and ARC4530 Culture and Behavior. Students have participated in research projects and presented their research in conferences such as the UCUR (Utah Conference for Undergraduate Research). Examples are provided throughout the APR.

5.1 – Structure and Governance

[X] In Progress - Team Assessment (QUOTE): "The description in the APR is very general in terms of the governance structure. The program has yet to provide much detail on reporting structure and the involvement of the faculty and students. Since there have only been consistently two full-time faculty members until August 2021, most of the decisions are made by

the program director. The team was not provided a detailed governance structure diagram for the program and how that fits into the overall university governance structure."

- Program actions taken: The faculty and administration structure has grown and evolved to address the increasing student population. New full-time faculty – Paul Monson, Aliki Milioti, and Chris Lobas – were hired in 2021 to teach studio and other classes. Additional adjunct faculty hired since the last NAAB visit are: Spencer Denison, Steve Goodwin, Lee Gray, Tim Pearson, Ben Felix, Ian Hargrave, and Derek Stevens. After being hired, Paul Monson was elected as the new program coordinator in the fall of 2021 and served with David Barker and Brandon Ro as his assistants for the 2021-22 academic year. During the 2022-23 academic year, an opportunity for collaboration with another school in the region, Snow College, resulted in David Barker changing from full-time to adjunct faculty status. The two schools – UVU and Snow College – are working to create additional curricular offerings for students in the future. David's leadership role as Assistant Program Coordinator is now filled by Dr. Aliki Milioti. The leadership "Triangle" of Monson, Ro, and Milioti, meets every other week to make discuss program direction and strategy. In addition to these Triangle meetings, other strategic and planning meetings are held regularly with adjunct professors, students, and industry leaders to seek input and continual improvement. Chris Lobas is currently on paid leave. The Architecture Program continues to operate within the larger University governance structure: The Architecture Program is part of The Department of Architecture & Engineering Design, which belongs to The College of Engineering & Technology within Utah Valley University. More details including organizational charts are found in section 5.1 of the APR.

5.2 – Planning and Assessment

[X] In Progress - Team Assessment (QUOTE): "The program does have a plan in place for making improvement on a regular basis. Currently the university launched its Vision 2030 plan which requires a five-year assessment cycle plan. The program also conducts an annual Program and Department review. The program has yet to identify its key performance indicators, and how the program is progressing towards its mission and multi-year objectives. The program has identified some challenges in terms of space with increased enrollment and the shortage of faculty. The school does have a professional advisory board in place to provide a forum for outside input."

- Program actions taken: Strategic objectives and key performance indicators have been defined in alignment with both the broader UVU Vision 2030 plan and the NAAB 2020 Conditions and Procedures. Key performance indicators are measured and discussed annually through leadership meetings and other mechanisms that include students, industry leaders, and university administration. A 3-year full assessment cycle has been adopted so the program can be more flexible and responsive to feedback. See section 5.2 for more detail.

5.3 – Curricular Development

[X] In Progress - Team Assessment (QUOTE): "The curriculum was developed by the program coordinator and one other faculty member. With the recent addition of four (4) new hires the program plans to develop a more formal curricular development process."

- Program actions taken: The program has created the UVU Architecture Long-term Curricular Planning Guide (Document Link) to clarify the process of curricular assessment and improvement. Curriculum is evaluated and updated through a process that includes students, industry leaders, faculty, and administration. The Architecture Curriculum Committee (Paul Monson, Aliki Milioti, and Brandon Ro) receives input from all of these stakeholders and proposes changes through a curriculum management program called CourseLeaf at the university level. Changes must be approved through CourseLeaf by department and university leadership as well as a majority of faculty in the department in order to become official. Based on the approved curriculum, each semester's schedule and teaching load is proposed by the Architecture

Program Coordinator and Department Chair and then reviewed by each adjunct and full-time faculty member 6 months or more prior to the start of the semester.

5.4 – Human Resources and Human Resource Development

[X] In Progress - Team Assessment (QUOTE): "The program follows the UVU Faculty Workload Policy. Architecture faculty are expected to teach four (4) classes per semester. Because of teaching loads and curriculum development, current faculty has had limited opportunities to participate in professional development opportunities. There is a licensing advisor in place but he did not attend NCARB Licensing Summit. The APR referenced an array of student services but did not indicate how the program informs the students that these services are available."

- Program actions taken: Striving to satisfy both UVU Faculty Workload Policy and NAAB expectations, the Architecture Program hired additional full-time and adjunct faculty, which decreased workloads and allowed program leadership and faculty to pursue more professional development. Program coordinator Paul Monson attended the annual ACSA Administrators Conference in November 2022. Brandon Ro and Aliki Milioti both participated in professional development workshops and webinars. Detail is provided in section 5.4.3. Student support services, including mental health, child care, financial and career advising, etc. are available through a variety of offices at the University, as described in section 5.4.4. The Architecture Program has begun holding a mandatory meeting once per semester with students where these services are highlighted. Emails to all students are also sent to remind and encourage them to meet with their academic advisors and other counselors to access student services.

5.5 – Social Equity, Diversity, and Inclusion

[X] In Progress - Team Assessment (SUMMARY): No specific concerns were cited in the VTR, but the criteria was marked as In Progress. It noted that the Architecture Program supports the UVU 2020-2024 Inclusion Plan and is developing its own plan to align with this larger mission.

- Program actions taken: The Architecture Program at UVU continues to offer accessible, equitable, and culturally diverse learning experiences to students of all backgrounds. The University's 2020-2024 Inclusion Plan (Document Link) has been adopted to ensure continual improvement in this area. Input is received regularly from students and industry advisors on how the program is measuring up to our goals. With the addition of Dr. Aliki Milioti, the program leadership is stronger in both cultural and gender diversity to better represent the student population. Dr. Milioti sits on the Inclusion, Equity, and Diversity Committee for the College of Engineering & Technology to continue the assessment and improvement process. Because of its open enrollment policy and affordable tuition rates, UVU Architecture attracts a variety of students from underserved communities, and these students are supported both in and out of the classroom. A unique focus of the UVU Architecture Program in the classroom is the emphasis on traditional and vernacular built environments that help to preserve and celebrate diverse cultures. Outside the classroom, students have opportunities to interact with different communities through lectures, cultural festivals like the annual Greek Festival, and student clubs. A NOMAS (National Organization of Minority Architecture Students) club will begin in the fall of 2023.

5.6 – Physical Resources

[X] In Progress - Team Assessment (QUOTE): "The program has recently acquired more space, but with anticipated growth in the program, more space will be needed. The program noted a couple potential solutions. It is anticipated the program will acquire more space after a planned remodel is complete. UVU has a long-term plan to build a new engineering building within the next four years. There is also potential for the program to move into the vacated Alumni House which would accommodate students in years 3-5. The students in the first two years of the program would still be located in the existing engineering building."

- Program actions taken: Since the previous NAAB visit, UVU Architecture has acquired additional studio and classroom space – rooms 715b and 708 – to accommodate expansion. The program now has four dedicated studio spaces, one for each of the four years of studio instruction. These rooms (712, 712a, 713a, and 715b in the Computer Science Building) are supplemented by the newly acquired lecture classroom for history and other lecture-based curriculum (708). The library is now partially available for study and research. Architecture students also have access to a small woodshop, laser cutter, large-format plotters, and a 3D printing lab. Other spaces, including large lecture halls, computer labs, shops, study areas, and a full campus of other resources are shared with other programs at the university. Fall 2023 will be the first semester with all cohorts at full capacity of 20 students in their studio spaces, and we are well-prepared for the space needed. Future growth beyond 20 per cohort is being considered along with various scenarios to accommodate this growth.

6.3 – Access to Career Development Information

[X] Not Yet Met - Team Assessment (QUOTE): "Career development information is available to students via UVU's career development center. Incoming freshmen who declare architecture as their major are connected to a Career Student guide. The school organizes annual career fairs. Information provided does not indicate the program has an assessment process in place to determine success of their career development opportunities."

- Program actions taken: Student career development and assessment is done in several ways. Student preparation for employment largely occurs in core curriculum classes, which are evaluated through testing, student projects, and feedback from industry leaders. Outside of the classroom, the UVU Career Development Center provides mentoring to students through presentations at all-student mandatory meetings and through group workshops and individual sessions. Faculty and industry leaders then evaluate student resumes and portfolios as part of the admissions process to the program and through individual counseling. Students connect with employers through a networking website called Handshake and through in-person Career Fairs. 2023 will be the first annual Career Fair dedicated specifically to architecture majors, which includes both employer and student feedback. The results of these efforts are evaluated through annual student surveys to assess employment rates, career development success, and room for improvement. Plans for improvement are discussed with the Industry Advisory Board, Career Development Center, and Program and Department leadership.

6.4 – Public Access to Accreditation Reports and Related Documents

[X] Not Yet Met - Team Assessment (QUOTE): "The program is not required to have the above items publicly accessible at this time."

- Program actions taken: Accreditation reports and related documents are now required to be made public. All documents are made available to the public through the UVU Architecture website: https://www.uvu.edu/aed/architecture/about/index.html

6.6 – Student Financial Information

[X] Not Yet Met - Team Assessment (QUOTE): "The program provided information from the university Financial Aid office. At this time, the department does not have statistical data to determine cost so they provide students a link to data found on the university Financial Aid website."

- Program actions taken: Now that all classes in the curriculum have been taught and an estimated cost for materials has been determined, this information is provided to students through the UVU Architecture website https://www.uvu.edu/aed/architecture/about/index.html and through communication from instructors at the beginning of each semester. Financial aid and other resources to make the program more affordable for students is provided through the Financial Aid Office. The program also receives donations from Industry Advisors and through fundraising efforts, which is used for student resources and scholarships.

Program Changes

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

This section is limited to 5 pages, total.

Program Response: N/A

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NARRATIVE TEMPLATE

1—Context and Mission

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

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

Program must specify their delivery format (virtual/on-campus).

Program Response:

Utah Valley University was established in 1941 as Central Utah Vocational School (CUVS) with the primary function of providing war production training. CUVS was part of the Provo School District located in south Provo. The institution received a state appropriation in March 1945 of $50,000 to operate for the 1945-1947 biennium. In 1947, the school received funding as a permanent state institution.

A new site for the school was acquired on University Avenue in Provo in 1948; in 1952, the state appropriated funding for the first construction on that site. As enrollments grew, the state acquired over 185 acres in southwest Orem and the first building was completed in 1977. Today, the University's facilities consist of a combined total of 412 acres with 50 buildings with campuses in Orem, Provo, and Heber City and property in Vineyard and at Thanksgiving Point in Lehi.

In 1963, the school's name was changed to Utah Trade Technical Institute to reflect its growing role in technical training. The name again changed in 1967 to Utah Technical College at Provo. The institution was approved in 1966 to grant Associate of Applied Science degrees, in 1967 to offer general education courses, in 1971 to grant Associate of Science degrees (discontinued in 1974 and reinstated in 1981), and in 1987 to grant Associate of Arts degrees. With its expanded degree offerings, the institution's name changed again to Utah Valley Community College in 1987. In 1993, the institution's name changed to Utah Valley State College and the mission was expanded to include the offering of bachelor's degrees. On July 1, 2008, the institution underwent another mission and name change to Utah Valley University (UVU) and began offering master's degree programs.

Throughout its history, UVU has responded to its service region's (Utah, Wasatch, and Summit counties) population changes and business/industry needs. This responsiveness is evidenced in its mission, program offerings, degree levels, and enrollment changes.

Utah Valley University is one of the few institutions in the nation offering a dual-mission model that combines the rigor and richness of a first-rate teaching university with the openness and vocational programs of a community college. The unique model, which focuses on student success, engaged learning, rigorous academic programs, and faculty-mentored research, is transforming higher education by making it more affordable and accessible to students of all backgrounds.

UVU consistently ranks as the largest university in the state of Utah, joining with both the University of Utah and Brigham Young University in large enrollments. In fall 2022, 43,099 students enrolled at UVU, a 4.45% increase over the previous year, showing continued growth. UVU boasts low tuition rates and one of the lowest rates of accepting federal assistance. In the words of University President Astrid S. Tuminez: "Utah Valley University provides accessible and

equitable educational opportunities for every student who wants to receive a rewarding postsecondary education. UVU's approach to education enables all students to come as they are. We are committed to small class sizes, low tuition, and learning experiences that prepare students to enter Utah's robust job market." Approximately one third of the students are non-traditional students and more than one third are first generation students. Eighty percent (80%) of the students are employed and more than half work more than 21 hours per week. Forty percent (40%) of the students are married or in a domestic partnership and seventeen percent (17%) have dependent children. Recently in 2020 in response to the unprecedented events and social changes across our nation, UVU hired a Vice President of Diversity, Equity, and Inclusion. UVU is committed campus wide and across all academic programs to advancing the understanding of diversity as a critical component of academic excellence and institutionalize diversity in all aspects of university life.

UVU's strong culture sets a foundation for our own programmatic mission of student success through inclusive education and career preparation. We believe that we can fulfill this mission best in an environment that allows all individuals of any race, gender, or background to thrive both personally and professionally. To this end, UVU operates in accordance with three core values: exceptional care, exceptional accountability, and exceptional results.

- **Exceptional Care:** We invite people to "come as you are" and let them know that "UVU has a place for you." Care means that we strive always to "see" the person in front of us—their strengths and weaknesses, struggles and triumphs, past and potential, and inherent dignity and worth. This does not mean that we set low expectations or make excuses for poor efforts. Instead, our commitment to exceptional care means that we set the bar high and provide challenging, honest conversations and feedback because we are deeply invested in seeing every member of our community succeed.
- **Exceptional Accountability:** We are strongly committed to working ethically and effectively. We approach each situation from a position of integrity, knowing that everything we do can help or hinder a positive student experience. We honor the resources and mandates we have been entrusted with and strive always to do our best with what is under our control. We respect each member of our community, seek to understand, and fulfill our responsibilities, and recognize both individual and collective successes.
- **Exceptional Results:** We are committed to creating opportunity systematically for as many people as possible. Our engaged curricula, programs, and partnerships address the intellectual and practical needs of our service area and the larger community. We seek to prepare our students to thrive in a rapidly changing economy and in an interdependent, complex world. We aspire to greatness in all that we do, while also measuring progress against rigorous metrics that show our students are becoming competent and ethical professionals, lifelong learners, and engaged citizens.

As only the second school in Utah with an architecture program after the University of Utah, UVU is distinguished by a focus on practical skills and timeless design principles. The program values the University's roots in the technical trades and continues to focus on drafting and technical knowledge that protects the public's health, safety, and welfare. Students are trained to combine this technology and practical approach to design with a deep respect for history, culture, and precedent so that new buildings can stand the test of time. The curriculum values traditional, vernacular, and classical architecture from all cultures and periods of history.

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

multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:
Utah Valley University is quickly transitioning from its former role as a 2-year technical and preparatory college to a dual mission M3 university. New degree programs such as the 5-year B. Arch degree continue the administrative mandate for practice-ready graduates while meeting the industry demand for more professional degrees and experience. The type of work produced by architecture students is highly visible and a source of pride for the university. Student work has been showcased in printed brochures, on social media, in national publications and conferences.

The interdisciplinary nature of architecture helps to tie different disciplines together and encourage collaboration. Housed within the College of Engineering and Technology, the Architecture Program collaborates with Construction Management, Digital Media, Civil Engineering, Surveying, Mechanical Engineering, and Transportation Technologies through projects, sharing space, outside reviews, developing study abroad programs, and collaborative design projects. Interdisciplinary engagement is a primary goal of the College of Engineering and Technology as the university seeks to change the culture from one of teaching-only to teaching and research.

As a new program, the B. Arch degree has embraced the University's core tenets of community engagement, engaged learning, interdisciplinary cooperation, and job ready graduates and is a leading example for other departments in the college. Architectural projects in the studios are designed specifically to contain elements of community engagement and involvement encouraging students to improve their neighborhoods and cities, serve in various capacities, cultivate leadership, and foster a desire for lifelong learning. Likewise, the University has a strong desire to promote interdisciplinary learning opportunities for students as they collaborate with other disciplines within the College, especially with students in Construction Management. Moreover, the architecture program is developing ways to work with departments, such as Physical Facilities and the College of the Arts, to improve the utilization rate of their extensive resources.

UVU has long held a reputation as a teaching university with the openness and vocational programs of a community college. It strives to educate every student for success in work and life through excellence in engaged teaching, service to the community, and rigorous scholarship. As an open admission university which welcomes students of all backgrounds and levels of academic preparedness, the university offers robust student support with student success, mental health, minority services, and economic support services. The low tuition rate also supports economically disadvantaged students and creates a more diverse student body. This is important since the architecture program includes many non-traditional students with family and work obligations.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:

The university's size and regional reputation offer the program prestige and instant credibility which has been very useful for industry support including funding scholarships, grants, and a lecture series. Regional professionals have acted as external program reviewers and written letters to administrators and legislators. The Architecture Program has built on the strength of the existing Engineering Design Technology (Drafting) program and its job-ready graduates such that 100% of graduating seniors (May 2023) and a majority of the second and third cohorts of B.Arch

students (graduating May 2024 and 2025 respectively) are employed in architecture firms. The University's emphasis on technical skills and job-ready graduates has translated into industry relationships with AIA Central Utah, Institute of Classical Architecture and Art (ICAA), and the National Association of Home Builders (NAHB).

UVU architecture students and faculty are involved with extracurricular organizations such as AIAS, Institute for Classical Architecture and Art Emerging Professionals (ICAA-EP), Skills USA, and the National Association of Home Builders (NAHB). Our newly formed chapter of ICAA-EP has worked with faculty mentors as they organize a series of annual events and activities, including sketch group sessions, workshops, lectures, design competitions, end-of-year galas, and others. Next fall we will formally organize a student group with AIAS and NOMAS (National Organization of Minority Architecture Students). Students present research at the annual UCUR (Utah Conference for Undergraduate Research) and frequently interact with outside professionals. Field trips within the Utah area are carried out regularly to expose students to different building types and regional industry trends. Students also take extended field trips within the continental United States and have opportunities for study abroad programs to expand our students' educational opportunities and expose them to other cultures and contexts.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

Building on UVU's dual mission model, the architecture program seeks to skillfully weave together current technologies, timeless design principles, and industry-based coursework to produce "master builder" practice-ready graduates. The program at UVU emphasizes education in traditional, vernacular, and classical architecture of all cultures. Students from diverse backgrounds research traditional principles and philosophies of history to encourage cultural empathy, respect for our natural environment, and wise use of limited resources and energy. Program coursework studies the past to inform the future, incorporating enduring standards and ideas into cutting edge technologies and solutions for modern society.

2—Shared Values of the Discipline and Profession

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

Program Response: We expect UVU architecture graduates to be prepared to embrace the challenges of designing within a multicultural global context and addressing the needs of the 21st century. The six values described below are seen as interconnected strengths and are woven holistically into both curricular and extra-curricular content throughout a student's five years in the program. Ongoing assessment of the outcomes for these values is sought through annual feedback from faculty, students, and industry advisors. The dual mission of UVU (first-rate university teaching plus the vocational programs of a community college) is a framework that guides our pedagogical choices in pursuit of these values.

Each spring semester, a survey is conducted with the UVU Architecture Industry Advisory Board that asks industry leaders in the region to rate the UVU Architecture Program on these six values and suggest ways that the program could improve. The **2023 Industry Advisory Board Assessment of Program Values** can be found here: Document Link. Values are rated 1-7 and the benchmark goal for each value is a minimum 5.0 on this scale. Long-term goal for each value is a 6.0 on this scale.

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

Program Response:

SUMMARY: The design curriculum of the architecture program achieves the dual mission of the University through a 2+3-year stackable credential that prepares graduates for the real-world process of architectural design. First and second-year students are given a solid foundation in architectural drafting and modeling, applied structures, materials, specifications, and construction documents. Design studios build upon these practice-ready skill sets through design projects that emphasize enduring design principles found in classical architecture and theory. Years 3-5 of the program explore increasingly complex issues of design and integrate building codes, sustainability, life safety, urban context, culture and history into the design process.

SCORE: 5.7 out of 7 (2023 Industry Advisory Board Assessment Score) – Benchmark met

DETAIL: Guiding the curricular efforts and the overarching design philosophy of the program are the following four key program values for design:

- **Aesthetic Sensibility**: We celebrate the creative process by teaching our students to cultivate their imagination, refine their craft, and design with beauty in mind. This is accomplished when a building's composition (i.e., the whole and parts) reveals an inner harmony and unity. We do this by grounding our students in timeless and tested design principles, patterns, proportions, sacred geometry, and spatial relationships inherent in nature and the classical tradition. We encourage students to produce lasting, beautiful, and functional architecture that moves beyond prose and into poetry – an architecture that transforms chaos into cosmos and inspires the human spirit.
- **Intercultural Competence**: We infuse our students with an understanding of the importance of defending the authenticity of the human experience by honoring and

preserving the spirit of a place, its culture, traditions, memory, and history. We study architectural precedents to learn from the past and address design challenges in a culturally and contextually sensitive way. We teach students the importance of approaching the design process with empathy, compassion, and humility so one might consider multiple perspectives, communicate effectively, build upon the past, and preserve the embodied wisdom of architecture.

- **Technical Skillset**: We promote creative problem solving by equipping our students with the technical skills to address the needs of the 21st century. UVU architecture places an emphasis on learning to think with one's hands through sketching, orthographic drawing, watercolor rendering, artisan crafts, building arts, and modeling making. These hand techniques are also balanced with computational tools to facilitate photo realistic renderings, Computer-Aided Design, and Building Information Modeling. Instead of succumbing to the aesthetics of speed, newness, novelty, and innovation, however, we focus instead on providing a timeless education balanced between theory and practice. This includes fostering design and research skillsets for multiple career paths by studying topics as diverse as community engagement to globalization, historic preservation to adaptive reduce, building science to evidence-based design, environmental stewardship to wise resource management, and new urbanism to revitalization of cities.
- **Human Well-being**: In addition to architecture's need to protect the public's health, safety, and welfare, we teach our students to transcend those expectations and produce inspiring environments that enrich the human experience by promoting healing and well-being. Students address the ethical function of architecture by understanding the built environment's phenomenological effect on human perception, behavior, emotion, and cognition through new breakthroughs in neuroscience, psychology, and sociology. Our traditional approach to design teaches students to look beyond the contemporary aesthetics of short-term consumerism and instead focus on the durability, longevity, and adaptive-reuse potential of buildings. Building for time is a form of resilient architecture focused on environmental stewardship and wise resource management which also supports the University's campus-wide sustainability initiative.

In addition to the above four key program values influencing the design education at UVU, the "UVU Architecture Design Studio Course Planning Guide" (Document Link) provides a source for reviewing, developing, and revising studio course topics and projects. What follows is a general overview of the design curriculum and its level of design synthesis for each academic year.

First and second year students are given a solid foundation in classical architecture and theory. Beginning in the foundations of Classical Architecture Workshop (ARC 1010), students learn about timeless design principles, patterns, proportions, sacred geometry, and spatial relationships inherent in nature and how to apply them to design problems. Second-year design studios (ARC 2110, ARC 2210) continue to build upon this foundation as students apply the classical orders to a series of projects investigating the relationships of space, form, site, and context. All three design-based courses deal with the fundamental level of design where natural and formal ordering systems are applied to two and three-dimensional design problems. Included in these first two years are also several courses focused on increasing the technical skills of students. From architectural drafting and modeling to applied structures, materials, specifications, and construction documents, students cultivate practice-ready skill sets as demonstrated by receiving their Construction Documents Technology (CDT) certification through CSI. At the termination of the AS degree, the program is designed to help students receive a Certificate in Classical Architecture (CCA) from the Institute of Classical Architecture and Art.

Third-year students embark further into an investigative design process that is rigorous yet open to inquiry. Design studios begin to explore issues dealing with assessing user and client needs through programming, addressing relevant building codes, and responding to different historical and urban contexts. Students are taught that buildings must not be ignorant of their context but rather adopt a cultural sensitivity or anthropological perspective regarding the spirit of the place. As a result, students learn how to honor a place's culture, tradition, memory, and history. Students also learn how sustainable design strategies are affected by climate, site, and building typology. Supplemental coursework in Environmental Systems (ARC 3220; ARC 4120), Codes and Construction law (ARC 3130), Architectural Graphic Communications (ARC 3120), a second course in Applied Structural Systems (EGDT 2610), and Global Architectural History to 1700 (ARC 3230) help students understand the interconnected and increasingly complex problems inherent in architectural design.

In the fourth-year, students address increasingly complex systems on the building integration design level in studio (ARC 4110, ARC 4210). Students learn how to integrate structural, mechanical, electrical, acoustical, environmental, building enclosure, and life safety systems into their designs. Students also begin to grapple with the ethical function and aesthetics of architecture by understanding the built environment's effect on human perception, behavior, emotion, and cognition. As in earlier design studios, precedent analysis is a vital part of the design process. Students are able to build upon the best ideas of the past, give authority and meaning to their own designs, avoid mistakes by learning how their predecessors solved problems, and design sensitively by relating their proposal to existing contexts. Supplemental coursework includes Architectural Theory (ARC 4520), Global Architectural History from 1700 (ARC 4130), Culture and Behavior in Architecture (ARC 4530), and Building Envelope Science (ARC 4220). It is also after the fourth year that students are given opportunities to study abroad in the summer.

Fifth-year students explore urban design and planning issues on an investigative level during the first semester design studio (ARC 4510). It is during this final year that students also practice their research skills through the independent senior capstone project (ARC 4230) where they develop an architectural building program, assess client-user needs, select and analyze a project site including its context and historic fabric in preparation for their design proposal. Students demonstrate their comprehensive understanding of building systems in a final integrative architectural design studio (ARC 4610). This capstone studio project is designed for the student to fully integrates environmental systems, life-safety, accessibility, structural systems, building envelope, and site considerations. Students take a professional services practicum course during the fifth year to prepare them for Professional Practice (ARC 4540). It is through the combination of research and design methods that students leave the program prepared to address the demands of 21st-century practice.

GOALS FOR CONTINUED IMPROVEMENT:

- Incorporate feedback from faculty, students and industry advisors in planning and adjustments to curriculum in design studios
- Meet NAAB PC and SC criteria, including PC.2 Design

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

Program Response:

SUMMARY: UVU's traditional approach to design teaches students to be stewards of the environment by looking beyond the contemporary aesthetics of consumerism and instead

focus on the durability, longevity, and adaptive-reuse potential of buildings. Building for time is viewed as a sustainable practice of wise resource management and aims at carbon-neutral architectural design.

SCORE: 5.3 out of 7 (2023 Industry Advisory Board Assessment Score) – Benchmark met

DETAIL: Deeply rooted within the classical tradition is a desire to learn from nature. Students learn about recent developments in biophilic design so they can understand why connecting people with the natural environment can improve health and well-being. Likewise, they learn how biomimicry in architecture applies the lessons of natural forms and systems to create sustainable solutions. Students also learn how the built environment can impact human health on the cognitive, psychological, and behavioral levels in the Culture and Behavior in Architecture course (ARC 4530). These lessons are reinforced throughout the curriculum and then applied during the design studio.

The curriculum is also focused on teaching environmental stewardship and sustainable design strategies that minimize a building's carbon footprint within UVU's Passive and Active Environmental Systems courses (ARC 3220; ARC 4120). As architecture students study architectural precedents in the Building Science and Envelope course (ARC 4220) they gain a critical understanding of building enclosure issues in historic structures with their preservation methods as well as how new performative-based developments affect building facade systems. Students are immersed in the National Institute of Buildings Sciences and will use the national Performance Based Design Guide on class projects. Furthermore, students enroll in Global Sustainability in the Built Environment (CMGT405G). This class allows students to explore sustainability issues from a global perspective and realize the impact buildings have on both the cultural and physical environment. These lessons are put into practice in the design studio.

The University is committed to a campus-wide sustainability initiative that focuses on energy-efficient buildings, water conservation, recycling, and public transportation. Architecture faculty are active advocates on these initiatives and serve on campus sustainability and planning committees.

GOALS FOR CONTINUED IMPROVEMENT:

- Incorporate feedback from faculty, students and industry advisors in planning and adjustments to curriculum to improve environmental stewardship and professional responsibility
- Meet NAAB PC and SC criteria, including PC.3

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

Program Response:

SUMMARY: UVU is committed to diversity and inclusion among current and prospective faculty, staff and students in its distribution of human, physical and financial resources. First, the architecture program offers an extremely low-cost degree through an open enrollment university, reducing or eliminating two of the most difficult barriers that students may face in higher education. In addition, the program is committed to creating a work environment and organizational culture that achieves the university's vision as stated by our Office of Inclusion and Diversity: "Grow, nurture and sustain an inclusive culture, where differences drive

innovation and learning, to meet the needs of UVU's community, where members can bring their authentic selves to campus." Decisions regarding resources of the program are aimed at strengthening these dynamic differences in order to prepare students for success in an increasingly diverse and global world.

SCORE: 5.56 out of 7 (2023 Industry Advisory Board Assessment Score) – Benchmark met

DETAIL: UVU is committed to preparing all students and employees for success in an increasingly complex, diverse, and globalized society. UVU promotes civility and respect for the dignity and potential of each individual. UVU seeks to advance the understanding of diverse perspectives. UVU values and promotes collegial relationships and mutual respect among students, faculty, and staff. UVU acknowledges and seeks to address the needs of populations who are underrepresented and students with varying levels of academic preparation, even as we strive to provide access and support for all students and employees in ways that are culturally relevant and responsible.

The architecture faculty are in the process of developing a plan to maintain and increase diversity in faculty, staff, and students. The faculty are working on an initiative to recruit in high schools with minority populations and to support programs which increase interest by female students in architecture. Being within a university with lower percentages of women and minorities, the architecture program recognizes that it needs to take concrete steps to be inclusive. The faculty will work with the AIAS, the office of Diversity and Inclusion, and Multicultural Student Services to develop a plan for recruiting and retaining women and minority students. One of the annual program measures will be meeting diversity outreach goals.

Students within the architecture program at UVU are trained to be socially responsible architects who create better places and livable communities. Students gain an understanding of the importance of defending the authenticity of the human experience by honoring and preserving the spirit of a place, its culture, traditions, memory, and history. In both studio and history, students study architectural precedents to learn from the past. Faculty emphasize the need to address design challenges in a culturally and contextually sensitive way by approaching each project with empathy and compassion for the building users. In light of these efforts, UVU Architecture remains committed to equity, diversity, and inclusion. Below are links to related university policies.

Harassment and Discrimination Policy

https://www.uvu.edu/equalopportunity/discrimination/

Diversity and Affirmative Action Policy

https://www.uvu.edu/equalopportunity/affirmativeaction/index.html

GOALS FOR CONTINUED IMPROVEMENT:

- Incorporate feedback from faculty, students and industry advisors in planning and adjustments to ensure that the architecture program is supportive and inclusive of all students
- Meet NAAB criteria, including
    - PC.8 Social Equity and Inclusion
    - 5.5 Social Equity, Diversity, and Inclusion

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge

advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:

SUMMARY: In line with our core values at UVU Architecture, we promote an awareness amongst our students of the important role that they will play in knowledge creation and dissemination. While we value new knowledge and innovation, we also encourage our students to first look to the lessons of the past to inform the future of the profession.

SCORE: 5.6 out of 7 (2023 Industry Advisory Board Assessment Score) – Benchmark met

DETAIL: Technical knowledge is addressed at UVU across several courses, including:

- EGDT 2100 Architecture Materials and Methods – construction methods for materials such as wood, masonry, concrete, steel, glass, assemblies, and finishes
- EGDT 2610 Applied Structures II - properties of materials as well as their fabrication and construction processes.
- ARC 3220 & 4120 Passive and Active Environmental Systems - established and emerging building service systems for mechanical, plumbing, fire protection, electrical, lighting, communication, security, acoustics, and vertical transportation.
- ARC 4220 Building Envelope and Science - established and emerging building enclosure systems which includes curtain wall systems, building assemblies, energy performance, moisture transfer, thermal resistance, etc.

Students then demonstrate in design studios in the fourth and fifth years that they can incorporate knowledge of these systems and assemblies from previous courses.

At the intersection of theory and practice sits architectural research. The design curriculum establishes a solid foundation for our students that is grounded in timeless and tested design principles, patterns, proportions, sacred geometry, and spatial relationships inherent in nature and the classical tradition. Building upon this foundation, students engage in architectural research during their fourth academic year in the program. They are encouraged to evaluate innovations in the field through independent project-based research on topics discussed in the Architectural Theory course (ARC 4520). As part of this course students submit an original research poster or creative project related to their topic in architectural theory for consideration to the Utah Conference for Undergraduate Research (UCUR), where many architecture students present their work each year.

Another course that enables students to engage in yet a further type of architectural research is within the Culture and Behavior in Architecture course (ARC 4530). This course reinforces cross-disciplinary aspects of architectural research dealing with related fields such as environmental psychology, anthropology, behavioral science, sociology, and neuroscience. Students participate in several assignments that enable them to learn first-hand through observation and case study research as to how the built environment affects human health, behavior, cognition, emotion, and well-being.

Lastly, students can pursue their own interests in architectural research during their Capstone Project Research course (ARC 4230) during their fifth year in the program. This course enables students to perform applied research methodologies to inform the architectural design process for their independent capstone project.

GOALS FOR CONTINUED IMPROVEMENT:

- Incorporate feedback from faculty, students and industry advisors in planning and adjustments to curriculum to strengthen student knowledge and innovation
- Meet NAAB PC and SC criteria, including PC.5 Research and Innovation

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

Program Response:

SUMMARY: Architecture students at UVU are provided with ongoing opportunities to develop collaboration and leadership skills throughout their education.

SCORE: 6.0 out of 7 (2023 Industry Advisory Board Assessment Score) – Benchmark met

DETAIL: Strategically located within the College of Engineering and Technology, students within the architecture program gain interdisciplinary experience by collaborating with other students in related disciplines such as engineering, surveying and mapping, digital media, and construction management among others. One evidence of this type of interdisciplinary collaboration in coursework is the third-year study (ARC 3110) project to design a visitor center at Beit Lehi, an archeology site in Israel that is part of an ongoing initiative of the surveying and mapping program. Students meet directly with the leaders of the archeology site to understand program and site expectations and have presented their designs to project management and government officials through virtual meetings. They also collaborate with the digital media to create immersive 3D visualization of student proposals.

As part of their leadership training, faculty teach students in the design studio how to strike a balance between competing priorities and personalities. Engaging students in a process of self-discovery and self-awareness is balanced with understanding and by showing compassion for outside perspectives. This process helps our graduates develop skills in critical decision-making, interpersonal communication, and conflict resolution as they interact with clients, consultants, and colleagues.

Students enjoy a number of leadership opportunities outside of the core curriculum in organizations such as the recently created Institute of Classical Architecture and Art - Emerging Professionals group (ICAA-EP) known as the “Rising Vitruvians.” As the program further matures, there are plans to create new student chapters of the American Institute of Architecture Students (AIAS) and National Organization of Minority Architecture Students (NOMAS) this fall.

Architecture faculty lead by example and demonstrate the value of collaboration and leadership in several ways. One example involves architecture faculty recently assuming leadership roles on College and University-wide levels that include the Equity, Inclusion, and Diversity Committee, Campus Planning and Sustainability Committees, Faculty Senate, and the Scholarly and Creative Undergraduate Partnership Team. Faculty also serve on local levels of the AIA and ICAA. Likewise, architecture faculty remain engaged in creative practice and scholarship, resulting in peer-reviewed publications, presentations, awards, and exhibitions.

Examples of positively engaging with the community and cultivating social responsibility can be witnessed in a recent urban design charrette with the city of Springville and the Springville Museum of Art for Studio VII (ARC 4. Students developed proposals for a redeveloped pedestrian connection between downtown Springville and the museum with digital and 3D modeling imagery and presented this to museum and city administrators. Students have done similar projects with the City of Murray and Spanish Fork, serving as facilitators at public input events supported by the ICAA and City of Murray that looked at the future development and preservation of the city’s historic downtown. Another example of having students positively influence the development of the built environment by considering diverse

user needs and perspectives can be seen in the third-year studio project (ARC 3210) where students worked with the City of Spanish Fork to create design proposals for a new public library.

GOALS FOR CONTINUED IMPROVEMENT:

- Incorporate feedback from faculty, students and industry advisors in planning and adjustments to improve leadership, collaboration, and community engagement
- Meet NAAB PC and SC criteria, including PC.6

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

Program Response:

SUMMARY: As an open admission university which welcomes students of all backgrounds, age groups, and levels of academic preparedness, the UVU Architecture Program strives to accommodate non-traditional students who work and/or have families. Students interact frequently with industry professionals as they receive a practical education focused on becoming practice-ready designers.

SCORE: 5.6 out of 7 (2023 Industry Advisory Board Assessment Score) – Benchmark met

DETAIL: The unique demographics of our program require special attention when considering the teaching and learning culture of our program. Our annual co-sponsored lecture series with the ICAA and AIA Central Utah for example promotes a culture of lifelong learning amongst those in the profession, school, or the general public. The lecture series is free and open to the public. It also offers continuing education credits for licensed architects through the AIA.

UVU architecture students are thoroughly prepared for architectural practice. In the first two years of their experience at UVU, the curriculum of the architecture program focuses on courses that offer students a breadth of education. Over the last three years of their education, architecture students gain a depth of study by focusing on the core architecture curriculum as well as architectural electives. In total, students take 36 credit hours of general education coursework, 75 credit hours of core architecture coursework, and 15 credit hours of architectural electives for a total of 151 credit hours for the Bachelor of Architecture professional degree.

Students are given ample opportunities to interact with local professionals during guest lectures, studio critiques, and career fairs. The Architecture and Engineering Department also has an active Industry Advisory Board that informs students of professional opportunities.

A faculty member is appointed as the Architect Licensing Advisor to help students navigate the transition from the "Architectural Experience Program" (AXP) to the "Architectural Registration Examinations" (AREs). Students interested in the traditional licensure path are encouraged to register in AXP after their second year when they also start working in local architecture firms. Annual workshops and presentations keep students informed about NCARB and state licensing requirements. Lastly, graduates are prepared for the demands of practice and project management - including legal, financial, and ethical issues - in the Professional Practice course (ARC 4540). UVU Architecture views lifelong learning as an essential practice of the profession and encourages a thorough understanding of the discipline's breadth and depth of knowledge throughout the curriculum.

GOALS FOR CONTINUED IMPROVEMENT:

- Incorporate feedback from faculty, students and industry advisors in planning and adjustments to improve lifelong learning
- Meet NAAB PC and SC criteria, including PC.7 Learning and Teaching Culture

3—Program and Student Criteria

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

3.1 Program Criteria (PC)

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

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

Program Response:

Overview:

UVU architecture's first goal is to create practice-ready graduates by equipping them with the requisite discipline skills and knowledge. We aim to prepare our graduates for their path to licensure in the United States as well as the diversity of alternate career paths found within the profession. The program seeks to inform students about PC.1 Career Paths in both coursework and non-curricular activities.

Coursework:

From a curricular standpoint, the path to licensure and related career paths that utilize the discipline's skills and knowledge are taught in the Architecture Professional Practice course (ARC 4540). Within this course, a module is dedicated to exploring the career paths available to graduates of a professional degree program in architecture. It also reviews the road to licensure in-depth. The module goes on to introduce key concepts such as the architect's professional standard of care, the different types of firms and the opportunities they afford, and the emerging professional's responsibilities to her firm. Students are given an assignment to write an in-class essay discussing at least one additional career path besides what they are currently planning. They are also asked to list responsibilities they expect to have in their firm and as a practicing architect in general.

Non-curricular Activity:

On the extracurricular level, our students are exposed to an array of different career paths during several annual events where student attendance is mandatory. The first non-curricular event where students get a broad overview of the path to architect licensure and other career opportunities is during the annual Application and Portfolio Workshop held in the Spring semester. This is a particularly useful time to introduce this information to freshman and sophomore students while they are early in their educational pursuit. This presentation explores other related career paths and degree offerings that are available within both the department and college. Program Coordinators from the Architecture & Engineering Design department give short introductions about the other related degree offerings, such as the Associate of Applied Science (AAS) and Associate of Science (AS) degrees with an emphasis in civil, mechanical, structural, or general drafting and design as well as a Bachelor of Science in Surveying in Mapping. Since both the AS degree in Architectural Drafting and Design track and the Bachelor of Architecture degree require applications for admission into their programs, these other career opportunities allow students who are not admitted into the architecture program to find other related career paths.

Once students have been admitted formally into the Bachelor of Architecture degree in the third year of the program, students learn about more specific details regarding the path to licensure during an annual NCARB presentation made by the program's Architect Licensing

Advisor. This includes a more in-depth discussion about the jurisdictional requirements in the State of Utah, reciprocity across states, Architect Experience Program (AXP), Architect Registration Examination (ARE), and NAAB accredited degree programs. This presentation also explores other career opportunities that are available with an architecture degree as a result of acquiring discipline related skills and knowledge.

A third non-curricular event that exposes students to various career opportunities is the UVU Architecture Career and Internship Fair. Our inaugural event kicks off in the Spring 2023 semester. This is planned to be a recurring annual event that is mandatory for all students. It is estimated that at least 24 architecture firms, homebuilders, engineers, and design companies will be in attendance. The diversity of the companies will expose students to a variety of career paths.

The last series of events that expose students to a variety of different career paths is through a well-rounded and multidisciplinary annual lecture series. The annual lecture series is held at the university and is co-sponsored by the American Institute of Architects Utah Central section, Institute of Classical Architecture & Art Utah chapter, and the UVU architecture program. Invited speakers have included architects, art historians, urban planners, archaeologists, illustrators, homebuilders, and historic preservationists among others. Examples of past topics can be found at the links below:

- https://classicistutah.org/2023/01/14/announcing-the-2023-spring-lecture-series/
- https://classicistutah.org/2022/08/25/annoucing-the-icaa-uvu-architecture-fall-2022-lecture-series/
- https://classicistutah.org/2022/02/14/uvu-architecture-spring-2022-lecture-series/
- https://classicistutah.org/2021/10/07/uvu-architecture-fall-2021-lecture-series/
- https://classicistutah.org/2021/02/02/uvu-architecture-spring-2021-lecture-series/
- https://classicistutah.org/2020/10/14/uvu-architecture-fall-2020-lecture-series/
- https://classicistutah.org/2020/01/01/utah-valley-spring-lecture-series/

Assessment:
Long term planning and assessment efforts for PC.1 – Career Paths will ensure that all students understand the path to licensure as an architect and the alternate career paths that are available to them. We use indirect assessment measures for our non-curricular activities and direct grade-based assessments for our coursework. The coursework associated with this criterion is also evaluated by faculty during annual self-assessments. Metrics for these program criteria are tracked on an annual basis and compared to the benchmark goals to see if the learning outcomes are being met.

As a result of the broader program-wide self-assessment for PC.1 in AY 2022-2023, it was determined that the benchmark goals have been met. The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in “Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide” (see appendix).

PC.1	Links to Associated Materials
Related Evidence & Assessment Documentation	PC.1 Career Paths Folder
Related APR Information	See §5.2 – Planning and Assessment See §5.3 – Curricular Development
Related APR Appendices	• Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide • NAAB Program & Student Criteria Matrix • NAAB Program Criteria Assessment Matrix

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

Program Response:

Overview:

UVU's Bachelor of Architecture professional degree seeks to prepare students for leadership in the profession of architecture and urban design through a rigorous design process. The program promotes a built environment that bolsters genuine communities through architecture that is durable, useful, beautiful, and human-scaled. The degree is rooted in classical and traditional architecture. The holistic foundation seeks to balance the art of building with aesthetic sensibilities, historical precedents with contemporary needs, craftsmanship with digital technologies, and theory with practice-based application. The goal of these efforts is to produce "master builder" practice-ready graduates. Our students go forth to create a lasting and beautiful world that uplifts the human spirit. The "UVU Architecture Design Studio Course Planning Guide" provides a source for reviewing, developing, and revising studio course topics and projects (see APR appendix).

Coursework:

The architecture program at UVU begins early to instill within students the important role of the design process. The first two and a half years of the curriculum focus on the fundamentals of design to inform two-dimensional and three-dimensional design. In the Classical Architecture Workshop (ARC 1010), for instance, students gain an understanding of the fundamental principles and ordering systems that inform classical architecture that are found in the order, proportion, geometry, and patterns of nature. Students learn by drawing sacred geometry and the classical orders, creating measured drawings, and studying precedents. The students apply this knowledge in a fast-paced charrette style design process to small design problems, such as a creating an entry gate to a formal garden.

In the second year, Architecture Studio I (ARC 2110) remains on the fundamental design level but shifts its focus to craft and the building arts. Students continue learning from architectural precedents with a focus on building elements and details. Students learn about these details through a process of imitation to first draw in two-dimensions and then to bring the drawings to life in three-dimensions through sculpting, rubber molds, and plaster casts. Students engage in slightly larger design problems than before, such as a lakeside pavilion or a garden café building. Students create the orthographic drawings by hand and then learn to build a physical model of their design. In Architecture Studio II (ARC 2210), students continue their explorations on the fundamental design level and address new questions related to form and site conditions. Students learn how to design different types of residential projects ranging from a single-family home to a large estate with formal gardens on a site with challenging contours.

Once students are formally admitted to the Bachelor of Architecture degree in the third year, design studios begin to shift their attention away from the fundamentals of design to more investigative issues. Architecture Studio III (ARC 3110), for instance, emphasizes architectural programming for smaller commercial typologies to help students learn how to assess client and user needs and adjacency requirements. Students are also engaged with contextual issues as they gather, assess, and evaluate information to support design decisions. Architecture Studio IV (ARC 3210) continues its focus on the investigative level with program and context. Students engage in preparing programs and analyzing space requirements for increasingly more complex building typologies and scales of construction related to cultural and civic architecture. Students also begin applying their knowledge in the design studio from related coursework that deals with issues surrounding building codes, historical fabric, structures, urban context, climate, and passive design strategies. In the

Architectural Graphic Communications course (ARC 3120) students gain additional hand and computational skills that prepare them for the rigor of presenting their design ideas in a clear and concise graphic manner.

During the fourth year of their education, students take design studios that turn their focus from investigative design to building integration. Architecture Studio V (ARC 4110) continues to help students grapple with different client and user needs through architectural programming for an institutional project. Students gain an understanding of how to collaborate with engineers and specialty consultants over the course of the semester. Students also learn how to deal with master planning for difficult topographic site conditions while at the same time evaluating how to integrate complex systems into a cohesive architectural solution. Knowledge from related coursework in the Active Environmental Systems class is applied to each student's design proposal, such as lighting and acoustical design. Architecture Studio VI (ARC 4210), on the other hand, turns to team-based learning with an educational type project. Students continue to engage the studio on a building integration design synthesis level. The studio project works with related coursework to incorporate building enclosure systems and assemblies, HVAC systems integration, and life safety issues surrounding occupancy and egress.

During the fifth and final year, students take the urban design focused Architecture Studio VII (ARC 4510). This course helps students approach design on an investigative level again through an extensive assessment and analysis of site conditions affecting a larger master plan development. From assessing the historical fabric, urban context, and developmental patterning, students work as a team to create a single masterplan. Afterwards each team member works on designing an architectural solution and building type appropriate for a specific part of the masterplan. In the fifth year, students also take both Capstone Project Research (ARC 4230) and Architecture Studio VIII (ARC 4610) which serve as the culminating comprehensive design studio focused on building integration. Students must demonstrate their knowledge gained through this independent research and design project their ability to prepare a comprehensive architectural program that assesses client and user needs, analyzes the site and climatic conditions, applies applicable codes, conforms to local zoning and planning regulations, and integrates environmental, structural, life safety, and building envelope systems.

Non-curricular Activity:
Students are also exposed to varying perspectives on architectural and urban design through a well-rounded and multidisciplinary annual lecture series. The annual lecture series is held at the university and is co-sponsored by the American Institute of Architects Utah central section, Institute of Classical Architecture & Art Utah chapter, and the UVU architecture program. Invited speakers have included architects, art historians, urban planners, archaeologists, illustrators, homebuilders, and historic preservationists among others. Examples of past topics can be found at the links below:

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- https://classicistutah.org/2022/02/14/uvu-architecture-spring-2022-lecture-series/
- https://classicistutah.org/2021/10/07/uvu-architecture-fall-2021-lecture-series/
- https://classicistutah.org/2021/02/02/uvu-architecture-spring-2021-lecture-series/
- https://classicistutah.org/2020/10/14/uvu-architecture-fall-2020-lecture-series/
- https://classicistutah.org/2020/01/01/utah-valley-spring-lecture-series/

Assessment:
Long term planning and assessment efforts for PC.2 – Design will ensure that students understand the role of the design process and its effect on the built environment. We use indirect assessment measures for our non-curricular activities, such as the lecture series, and

direct grade-based assessments for our coursework. The coursework associated with this criterion is also evaluated by faculty during annual self-assessments. Metrics for these program criteria are tracked on an annual basis and compared to the benchmark goals to see if the learning outcomes are being met.

As a result of the broader program-wide self-assessment for PC.2 in AY 2022-2023, it was determined that the benchmark goals have been met in every studio. Course and project improvements have occurred in ARC 1010, ARC 2110, ARC 2210, ARC 3110, and ARC 3210. The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide."

PC.2	Links to Associated Materials
Related Evidence & Assessment Documentation	PC.2 Design Folder
Related APR Information	See §5.2 – Planning and Assessment See §5.3 – Curricular Development
Related APR Appendices	• Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide • UVU Architecture - NAAB Program & Student Criteria Matrix • UVU Architecture - NAAB Program Criteria Assessment Matrix • UVU Architecture Design Studio Course Planning Guide

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

Program Response:

Overview:

Architecture students at UVU learn not only about environmental stewardship and sustainable practices but how to minimize a building's carbon footprint through energy conscious design. UVU's traditional approach to design teaches students to be stewards of the environment by looking beyond the contemporary aesthetics of consumerism and instead focus on the durability, longevity, and adaptive-reuse potential of buildings. Building for time is viewed as a sustainable practice of wise resource management and aims at carbon-neutral architectural design.

Coursework:

The curriculum centered around ecological impacts of the built environment is taught in both the Passive (ARC 3220) and Active Environmental Systems courses (ARC 4120). The first course in the series seeks to teach students that carbon-neutral design begins first and foremost with understanding the principles of passive environmental systems design and the building envelope's effect on occupant comfort. It investigates passive heating and cooling strategies, natural ventilation, solar geometry, daylighting, climate considerations, and thermal comfort. Since ARC 4120 shifts to active environmental systems, sustainability topics focus on the energy efficiency of HVAC, electrical, and lighting systems. A building's performance also extends to topics related to communication, security, indoor air quality, fire protection, acoustics, vertical transportation, and plumbing systems. The goal of these efforts is to help students understand that environmental stewardship and sustainable design strategies should be aimed at minimizing a building's carbon footprint.

As students continue their studies of architectural precedents in the Building Science and Envelope course (ARC 4220) they gain a critical understanding of building enclosure issues in both new construction and historic structures from a preservation perspective. Students also learn how performative-based developments affect building facade systems. Students are immersed in the National Institute of Buildings Sciences and will use the national Performance Based Design Guide on class projects. Students are encouraged to take the Global Sustainability in the Built Environment course as one of their electives (CMGT 405G), since this class allows students to explore sustainability issues from a global perspective by learning how buildings impact both the cultural and physical environment.

Assessment:
Long term planning and assessment efforts for PC.3 – Ecological Knowledge and Responsibility will ensure students understand the relationship between the built and natural environment and their role as ecological stewards. We use direct grade-based assessments for our coursework. The coursework associated with this criterion is also evaluated by faculty during annual self-assessments. Metrics for these program criteria are tracked on an annual basis and compared to the benchmark goals to see if the learning outcomes are being met.

As a result of the broader program-wide self-assessment for PC.2 in AY 2022-2023, it was determined that the benchmark goals have been met. The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide."

PC.3	Links to Associated Materials
Related Evidence & Assessment Documentation	PC.3 Ecological Knowledge and Responsibility Folder
Related APR Information	See §5.2 – Planning and Assessment See §5.3 – Curricular Development
Related APR Appendices	• Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide • UVU Architecture - NAAB Program & Student Criteria Matrix • UVU Architecture - NAAB Program Criteria Assessment Matrix

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

Program Response:
Overview:
UVU Architecture seeks to infuse students with an understanding of the importance of histories and theories of architecture and urbanism. It looks at ways of defending the authenticity of the human experience by honoring and preserving the spirit of a place, its culture, traditions, memory, and history. Students study architectural precedents to learn from the past and address design challenges in a culturally and contextually sensitive way. Understanding the diverse social, cultural, economic, and political forces is critical for students so they may approach the design process with empathy, compassion, and humility. This enables them to consider multiple perspectives, communicate effectively, build upon the past, and preserve the embodied wisdom of architecture. PC.4 – History and Theory is addressed in several places across the curriculum as well as during a non-curricular events.

Coursework:
As part of the core curriculum at UVU, students gain an appreciation of the complex history of urban development and architectural design while also deepening their understanding of

other cultures. Students continue to learn about traditions and history through the study of architectural precedents. In the third and fourth years of their education, architecture students take two courses on the Global History of Architecture (ARC 3230, ARC 4130). Both of these history courses explore the complex interrelationships as design priorities shift across time and differ from culture to culture. Each course is given a "Writing Enriched" designation per university requirements to enable students to explore through architectural research the socio-cultural, economic, technological, ecological, and religio-political forces affecting buildings. Student learning is also assessed through quizzes and exams.

In the Architectural Theory course (ARC 4520) students consider multiple perspectives from the past two thousand years as they focus on key figures, movements, and texts. This includes ancient treatises such as Vitruvius to Alberti as well as more contemporary writings from Le Corbusier to Juhani Pallasmaa. Although UVU's architecture program focuses on traditional and classical architecture, students are introduced to broader modern interpretations and theories on both sides of the argument. For instance, the module on architectural education compares writings from both the Bauhaus and Beaux-Arts. The module on form and function contrasts the writings of Louis Sullivan, Andrea Palladio, Le Corbusier, and Colin Rowe. Whereas the module on ethics, authenticity, and deception contrasts theories from John Ruskin, Robert Venturi, Juhani Pallasmaa, Demetri Porphyrios, and Alberto Perez-Gomez. The course is setup as a forum for debate and students lead discussion sessions as they consider multiple perspectives. Student learning is assessed through a research project on an aspect of architectural theory, critical writing assignments, discussion leader presentations, and a final exam.

Each student continues to increase their intercultural competence in the Culture and Behavior in Architecture course (ARC 4530). This class further explores not only the cultural and social impact of architecture, but also its psychological, behavioral, and cognitive effects on human health and well-being. It focuses on contemporary architectural theory that is informed by interdisciplinary research methods found in sociology, neuroscience, psychology, behavioral science, and anthropology. Student learning is assessed through a research project, weekly exercises, and exams.

Non-curricular Activity:
Topics related to history and theory are also addressed through a well-rounded and multidisciplinary annual lecture series. The annual lecture series is held at the university and is co-sponsored by the American Institute of Architects Utah central section, Institute of Classical Architecture & Art Utah chapter, and the UVU architecture program. Invited speakers and topics have explored diverse issues related to architectural history, education, practice, theory, and preservation among others. These presentations have also investigated some of the complex relationships between socio-economic, religio-political, and socio-cultural influences on the built environment. Examples of past topics can be found at the links below:

- https://classicistutah.org/2023/01/14/announcing-the-2023-spring-lecture-series/
- https://classicistutah.org/2022/08/25/annoucing-the-icaa-uvu-architecture-fall-2022-lecture-series/
- https://classicistutah.org/2022/02/14/uvu-architecture-spring-2022-lecture-series/
- https://classicistutah.org/2021/10/07/uvu-architecture-fall-2021-lecture-series/
- https://classicistutah.org/2021/02/02/uvu-architecture-spring-2021-lecture-series/
- https://classicistutah.org/2020/10/14/uvu-architecture-fall-2020-lecture-series/
- https://classicistutah.org/2020/01/01/utah-valley-spring-lecture-series/

Assessment:
Long term planning and assessment efforts for PC.4 – History and Theory will ensure that all UVU students understand the histories and theories of architecture and urbanism along with their interrelationships with social, cultural, economic, ecological, and political forces. We use

indirect assessment measures for our non-curricular lecture series and direct grade-based assessments for our coursework. The coursework associated with this criterion is also evaluated by faculty during annual self-assessments. Metrics for these program criteria are tracked on an annual basis and compared to the benchmark goals to see if the learning outcomes are being met.

As a result of the broader program-wide self-assessment for PC.4 in AY 2022-2023, it was determined that the benchmark goals have been met. Various improvements have been made in each of the four classes to improve student learning. These are summarized in the "NAAB Program Criteria Assessment Matrix." The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide."

PC.4	Links to Associated Materials
Related Evidence & Assessment Documentation	PC.4 History and Theory Folder
Related APR Information	See §5.2 – Planning and Assessment See §5.3 – Curricular Development
Related APR Appendices	• UVU Architecture - Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide • UVU Architecture - NAAB Program & Student Criteria Matrix • UVU Architecture - NAAB Program Criteria Assessment Matrix

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

Program Response:
Overview: UVU Architecture provides an education that balances theory and practice. At the intersection of both sits architectural research. We prepare our students to engage in research at different levels in the curriculum, so they are prepared to test and evaluate innovations in the field against enduring principles and evidence from practice. While the program takes a cautious approach to unproven building methods, it fully embraces the role of modern science in confirming time-tested methods of design and construction. Building off the evidence-based design model where designers can test and evaluate innovations before their implementation, UVU Architecture aims to prepare students to embrace various types of architectural research in the curriculum.

Coursework:
From a curricular standpoint, students engage in architectural research during their fourth and fifth academic years in the program. In the Architectural Theory course (ARC 4520), students are encouraged to evaluate and test various concepts found in architectural theory through an independent research project. Students are given the ability to choose their research topics and methodology as long as they relate to some aspect of architectural theory. Topics have ranged from using the latest in Virtual Reality headsets to test ideal intercolumniation proportions, running eye-tracking emulation software on images of modern additions to historic structures to assess their success from a visual attention standpoint, or using survey research to test human perceptions of architectural forms and building typologies.

Another course that enables students to engage in a further type of architectural research is the Culture and Behavior in Architecture course (ARC 4530). This course reinforces cross-disciplinary aspects of architectural research dealing with related fields such as environmental psychology, anthropology, behavioral science, sociology, and neuroscience. Students participate in several assignments that enable them to learn first-hand through

observation and case study research as to how the built environment affects human health, behavior, cognition, emotion, and well-being.

As part of both the ARC 4520 and ARC 4530 courses, students submit their research projects for consideration to either the Utah Conference for Undergraduate Research (UCUR) or the Intermountain Engineering, Technology and Computing (IETC) Conference. Of the forty-nine (49) research projects that have been presented at both conferences, students have benefited from the opportunity to present their work in a scholarly setting to students, faculty, field specialists, and community members. Examples of past student research projects that have been presented at the Utah Conference for Undergraduate Research can be found at the links below:
https://www.uvu.edu/aed/architecture/architecture-news/posts/2023-ucur-research.html
https://www.uvu.edu/aed/architecture/architecture-news/posts/2022-ietc-conference.html
https://www.uvu.edu/aed/architecture/architecture-news/posts/2022-ucur-conference.html
https://www.uvu.edu/aed/architecture/architecture-news/posts/2021-ucur-conference.html

Lastly, students can pursue their own interests in architectural research in their Capstone Project Research course (ARC 4230) during the fifth year in the program. This course enables students to perform applied research methodologies to inform the architectural design process for their independent capstone project.

Assessment:
Long term planning and assessment efforts for PC.5 – Research and Innovation will ensure that all students are prepared to engage with architectural research. We use direct grade-based assessments for our coursework. The coursework associated with this program criteria is also evaluated by faculty during annual self-assessments. Metrics for these program criteria are tracked on an annual basis and compared to the benchmark goals to see if the learning outcomes are being met.

As a result of the broader program-wide self-assessment for PC.5 in AY 2022-2023, it was determined that the benchmark goals have been met. Improvements have been made in ARC 4530 to improve student learning, such as the addition of a research project. These are summarized in the "NAAB Program Criteria Assessment Matrix." The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide."

PC.5	Links to Associated Materials
Related Evidence & Assessment Documentation	PC.5 Research and Innovation Folder
Related APR Information	See §5.2 – Planning and Assessment See §5.3 – Curricular Development
Related APR Appendices	• Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide • UVU Architecture - NAAB Program & Student Criteria Matrix • UVU Architecture - NAAB Program Criteria Assessment Matrix

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

Program Response:
Overview:

The architecture program at UVU Is focused on producing practice ready graduates who are prepared to not only collaborate on multidisciplinary teams but to serve as project leaders.

Coursework:
Several of the design studios (ARC 3110, ARC 3210, ARC 4510) place an emphasis on developing student skills in interpersonal communication, conflict resolution, and collaboration largely through the use of team-based projects. From performing precedent or site analysis to developing a cohesive masterplan or designing a complete project with a partner, students are able to gain experience leading and collaborating in a team-based environment to solve complex problems. Due to the diverse nature of design projects and building typologies that students work on throughout the curriculum, they are exposed to a number of stakeholder constituents and varying social contexts.

In the Architecture Professional Practice (ARC 4540) and Construction Documents and Specifications (ARC 2220) courses students learn about the collaborative nature of working in an office, coordinating with engineering consultants, and contractual communication relationships between the Owner, Architect, Contractor team. They also learn about qualities of leadership needed for practice management within various types of office organization, firm management, financial management, professional liability, and the ethics of professional conduct.

Non-curricular Activity:
UVU architecture students enjoy a number of leadership opportunities outside of the core curriculum in organizations such as the Institute of Classical Architecture and Art - Emerging Professionals group (ICAA-EP) known as the "Rising Vitruvians." In the Fall of 2023, the program has plans to create new student chapters of the American Institute of Architecture Students (AIAS) and National Organization of Minority Architecture Students (NOMA).

Assessment:
Long term planning and assessment efforts for PC.6 – Leadership and Collaboration will ensure that students understand methods of communicating and working with multidisciplinary teams, and diverse stakeholder constituents. We use direct grade-based assessments for our coursework and indirect assessments for our non-curricular activities. The coursework associated with this program criteria is also evaluated by faculty during annual self-assessments. Metrics for these program criteria are tracked on an annual basis and compared to the benchmark goals to see if the learning outcomes are being met.

As a result of the broader program-wide self-assessment for PC.6 in AY 2022-2023, it was determined that the benchmark goals have been met. Projects have been redeveloped in ARC 3110 and ARC 3210 to improve student learning. These are summarized in the "NAAB Program Criteria Assessment Matrix." The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide."

PC.6	Links to Associated Materials
Related Evidence & Assessment Documentation	PC.6 Leadership and Collaboration Folder
Related APR Information	See §5.2 – Planning and Assessment See §5.3 – Curricular Development
Related APR Appendices	• Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide • UVU Architecture - NAAB Program & Student Criteria Matrix • UVU Architecture - NAAB Program Criteria Assessment Matrix

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

Program Response:

Overview:

The learning and teaching culture within the architecture program at UVU was established early on with the first cohort of students and founding faculty members in December of 2019 and was known as the UVU Architecture Studio Culture Policy. With the recent changes made with the 2020 NAAB conditions for accreditation and the publication of the 2020 AIAS Learning & Teaching Culture Policy, the program at UVU has formally revised its original studio culture policy. In its expanded and revised form, it is now known as the "UVU Architecture Learning & Teaching Culture Policy" (LTCP). This current policy was reviewed with students and faculty members within the architecture program during the 2020-2021 academic year. It was formally accepted as a policy in April 2021 by the designated committee of faculty, students, and administrators. No changes were deemed necessary during the 2021-2022 academic year. The LTCP was reviewed again during the 2022-2023 academic year. Based on student and faculty feedback, several sections of the policy have been slightly adjusted to improve the learning environment at UVU.

As a result, the architecture program at UVU is dedicated to the following values: optimism, professional conduct, constructive evaluations and instructions, collaborative community, time management and school-life-work balance, health and wellbeing, diversity and solidarity, respectful stewardship and space management, and well-rounded enrichment. The LTCP is featured under additional resources on the "About Us" page on the program's website: https://www.uvu.edu/aed/architecture/about/index.html

Coursework:

From a curricular standpoint, the learning and teaching culture is emphasized in all of the design and studio-based coursework throughout the five years of the program (ARC 1010, ARC 2110, ARC 2210, ARC 3110, ARC 3210, ARC 4110, ARC 4210, ARC 4510, ARC 4610). The LTCP will be distributed and discussed amongst students and faculty at the beginning of each academic year. All new faculty and invited jurors will be given a copy of the LTCP.

Non-curricular Activity:

The review of the LTCP on an annual basis fall under non-curricular activity, but its implementation is reinforced on a curricular level when it is reviewed at the beginning of the semester when syllabi policies are also reviewed.

Assessment:

Long term planning and assessment efforts for PC.7 – Learning and Teaching Culture will ensure that a respectful and positive environment is maintained between students, faculty, staff, and administration. We use indirect assessments for the LTCP since it is mandatory for faculty to review this each semester in their design studios. The LTCP will be revisited on an annual basis by the committee. The coursework associated with this program criteria is also evaluated by faculty during annual self-assessments. Metrics for these program criteria are tracked on an annual basis and compared to the benchmark goals to see if the outcomes are being met.

As a result of the broader program-wide self-assessment for PC.7 in AY 2022-2023, it was determined that the benchmark goals have been met. These are summarized in the "NAAB Program Criteria Assessment Matrix." The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-

2026). These procedures are outlined in “Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide.”

PC.7	Links to Associated Materials
Related Evidence & Assessment Documentation	PC.7 Learning and Teaching Culture Folder
Related APR Information	See §5.2 – Planning and Assessment See §5.3 – Curricular Development
Related APR Appendices	• Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide • UVU Architecture - NAAB Program & Student Criteria Matrix • UVU Architecture - NAAB Program Criteria Assessment Matrix

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

Program Response:
Overview:
UVU Architecture is committed to preparing all students for success in an increasingly complex, diverse, and globalized society. The program promotes civility and respect for the dignity and potential of everyone by understanding diverse perspectives. We acknowledge and seek to address the needs of underrepresented populations in ways that are culturally relevant and responsible. Students within the architecture program at UVU are trained to be socially responsible architects who create better places and livable communities. Students gain an understanding of the importance of defending the authenticity of the human experience by honoring and preserving the spirit of a place, its culture, traditions, memory, and history. In both studio and history, students study architectural precedents to learn from the past. Faculty emphasize the need to address design challenges in a culturally and contextually sensitive way by approaching each project with empathy and compassion for the building users. Considering these efforts, UVU Architecture remains committed to equity, diversity, and inclusion in both its coursework and non-curricular activities.

Coursework:
The curriculum of the architecture program emphasizes social equity an inclusion on several levels. For instance, the two courses focused on the Global History of Architecture (ARC 3230, ARC 4130) deepen and broaden student understandings of the diverse cultural and social contexts that have influenced architecture over time throughout the world.

The Culture and Behavior in Architecture course (ARC 4530) emphasizes the importance of understanding people of different backgrounds. It focuses on both the effect of the built environment on human beings and how our cultural worldviews affect architecture. Students learn that architects should work to equitably support and preserve cultural and ethnic perspectives in design proposals.

Many of the topics of the design-based curriculum in the studios also foster social equity and inclusive perspectives. For example, design projects in Architecture Studio III (ARC 3110) deal with sites in foreign contexts. The first is a visitor center for the Beit Lehi archeological site in Israel. Since the multicultural and interreligious history of the site possesses Idumean, Jewish, Byzantine Christian, and Muslim ruins, students engage with issues surrounding contested religious sites and artifacts. The second project is situated on the Grand Canal in Venice, Italy and requires the student to design in a richly historic and diverse cultural setting. In the Architecture Studio V (ARC 4110), on the other hand, students consider varying religio-

cultural architectural priorities and social contexts when assessing client user needs as they design a religious building outside their own faith tradition.

Non-curricular Activity:
Extracurricular offerings in the form of the annual lecture series also seek to promote social equity and inclusion. This can be demonstrated through the recent selection of speakers whose backgrounds are diverse and bring perspectives informed by differences in age, gender, race, ethnicity, sexual orientation, country of origin, and culture.

Assessment:
Long term planning and assessment efforts for PC.8 – Social Equity and Inclusion will ensure that students understanding of diverse socio-cultural contexts are translated into the built environment in an equitable fashion. We use direct grade-based assessments for our coursework and indirect assessments for our non-curricular activities. The coursework associated with this program criteria is also evaluated by faculty during annual self-assessments. Metrics for these program criteria are tracked on an annual basis and compared to the benchmark goals to see if the learning outcomes are being met.

As a result of the broader program-wide self-assessment for PC.8 in AY 2022-2023, it was determined that the benchmark goals have been met. Projects and assignments have been redeveloped in ARC 3110, ARC 3230, and ARC 4130 to improve student learning. These are summarized in the "NAAB Program Criteria Assessment Matrix." The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide."

PC.8	Links to Associated Materials
Related Evidence & Assessment Documentation	PC.8 Social Equity and Inclusion Folder
Related APR Information	See §5.2 – Planning and Assessment See §5.3 – Curricular Development
Related APR Appendices	• Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide • UVU Architecture - NAAB Program & Student Criteria Matrix • UVU Architecture - NAAB Program Criteria Assessment Matrix

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

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

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

Program Response:
Overview:
First and foremost, UVU's program teaches the importance of architecture's need to protect the public's health, safety, and welfare. This is accomplished through a number of courses that teach students the role of structural design and building envelope on safety as well as environmental systems on health. Likewise, we teach our students that welfare extends to the realm of producing inspiring environments that enrich the human experience by promoting healing and well-being. Students address the ethical function of architecture by understanding the built environment's phenomenological effect on human perception,

behavior, emotion, and cognition through new breakthroughs in neuroscience, psychology, and sociology.

Coursework:
Curricula for the architecture program at UVU addresses learning objectives related to the health, safety, and welfare of the built environment in multiple courses. The Applied Structures I – Statics (EGDT 2600) and Applied Structures II – Strength of Materials (EGDT 2610) courses teach students about the impact of a building's structural design on human safety. Special attention is focused on lateral, wind, seismic, and snow loads as well as the thermal, sheer, and moment forces of different materials and scales of construction. Course objectives are assessed through assignments and examinations.

Students come to understand the various impacts that the building envelope has on occupant comfort, health, and safety in the Passive and Active Environmental Systems courses (ARC 3220, ARC 4120) as well as the Building Envelope and Science course (ARC 4220). From learning about the effects of passive heating and cooling strategies, such as natural ventilation and daylighting, to an understanding of different HVAC, lighting, acoustic, fire protection, communication, security, vertical transportation, electrical, plumbing, and building envelope systems, students gain a comprehensive awareness of human health, safety, and welfare. These objectives are assessed through examinations, exercises, research presentations, and integrated studio project assignments.

Integrated assignments from the above courses are found in Architecture Studio VI (ARC 4210) and Architecture Studio VIII (ARC 4610). Each design studio learning objective related to health, safety, and welfare is assessed through project-based learning. Both studios require students to design the structural, mechanical, and envelope systems.

Lastly, students take the Culture & Behavior in Architecture course (ARC 4530) which further explores the effects of the built environment on human health and well-being from a psychological, behavioral, and cognitive perspective. These learning objectives are assessed through course assignments, observational exercises, and examinations.

Assessment:
Long term planning and assessment efforts for SC.1 – Health Safety and Welfare in the Built Environment will ensure that students understanding the effects of the built environment on the public's health, safety, and welfare. We use direct grade-based assessments for our coursework. The coursework associated with this program criteria is also evaluated by faculty during annual self-assessments. Metrics for these program criteria are tracked on an annual basis and compared to the benchmark goals to see if the learning outcomes are being met.

As a result of the broader program-wide self-assessment for SC.1 in AY 2022-2023, it was determined that the benchmark goals have been met. There is only one year in which both structures courses (EGDT 2600 and EGDT 2610) did not meet the benchmark. These are summarized in the "NAAB Program Criteria Assessment Matrix." The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide."

SC.1	Links to Associated Materials
Related Evidence & Assessment Documentation	SC.1 Health, Safety and Welfare in the Built Environment Folder
Related APR Information	See §5.2 – Planning and Assessment See §5.3 – Curricular Development
Related APR Appendices	• Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide

SC.1	Links to Associated Materials
	• UVU Architecture - NAAB Program & Student Criteria Matrix • UVU Architecture - NAAB Student Criteria Assessment Matrix

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

Program Response:

Coursework:

Learning objectives and outcomes related to the professional practice student criteria are addressed in two courses within the curriculum, ARC 3130 and 4540. In the Building Codes and Construction Law course (ARC 3130) students study the laws and regulations affecting architectural practice as well as the most common legal agreements and contracts between contractors-owners, owners-architects, general conditions, insurance and bonding, and scope documents. Students also learn about project and business management related topics such as building code and accessibility analysis as well as legal agreements and professional liability. These are assessed through examination, assignments, and studio-based application problems.

The Architecture Professional Practice course (ARC 4540) covers other significant learning objectives in the professional practice category. For example, students learn the fundamentals of running and managing an architectural firm, which includes project management, finances, working with consultants, stakeholder considerations, and ethical issues. Students also learn about the professional standard of care, regulatory requirements, and professional codes of ethics. These learning objectives are assessed through assignments and exams.

Assessment:

Long term planning and assessment efforts for SC.2 – Professional Practice will ensure that students understanding regulatory requirements, ethics, and business processes. We use direct grade-based assessments for our coursework. The coursework associated with this program criteria is also evaluated by faculty during annual self-assessments. Metrics for these program criteria are tracked on an annual basis and compared to the benchmark goals to see if the learning outcomes are being met.

As a result of the broader program-wide self-assessment for SC.1 in AY 2022-2023, it was determined that the benchmark goals have been met. These are summarized in the "NAAB Program Criteria Assessment Matrix." The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide."

SC.2	Links to Associated Materials
Related Evidence & Assessment Documentation	SC.2 Professional Practice Folder
Related APR Information	See §5.2 – Planning and Assessment See §5.3 – Curricular Development
Related APR Appendices	• Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide • UVU Architecture - NAAB Program & Student Criteria Matrix • UVU Architecture - NAAB Student Criteria Assessment Matrix

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

Program Response:

Coursework:

The architecture program at UVU assesses the student criteria for regulatory context across six courses. Principles and laws surrounding life safety, accessibility, zoning, and other regulatory requirements are addressed first and foremost in the Building Codes and Construction Law course (ARC 3130). These knowledge areas are assessed through examinations, quizzes, and assignments.

Application based project assessments relating to regulatory context can be found in several design studios. In Architecture Studio VI (ARC 4210) students perform code analysis in conjunction with producing egress plans for their project. Architecture Studio VII (ARC 4510) focuses on land use and zoning regulations from an urban planning and design perspective. Lastly, the Capstone Project Research course (ARC 4230) requires students to perform code and regulation research for a site and building type of their choice. This information is applied and demonstrated in their capstone design project in Architecture Studio VIII (ARC 4610). These studios demonstrate the student's ability to apply the fundamental principles of life safety, land use, and laws or regulations relating to their building and site.

Assessment:

Long term planning and assessment efforts for SC.3 – Regulatory Context will ensure that students understand building codes, laws, land use, and life safety. We use direct grade-based assessments for our coursework. The coursework associated with this program criteria is also evaluated by faculty during annual self-assessments. Metrics for these program criteria are tracked on an annual basis and compared to the benchmark goals to see if the learning outcomes are being met.

As a result of the broader program-wide self-assessment for SC.1 in AY 2022-2023, it was determined that the benchmark goals have been met. These are summarized in the "NAAB Program Criteria Assessment Matrix." The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide."

SC.3	Links to Associated Materials
Related Evidence & Assessment Documentation	SC.3 Regulatory Context Folder
Related APR Information	See §5.2 – Planning and Assessment See §5.3 – Curricular Development
Related APR Appendices	• Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide • UVU Architecture - NAAB Program & Student Criteria Matrix • UVU Architecture - NAAB Student Criteria Assessment Matrix

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

Program Response:
Coursework:
The student criteria for technical knowledge is addressed in the architecture program at UVU across several courses. Students begin learning about construction materials and assemblies in the Architecture Materials and Methods course (EGDT 2100). Students learn about typical details and construction methods for materials such as wood, masonry, concrete, steel, glass, assemblies, and finishes. These are evaluated through exams and assignments.

In the Applied Structures II – Strength of Materials course (EGDT 2610) students gain additional technical knowledge regarding the properties of materials as well as their fabrication and construction processes. This knowledge is assessed through exams and assignments.

The Passive and Active Environmental Systems courses (ARC 3220, ARC 4120) help students understand the established and emerging building service systems for mechanical, plumbing, fire protection, electrical, lighting, communication, security, acoustics, and vertical transportation. Knowledge in these areas are assessed through examinations, assignments, and project-based exercises.

The Building Envelope and Science course (ARC 4220) continues the theme of established and emerging building enclosure systems which includes curtain wall systems, building assemblies, energy performance, moisture transfer, thermal resistance, etc. Students demonstrate their ability to research and evaluate new building materials and methods of construction. These are assessed through projects and assignments.

The design studios in the fourth and fifth years of the curriculum (ARC 4110, ARC 4210, ARC 4610) incorporate the student's knowledge of established and emerging building systems and assemblies from previous courses. This is assessed through project related deliverables such as technical wall sections and details. Project cost analysis is performed as part of student deliverables in Architecture Studio V (ARC 4110) to help students learn to assess building assemblies from an economics standpoint.

Assessment:
Long term planning and assessment efforts for SC.4 – Technical Knowledge will ensure that students understand both the established and emerging systems, technologies, and assemblies of building construction. We use direct grade-based assessments for our coursework. The coursework associated with this program criteria is also evaluated by faculty during annual self-assessments. Metrics for these program criteria are tracked on an annual basis and compared to the benchmark goals to see if the learning outcomes are being met.

As a result of the broader program-wide self-assessment for SC.4 in AY 2022-2023, it was determined that the benchmark goals have been met. These are summarized in the "NAAB Program Criteria Assessment Matrix." The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide."

SC.4	Links to Associated Materials
Related Evidence & Assessment Documentation	SC.4 Technical Knowledge Folder
Related APR Information	See §5.2 – Planning and Assessment See §5.3 – Curricular Development
Related APR Appendices	• Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide • UVU Architecture - NAAB Program & Student Criteria Matrix

SC.4	Links to Associated Materials
	• UVU Architecture - NAAB Student Criteria Assessment Matrix

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

Program Response:

Coursework:

There are three key courses within the curriculum at UVU where students demonstrate their ability to meet design synthesis learning objectives. In both Architecture Studio V (ARC 4110) and Architecture Studio VI (ARC 4210) students demonstrate their ability to reconcile the implications of complex issues and make design decisions for institutional and educational building typologies. The local sites students can choose from each pose significant challenges and require them to successfully synthesize design requirements for site planning, user needs, accessibility, and regulatory standards. Students identify the measurable environmental impacts of their design decisions by demonstrating cut and fill techniques, solar orientation, site acoustics, landscape design, and climate data's effect on building envelope among other considerations.

While the capstone project topic for Architecture Studio VIII (ARC 4610) is selected by the student through their own phase of independent research, the design phase turns its attention to demonstrating the student's ability to make independent design decisions and demonstrate the full synthesis of diverse variables ranging from building codes, site planning, zoning regulations, site selection, historic fabric, client-user needs, accessibility, and climatic concerns. Each of the three studios work to demonstrate the student's ability to meet the learning objectives through project based assessments.

Assessment:

Long term planning and assessment efforts for SC.5 – Design Synthesis will ensure that students are able to make comprehensive design decisions and demonstrate their ability to work with building codes, laws, land use, site conditions, accessibility, and life safety requirements. We use direct grade-based assessments for our coursework. The coursework associated with this program criteria is also evaluated by faculty during annual self-assessments. Metrics for these program criteria are tracked on an annual basis and compared to the benchmark goals to see if the learning outcomes are being met.

As a result of the broader program-wide self-assessment for SC.5 in AY 2022-2023, it was determined that the benchmark goals have been met. These are summarized in the "NAAB Program Criteria Assessment Matrix." The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide."

SC.5	Links to Associated Materials
Related Evidence & Assessment Documentation	SC.5 Design Synthesis Folder
Related APR Information	See §5.2 – Planning and Assessment See §5.3 – Curricular Development
Related APR Appendices	• Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide • UVU Architecture - NAAB Program & Student Criteria Matrix

SC.5	Links to Associated Materials
	• UVU Architecture - NAAB Student Criteria Assessment Matrix

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

Program Response:

Coursework:

Learning objectives and outcomes related to building integration are covered in both design studios and supplementary lecture courses. Over the course of three design studios, students demonstrate their ability to make informed design decisions through architectural programming, site planning, and complying with regulatory requirements while also integrating complex systems into a sound architectural solution. The building integration learning objectives are assessed through projects and assignments in related lecture-based courses.

In Architecture Studio V (ARC 4110), for instance, students demonstrate their ability to integrate structural systems, lighting systems, and acoustical design principles into their institutional design project through supplemental assignments in the Active Environmental Systems course (ARC 4120).

Architecture Studio VI (ARC 4210) requires students to continue demonstrating their ability to integrate various systems into design projects. In the educational project for this studio, students turn their attention to integrating HVAC systems, structural systems, building envelope design, and life safety systems with an emphasis on building occupancy and egress. Several of these project-based integrated assignments are incorporated into the Building Envelope and Science course (ARC 4220).

Lastly, Architecture Studio VIII (ARC 4610) provides students with a final opportunity to demonstrate a comprehensive capstone design project that integrates environmental systems, life-safety, accessibility, structural systems, building envelope, and site considerations with technical documentation, professional communication, and environmental stewardship.

Assessment:

Long term planning and assessment efforts for SC.6 – Building Integration will ensure that students are able to integrate life safety, structural, environmental controls, and building envelope systems into their designs. We use direct grade-based assessments for our coursework. Non-studio coursework uses integrated studio assignments to help assess student learning. The coursework associated with this program criteria is also evaluated by faculty during annual self-assessments. Metrics for these program criteria are tracked on an annual basis and compared to the benchmark goals to see if the learning outcomes are being met.

As a result of the broader program-wide self-assessment for SC.6 in AY 2022-2023, it was determined that the benchmark goals have been met. These are summarized in the “NAAB Program Criteria Assessment Matrix.” The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in “Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide.”

SC.6	Links to Associated Materials
Related Evidence & Assessment Documentation	SC.6 Building Integration Folder
Related APR Information	See §5.2 – Planning and Assessment See §5.3 – Curricular Development
Related APR Appendices	• Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide • UVU Architecture - NAAB Program & Student Criteria Matrix • UVU Architecture - NAAB Student Criteria Assessment Matrix

NAAB

4—Curricular Framework

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

4.1 Institutional Accreditation

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

Program Response: A copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation is found in the appendix. Additionally, here is a link: Document Link

4.2 Professional Degrees and Curriculum

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

Program Response: UVU's Bachelor of Architecture Program requires 153 credit hours, consisting of 36 hours of General Education courses, 102 hours of Core Architectural courses, and 15 hours of Elective courses.

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

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response: The table under section 4.2.4 contains a list of courses required of all students enrolled in the B. Arch degree program at UVU. The degree map is available here: Document Link

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

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

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response: General Education provides the skills of analysis, problem-solving, creative thinking, and critical thinking that prepare students for an unknown and ever-changing future. GE courses at UVU are a shared academic experience that provides students with the opportunity to

explore new subjects, intellectual traditions, and perspectives; expands their awareness of the wider world; and prepares them with foundational knowledge, skills, and abilities that are expanded on in their disciplines of study to be successful learners and professionals positioned to contribute to their broader communities. The state of Utah requires 35 GE credit hours. Students declaring architecture as their major, are encouraged to complete the 35 GE credit requirements in their first 2 years of study as part of the A.S. in Engineering Design Technology Architectural Drafting Track. To assist students in preparing for industry success, we recommend students take some specific GE classes.

- EGDT 1720 Architectural Rendering (Fulfills the Fine Arts GE)
- COMM 1050 Introduction to Speech Communication (Fulfills the Social/Behavioral GE)
- GEO 1010 Introduction to Geology (Fulfills the Physical Science GE)
- ENGL 2100 Technical Communication (Fulfills Humanities GE)

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

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:
The B. Arch degree program allows for 15 credit hours of elective classes. We encourage students to enroll in ARC 459R Special Topics in Architecture. Other elective courses come from a large pool of inter-disciplinary programs on campus.

- Engineering Graphics & Design Technology
- Construction Management
- Woodworking
- Interior Design
- Art
- Art History
- Digital Media
- Business

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

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

Program Response:
The B. Arch at UVU is pursued through obtaining two degrees.

- *The A.S. Engineering Design Technology (Architectural Drafting and Design Track)*
    - *Students need this degree to apply to the 3rd year of the program and all upper division coursework housed in the B. Arch degree.*
- *Bachelor of Architecture (B. Arch)*

Students start with the A.S. degree (Architectural Drafting and Design Track) to build a solid foundation in architectural drafting and design. This includes courses that build technical and software skills, including building codes, Revit, AutoCAD, structures, and architectural design. A

portfolio and application is required to be admitted to ARC 2110 Studio 1, which is required to complete the A.S. degree. Students should anticipate a minimum of 2 years of study to obtain this degree. Once completed, the A.S. degree allows a student to pursue entry level employment in the architectural industry. Upon completion of the A.S. degree, students interested in practicing architecture as a professional career are also eligible to matriculate into the Bachelor of Architecture (B. Arch) degree program. Admission to the B.Arch degree program is also done through a merit-based portfolio and application process. Students should anticipate a minimum of 3 years of study beyond the A.S. degree to obtain the B. Arch. In total, students should expect a minimum of 5 years of education to obtain both the A.S. and B. Arch degrees.

Information on these degree options can be found at:
https://www.uvu.edu/aed/architecture/degrees-programs/degrees.html

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

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

Program Response:

A.S. Engineering Design Technology (Architectural Drafting & Design Track)						
Required Prof Courses		**Elective Prof Courses**			**General Studies**	
Course #s & titles	crds	Course #s & titles		crds	Course #s & titles	crds
EGDT 1020 3D Architectural Modeling	3	None			ENGL 1010	3
EGDT 1100 Architectural Design and Drafting	3				ENGL 2010	3
EGDT 2100 Architecture Materials and Methods	3				MATH 1050	4
EGDT 2600 Applied Structures I-Statics	3				AMERICAN INST. GE	3
ARC 1010 Classical Architecture Workshop	3				PHIL 2050	3
ARC 2110 Architecture Studio I	4				HLTH 1100	2
ARC 2210 Architecture Studio II	4				PHYS 1010	3
ARC 2220 Construction Documents and Specs	3				BIOLOGY GE	3
					HUMANITIES GE	3
					SOCIAL/BEHAVIOR GE	3
					PHYSICAL SCIENCE GE	3
					FINE ARTS GE	3
Total Number of Credits	26					36
Credits Required to Complete A.S. Degree						**62**
Students enter industry as architectural drafters if desired Students may matriculate into the 3 years of the B. Arch Degree Program						

NAAB

B. Arch Degree Program					
Required Prof Courses		**Elective Prof Courses**		**General Studies**	
Course #s & titles	crds	Course #s & titles	crds	Course #s & titles	crds
EGDT 2610 Applied Structures II	3	ARC 459R Special Topics in Arch	3	None	
CMGT 405G-Sustainability	3	EGDT 1040 Technical Eng Drawing	3		
ARC 3110 Architecture Studio III	6	EGDT 1050 Intro to 3D printing	2		
ARC 3120 Architectural Graphics	3	EGDT 1070 3D Modeling Solidworks	3		
ARC 3210 Architecture Studio IV	6	EGDT 1071 3D Modeling Inventor	3		
ARC 3220 Passive Environmental Systems	3	EGDT 1200 Mechanical Drafting	3		
ARC 3230 Global History of Arch. to 1700	3	EGDT 1300 Structrual Drafting	3		
ARC 3130 Codes & Construction law	3	EGDT 1400 Survey Applications	3		
ARC 4110 Architecture Studio V	6	EGDT 1720 Architectural Rendering	3		
ARC 4120 Active Environmental Systems	3	EGDT 2300 Advance Structural CAD	3		
ARC 4130 Global History of Arch. Since 1700	3	EGDT 2310 Structural Steel Modeling	3		
ARC 4520 Architectural Theory	3	EGDT 2400 Surveying Field Application	3		
ARC 4210 Architecture Studio VI	6	ART 1810 Intro to Interior Design	3		
ARC 4220 Building Envelop and Science	3	ART 1820 Interior Space Design	3		
ARC 4530 Culture & Behavior in Architecture	3	ART 18230 Residential Interior Design	3		
ARC 4510 Architecture Studio VII	6	ART 2815 Historical Architecture	3		
ARC 4230 Capstone Research	3	ART 2825 Modern Architecture	3		
ARC 4540 Professional Practice	3	ARTH 2710 History of Art to Renaissance	3		
ARC 4610 Architecture Studio VII Capstone	7	ARTH 2720 History of Art from Renaissance	3		
		ARTH 3010 History of Design and Visual Arts	3		
		ARTH 3015 Ancient Art of Egypt and Near East	3		
		ARTH 3020 Classical Art and Architecture	3		
		ARTH 3030 Medieval Art and Architecture History	3		
		ARTH 3040 Renaissance Art History	3		
		ARTH 3050 Baroque Art and Architecture History	3		
		ARTH 3060 Nineteenth-Century Art History	3		
		ARTH 3080 History of Architecture	3		
		ARTH 3100 History of American Art and Arch.	3		
		CAW 1100 Artistic Wood Design	3		
		CMGT 1190 Concrete and Framing Lab	3		
		CMGT 1010 Introduction to Construction Mngt.	3		
		CMGT 1220 Finishing Lab	3		
		CMGT 1020 Construction Materials and Methods I	3		
		CMGT 2010 Construction Materials and Methods II	3		
		CMGT 2080 Principles of Const. Scheduling	3		
		CMGT 3030 Principles of Const. Estimating	3		

		CMGT 3140 Construction Real Estate	3		
		CMGT 3160 Building Information Modeling	3		
		CMGT 4010 Construction Contracts	3		
		DGM 1220 Digital Design Esentials	3		
		DGM 1620 Survey of Animation	3		
		DGM 1660 Introduction to 3D Modeling	3		
Total # of degree Credits	76		15		
Credits Required to Complete B. Arch Degree (60 credits from AS degree count towards B.Arch degree total)					**151**

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

Program Response: N/A

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

Program Response: N/A

4.3 Evaluation of Preparatory Education

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

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

See also Condition 6.5

Program Response: Admission to all lower-division classes (1st and 2nd year EGDT and ARC courses) is open admission except for second year studios: ARC 2110 Studio I and ARC 2210.

Due to growing student demand from 2019 to 2021, an application process was instituted so that admission to Studio I and II would be merit based. The application requirements (found on the UVU Architecture Admissions webpage: https://www.uvu.edu/aed/architecture/degrees-programs/admissions.html) include an application form, portfolio of creative work, statement of intent, university transcript, and a resume. Each application is evaluated by the Architecture Program Admissions Committee comprised of full-time faculty and representatives from the Industry Advisory Board.

Once students have completed the Associates Degree requirements (A.S Engineering Design Technology Architectural Drafting Track) including completion of Studio I and II, they are eligible for application to the 3rd year and upper division courses offered in the B. Arch degree. To be admitted into the 3rd year studio (ARC 3110) and all subsequent upper division classes, students are required to make a formal application which consists of completing the pre-requisites, grades, resume, personal statement, portfolio, and two letters of recommendation. This work is also reviewed by the Architecture Program Admissions Committee. A 2-page rubric is used for scoring student applications in an equitable fashion. (Document Link)

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

Program Response: Transfer students typically come from Salt Lake Community College, Weber State University, Brigham Young University-Idaho, and other regional schools. With the move of David Barker to Snow College it is anticipated that students from that school will want to transfer to UVU as well to finish their degree in the future. On Jan 19, 2023 UVU held an articulation summit that was attended by representatives from Weber State, BYU-Idaho, Snow College, and Davis Technical College. Interest has been expressed by these schools to create a formal articulation agreement and we are currently working with Registrar's Office and the Articulations and Pathways Manager at UVU in this process.

As the program grows in reputation and accreditation is secured, we anticipate more students coming to UVU not only from regional schools but also nationally and internationally due to UVU's open enrollment policy. Application for transfer credits are handled through the UVU Registrar's Office (https://www.uvu.edu/transfer/) and are reviewed on a case-by-case basis with the Architecture Program Director. Studio courses are not transferrable to UVU at this time due to the difficulty in determining whether they meet NAAB and UVU curriculum requirements. The transfer of classes is only considered for the A.S. degree program in years one and two. As policy, the architecture program requires transcripts and a portfolio of work from any student wishing to transfer any courses into the program. These courses are evaluated according to course descriptions and syllabi from the UVU Architecture program for quality and appropriateness. For example, ARC 2220 at UVU requires the student successfully pass the Construction Document Technician (CDT) exam through the Construction Specifications Institute (CSI). If a student has taken a similar class elsewhere and passed the CDT, equivalent credit is awarded at UVU for this course. In cases where students cannot demonstrate either comparable coursework content, the course will not transfer. Students are then required to enroll in the EGDT Architectural Drafting Courses. However, on occasion, some students can successfully demonstrate competence of the coursework through employment in the industry. To evaluate a transfer student in this case we ask that they take and complete the final course project in the software and take the final written exam. This approach helps us quickly ascertain student competence. Experiential credit is awarded if students can successfully complete the project and exam.

Any upper division coursework in years three through five is not considered transferrable. Transfer options are only available for the EGDT coursework in the A.S. degree program.

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

Program Response: Explained in 4.3.1

5—Resources

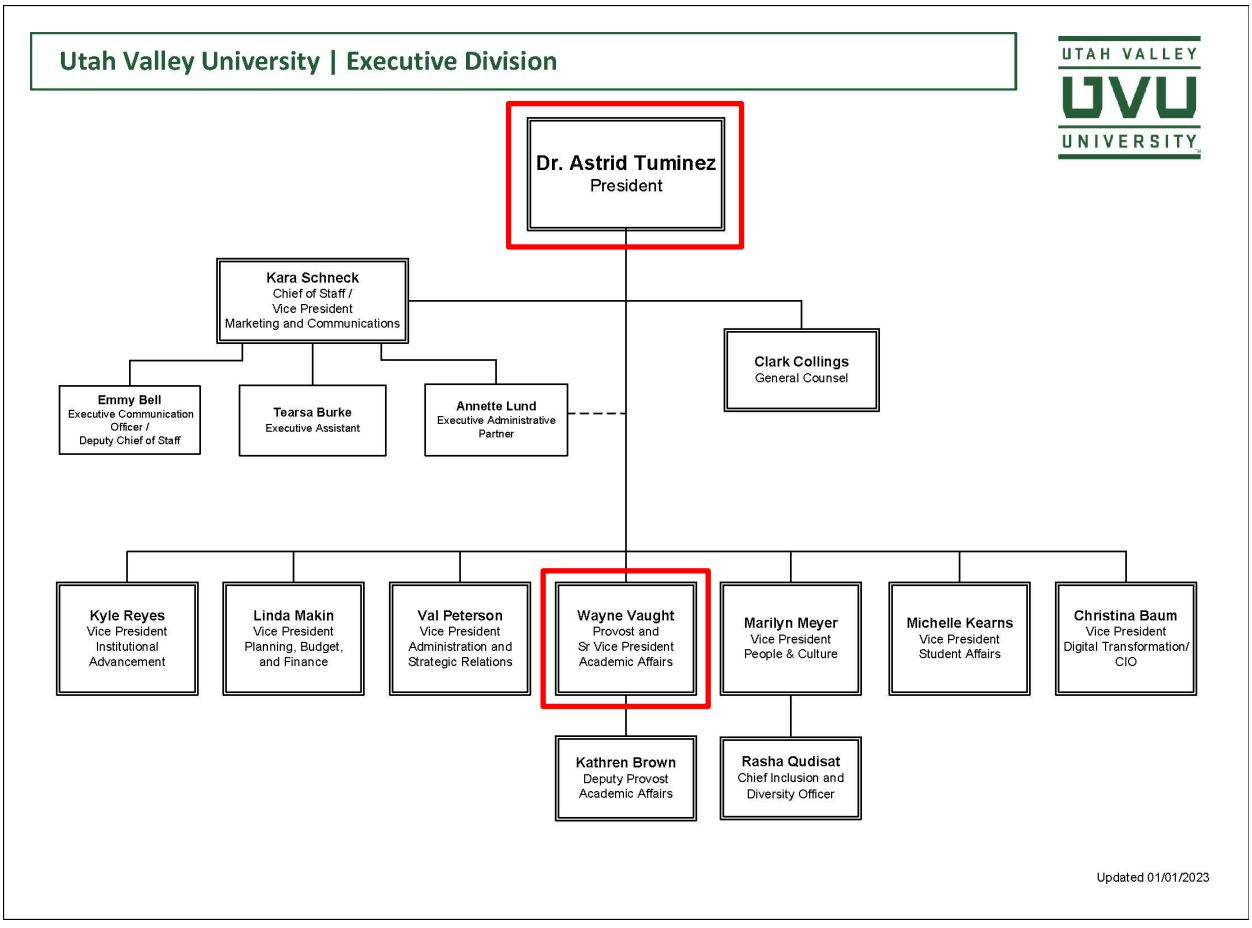
5.1 Structure and Governance

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

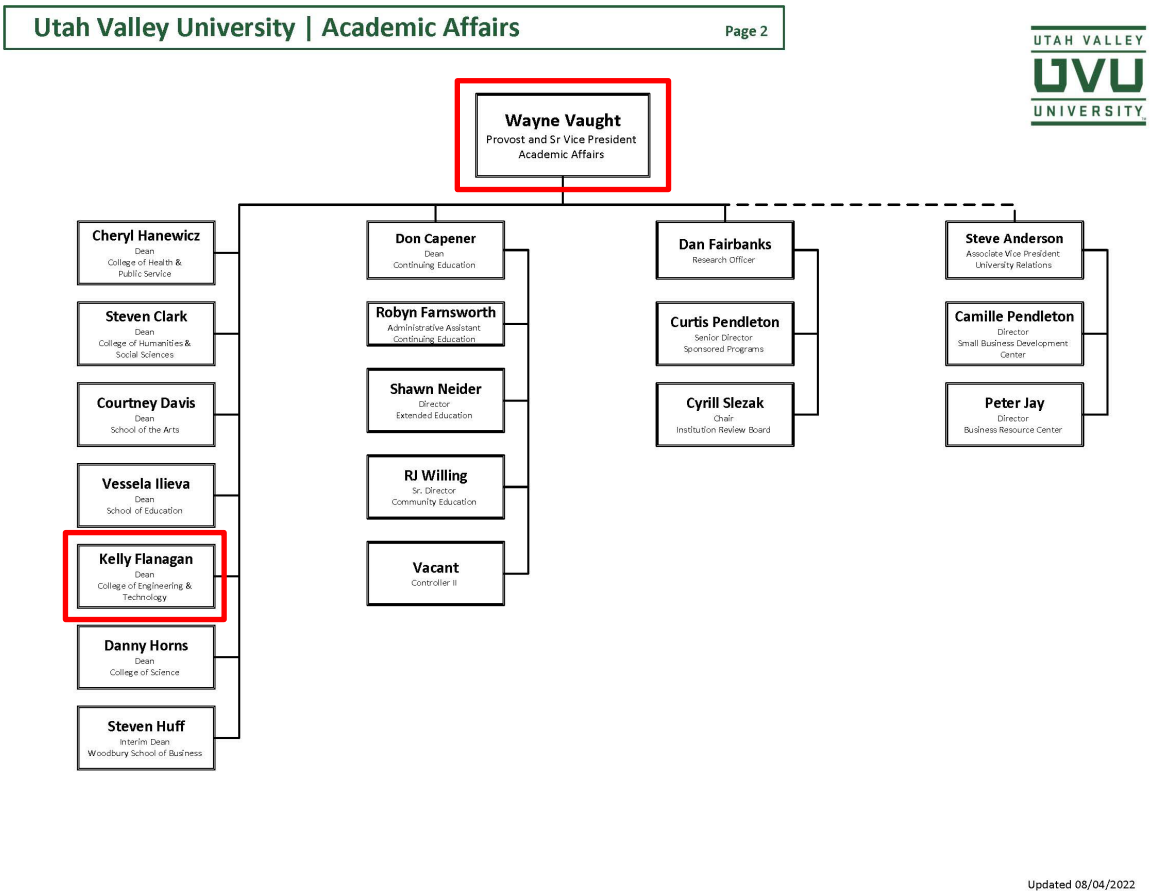
5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:

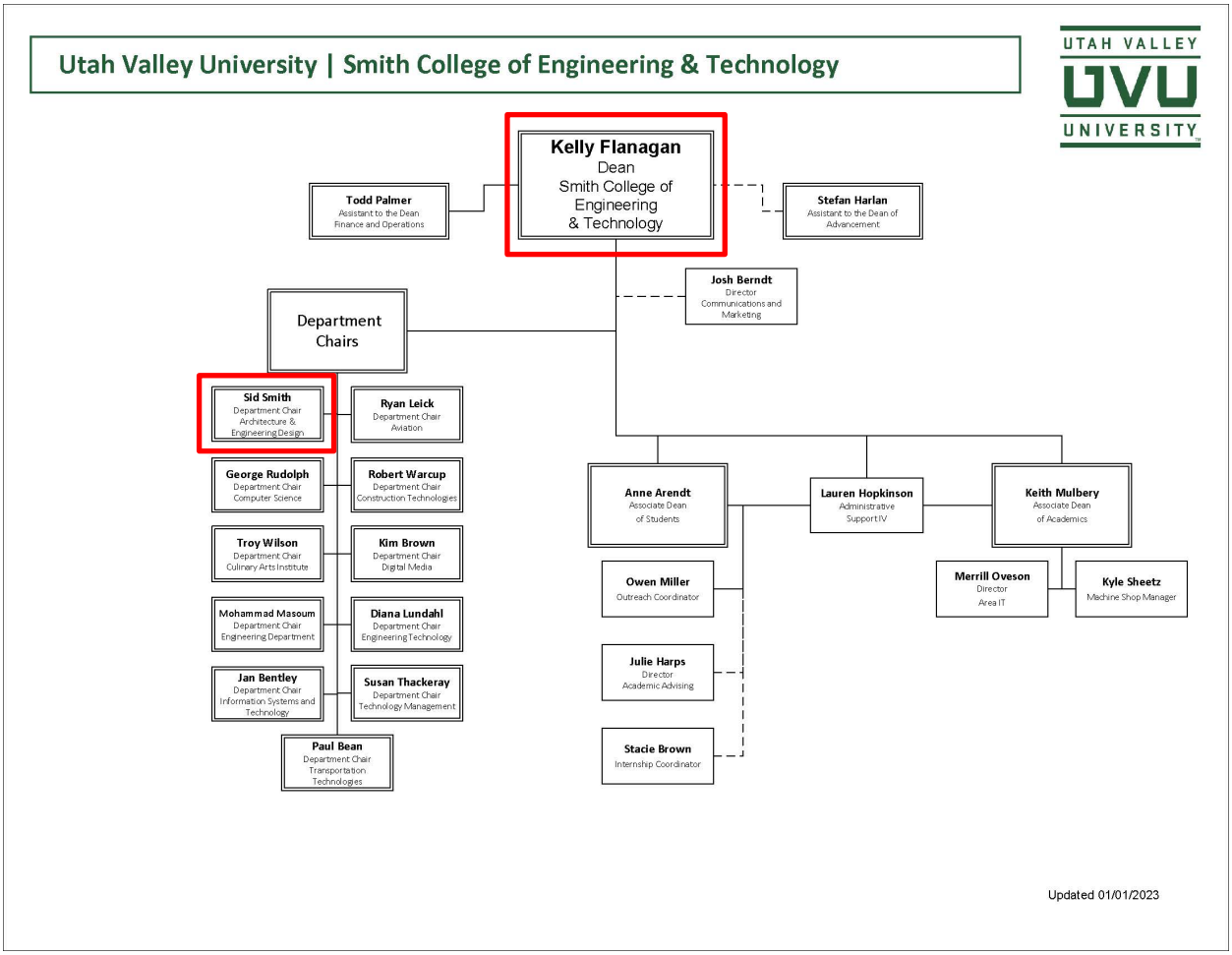
As part of a multi-disciplinary university that excels in teaching, service, and scholarship, the UVU Architecture Program benefits from a close relationship with faculty and administrators who are invested in the success of programs throughout the university. The University is led by President Astrid Tuminez, who directs the work through an executive committee that includes Provost and Vice-President positions as shown below:



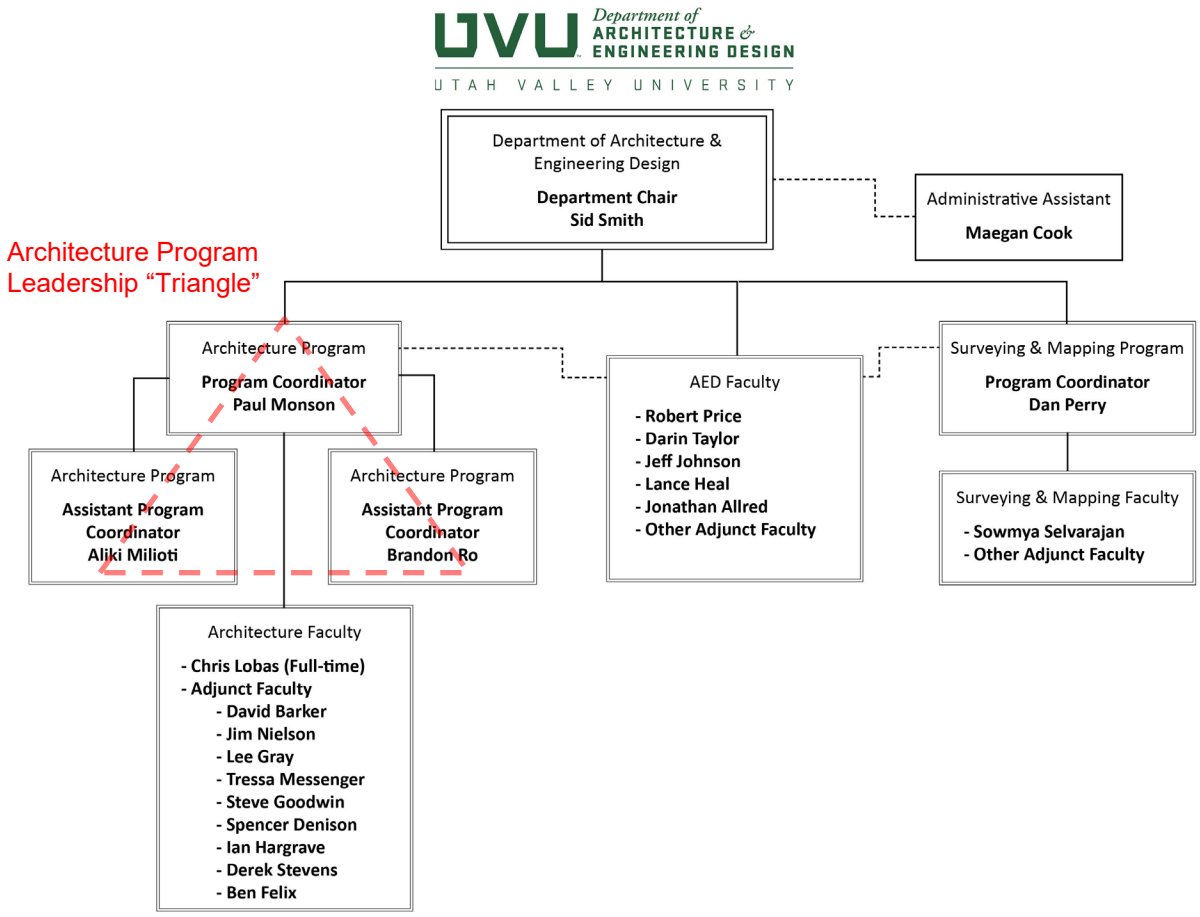
Wayne Vaught, Provost and Sr Vice President for Academic Affairs, oversees the academic programs offered by the university, which include 59 Associate Degrees, 101 Bachelor's Degrees, 14 Master's Degrees, and other programs that are all administered through seven different academic colleges and schools within the university. See chart below:



Each college or school is organized into different departments that focus on a specific discipline. The UVU Architecture Program is part of the Architecture and Engineering Design (AED) Department (formerly Engineering Design Technology Department EGDT), which includes architecture, drafting technologies, and surveying. The AED Department is housed within the College of Engineering & Technology (CET), which also includes the following departments: Engineering, Engineering Technology, Computer Science, Information Systems & Technology, Construction Technologies, Digital Media, Transportation Technologies, Culinary Arts, and Aviation Sciences. See chart below:



As of spring, 2023, the CET Dean is Kelly Flanagan and the AED Department Chair is Sid Smith. The CET College Dean is responsible for providing academic leadership, managing budgets and human resources, directing research and innovation, and building relationships with industry and community partners for the college. Department chairs oversee similar responsibilities within each department. They ensure that the department is in compliance with university policies and provide the academic leadership needed for student and faculty success. Departments offer and manage programs that are overseen by a program coordinator. The current program coordinator for architecture is Assistant Professor of Architecture Paul Monson. In collaboration with the department chair, the program coordinator provides academic leadership for the program and oversees the full-time and part-time architecture faculty and staff, coordinating their schedules and ensuring they have the necessary resources to be effective in and out of the classroom. The architecture program also shares faculty with the AED Department. These faculty teach classes in the first two years of program. See chart below:



Program coordinator Paul Monson works with his assistant coordinators Brandon Ro and Aliki Milioti to manage the architecture program. This leadership "Triangle" meets every other week to assess current program needs and discuss curriculum and future planning. In addition to these Triangle meetings, other strategic and planning meetings are held regularly with adjunct professors, students, and industry leaders to seek input and continual improvement.

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

Program Response: The Architecture Program Coordinator is appointed by the Dean of the College of Engineering & Technology. The Program Coordinator provides academic and administrative leadership for the architecture program and works in tandem with the Department Chair, who reports to the Dean. The Program Coordinator perform duties including, but not limited to: supervising the operation of the program, administering program budgets, overseeing student recruitment efforts, fundraising, lecture series scheduling, hiring part-time and temporary faculty, managing faculty workload, assigning office, lab, and studio space, evaluating faculty, presiding over program meetings, representing the program in College and University affairs, informing the faculty of events affecting the program or welfare of the faculty, and performing such duties as assigned by the University or the Dean. Term: Renewable Three-year appointment by the Dean.

Since the last NAAB visit, the faculty and administration structure at UVU has grown and evolved in response to the increasing student population. Three new full-time faculty – Paul Monson, Aliki Milioti, and Chris Lobas – and seven additional adjunct faculty have been hired in the last two years. In addition, two new faculty positions were opened and the search committee is in process of filling these positions.

Previous (2021) Full-time Faculty and Program Leadership
- David Barker, Program Coordinator
- Brandon Ro, Assistant Program Coordinator

Previous (2021) Adjunct Faculty
- Jim Nielson
- Tressa Messenger

Current (2023) Full-time Faculty and Program Leadership
- Paul Monson*, Program Coordinator
- Brandon Ro, Assistant Program Coordinator
- Aliki Milioti*, Assistant Program Coordinator
- Chris Lobas* (on leave)
- New Faculty Hire 1 TBD*
- New Faculty Hire 2 TBD*

Current (2023) Adjunct Faculty
- Jim Nielson
- Tressa Messenger
- Lee Gray*
- Spencer Denison*
- Tim Pearson*
- Steve Goodwin*
- Benjamin Felix*
- Ian Hargrave*
- Derek Stevens*

* New hire since last APR

The leadership "Triangle" of Paul Monson, Brandon Ro, and Aliki Milioti, meet every other week to make decisions regarding program direction and strategy. This leadership group also serve as the Architecture Curriculum Committee. Triangle meetings rotate through 8 major topics of discussion:

1. Curriculum/Academic Planning
2. Accreditation
3. Library/Information Resources
4. Fundraising
5. Equipment/Facilities
6. Events
7. Faculty/Staff
8. Strategic Planning

In addition to these bi-weekly Triangle meetings, strategic and planning input is sought from adjunct professors, students, and industry leaders in order to pursuit of continual improvement.

An architecture all-faculty meeting (including adjunct faculty) is held once each semester. Full-time and adjunct faculty meet as needed throughout the semester with the program coordinator to discuss their classes and responsibilities, which include: teaching, grading, curriculum development, meetings with students, and professional development. Concerns or discussion items from these interviews between the program coordinator and faculty are brought to the bi-weekly Triangle meetings as agenda items for resolution. Communication of decisions by the program leadership is generally made through emails to other faculty, staff, and students.

The program coordinator meets regularly with the Department Chair Sid Smith to discuss items that require department resources, approval, or input. Full AED Department meetings led by the Chair are held at the beginning of each semester to discuss curriculum, equipment, strategic planning and other agenda items.

The AED Department Chair meets with the Dean of the College of Engineering & Technology and the chairs of other departments within the college.
Coordination and input with governance at the larger university level is done primarily through the faculty senate, of which Brandon Ro is the department representative. The Faculty Senate at Utah Valley University (UVU) serves as the representative body for the university's faculty. Its primary role is to provide a means of communication between the faculty and the university administration, as well as to facilitate faculty participation in shared governance.
More specifically, the Faculty Senate at UVU has the following roles and responsibilities:

1. Legislative authority: The Faculty Senate is responsible for creating and approving academic policies and procedures that affect faculty, students, and academic programs.
2. Shared governance: The Faculty Senate is a key part of the university's shared governance system, which means it works collaboratively with the administration and other campus groups to make decisions that affect the academic mission of the university.
3. Advisory capacity: The Faculty Senate advises the university administration on matters related to faculty welfare, academic affairs, and institutional policies.
4. Committee appointments: The Faculty Senate is responsible for appointing faculty members to various university committees, including those related to curriculum development, academic standards, and faculty development.
5. Communication: The Faculty Senate serves as a channel of communication between the faculty and the administration, as well as between the faculty and the university community at large.

Students provide input and feedback to faculty and program leadership through several means

- At the University level, architecture students are represented in student government through the UVUSA Student Senate. The Student Senate works directly with the Deans of each school/college to represent the student body on department steering committees. Each senator also serves as a representative for students within their school/college during student council processes, including student fee hearings. The current student representing the architecture program and the college is Mallory Neuberger
- At the program level, the president of the emerging professionals club called the “Rising Vitruvians” is a major voice for the architecture student body. That individual is currently Hailey Packard. This club organizes their own extra-curricular events such as sketching outings, lectures, and workshops to enrich the academic and social experience at the school. The president is consulted each semester in planning the calendar of events and understanding the student perspective. Elections for new officers in the emerging professionals club are held each fall.
- With the creation of a chapter of AIAS (American Institute of Architect Students) and NOMAS (National Organization of Minority Architecture Students) this coming fall, the presidents of these organizations will also represent students with program leadership.
- Each semester the architecture faculty holds an all-student meeting, which is a forum for sharing important information about upcoming events, applications to the program, AXP, and other topics.
- Students complete electronic feedback surveys called the SRI (Student Ratings of Instruction) at the end of each semester. The purpose of the SRI is to help improve the quality of instruction at the university. The SRI includes an evaluation of the instructors’ teaching methods, course content, and overall effectiveness. SRI results are also used by department chairs, deans, and other administrators to evaluate the effectiveness of courses and programs and to identify areas where additional resources or support may be needed.

- Studio courses are concluded at the end of each semester with a one-on-one interview where students can voice their concerns, ideas, and feedback about the course.
- Students complete the annual Student Survey (Document Link) in April in conjunction with the Career and Internship Fair. Results are evaluated by faculty and program leadership.
- While students do not have authority or a vote in ultimately deciding program or university policy, they make many important contributions to the academic wellbeing of the program.

The Program Coordinator or any tenured or tenure-track architecture program faculty member may propose changes to the curriculum, new course offerings, course deletion, or requirements for the AS or B. Arch degrees. Written proposals to modify courses or curricula are reviewed by all full-time faculty in the Architecture Program. A majority of the faculty is required to approve and to adopt proposals for new courses, course deletions, content and changes in the curriculum and degree requirements. See section 5.3 and the UVU Architecture Long-term Curricular Planning Guide (Document Link) for more details about curriculum development.

5.2 Planning and Assessment

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

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

Program Response: As the UVU Architecture Program continues to grow and change, a focus on planning and assessment is critical to achieving meaningful impact that is aligned with our values. The architecture faculty are committed to developing an inclusive program that is able to adapt and improve over time so that students are prepared to be practice-ready master builders who can meet contemporary challenges with enduring solutions. The program coordinator works with faculty, students, and industry advisors to steer the strategic objectives of the program and align with the University's vision and NAAB conditions. Ultimately, our goal is to achieve all NAAB conditions while meeting the University's mission: "To provide cost-effective, easily accessible, high-quality education that meets the state's workforce needs, strengthens the economy, and helps people live productive, dignified, and meaningful lives."

Critical strategic meetings and mechanisms for planning and assessment include:

- Annual Faculty Retreat – Prior to each fall semester, full-time faculty meet to discuss strategic goals and the strengths, weaknesses, and opportunities of the program
- Bi-weekly "Triangle" Leadership Meeting – Program Coordinator and both Assistant Program Coordinators meet every other week to discuss curriculum and other strategic initiatives
- Annual Course Assessment Reports
- Annual surveys and meetings with the UVU Industry Advisory Board
- Student input through SRI (Student Rating of Instruction) evaluations, other surveys, and discussions with student representatives
- Ongoing feedback and discussions with University leadership, including the Chair of the Department, the Dean of the College, and Executives of the University.

The two most important documents in defining the strategic objectives of the architecture program are 1.) Utah Valley University's VISION 2030 Plan and 2.) The NAAB Accreditation Conditions and Procedures:

1. VISION 2030 (https://www.uvu.edu/vision2030/) captures strategic initiatives derived from UVU's mission to meet the educational and workforce needs of our service region. It details initiatives that focus on three key areas: Include, Engage, and Achieve.
2. The NAAB Accreditation Conditions and Procedures define specific values, standards and curriculum objectives to ensure that what is taught is effective at preparing graduates to enter the architectural profession. The accreditation process itself is the primary means that the UVU Architecture Program determines strategic goals and measures whether our curriculum, faculty, facilities, and resources are meeting expectations of the industry.

With these two documents as the guiding framework, the architecture program works towards the same three strategic objectives found in UVU's VISION 2030 plan:

- **"Include"** - Provide accessible, practical, and affordable education in an environment that is inclusive for all.
- **"Engage"** – Strengthen student learning and societal impact through collaboration with community and industry and through relevant research.
- **"Achieve"** – Enhance student success through experiential learning that empowers students to realize their educational, professional, and personal aspirations.

In previous NAAB reports, the UVU Architecture Program proposed a 7-year assessment cycle, but program leaders have determined that this needs to be reduced to shorter-term plans that are more flexible and responsive to the dynamic process of NAAB Accreditation and the accelerated pace of learning that occurs when creating a new program. The proposed planning and assessment cycle is now three years, with 2022/23 as the start of the first cycle. Direct and indirect measures will be used in annual reviews to assess individual courses and the program as a whole to ensure we meet our key performance indicators which align with NAAB conditions and program and student criteria. Feedback from faculty, students, industry, and NAAB will be incorporated into annual adjustments to the strategic plan. A full cycle of program assessment will be completed every three years, with the next cycle beginning in 2025/26.

5.2.2 Key performance indicators used by the unit and the institution

Program Response: For each strategic objective, the following key performance indicators are being measured and tracked:

- **"Include"** - Provide accessible, practical, and affordable education in an environment that is inclusive for all.
    1. Grow the number of students who enter the program and support them with qualified and inspiring faculty.
    2. Attract students and faculty from diverse backgrounds and ensure that the learning environment is truly inclusive for all.
    3. Connect students with services and resources to help them overcome challenges such as mental health, finances, childcare, and housing.
    4. Raise money for student scholarships and experiences that enrich the learning experience.

- **"Engage"** – Strengthen student learning and societal impact through collaboration with community and industry and through relevant research.
    1. Ensure that the human, physical, financial, and informational resources of the program meet the needs of the students.
    2. Seek involvement and input from industry partners.
    3. Engage and collaborate with communities to have a lasting impact.
    4. Encourage student leadership and accountability through research and involvement in and out of the classroom.

- **"<u>Achieve</u>"** – Enhance student success through experiential learning that empowers students to realize their educational, professional, and personal aspirations.
    1. Reach each NAAB accreditation milestone so that UVU graduates will be able to achieve their goals of licensure.
    2. Ensure that curriculum meets all NAAB Accreditation requirements in PC and SC criteria.
    3. Help students reach graduation.
    4. Help students find meaningful employment.

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

Program Response: Progress towards achieving the program mission and goals is demonstrated throughout the full APR report. In order to avoid duplication and overcomplication of goals and objectives, in some cases the measurable outcome is the successful completion of the NAAB criteria itself for that topic. A brief summary of progress on each KPI is provided below along with references to the relevant sections of the APR for more information.

"<u>Include</u>"
Provide accessible, practical, and affordable education in an environment that is inclusive for all.

Progress Report:
Overall, the program has seen steady growth both in numbers and diversity of students. Faculty have increased efforts to make students aware of available services and opportunities that enhance their experience. Fundraising to support student scholarships is growing and will continue to increase as the reputation and reach of the program increases. The B.Arch degree at UVU remains one of the lowest cost degrees in the nation and interest is growing rapidly.

<u>Key Performance Indicators</u>

1. Grow the number of students who enter and complete the program.

Progress Report: The Architecture & Engineering Design Department is the fastest growing department in the College of Engineering & Technology at UVU because of the rapid growth in architecture majors. The number of architecture majors has grown 720% over the past 4 years, from 25 in 2019 to 180 today. The first cohort of students will graduate this May, a major milestone for the program. Because the program was new and not yet accredited, this first cohort of graduates is a small group of only 11 students. Student numbers were also limited at first due to the Covid-19 pandemic and small faculty numbers. Subsequent numbers have grown steadily, although cohort size in the B.Arch program is currently limited to 20 students due to faculty and space constraints so that the program can meet both NAAB criteria and University policy. In the future, if additional faculty and physical resources can be acquired, the program would like to add one additional group of 20 students to the cohort. Growth will depend on whether the program achieves accreditation and successfully persuades University administration of the viability and strength of the program. The metrics being tracked for this KPI are:

A. The **number of students who complete the B.Arch degree** (finish Studio VIII and other required classes) has risen each year

- Cohort 1 (Class of 2023): 11 students
- Cohort 2 (2024): 14 students*
- Cohort 3 (2025): 20 students*
- Cohort 4 (2026): TBD – program goal is to accept 20 students (currently 47 students in Studio II eligible to apply)
- FUTURE GOAL:

- Scenario A – 20 students if faculty and physical resources do not increase
- Scenario B – 40 students if faculty and physical resources do increase

*Anticipated graduation number

B. The **number of students who complete the A.S. degree** (finish Studio I and II and other required classes) continues to rise as well.

- Cohort 1 (Class of 2020): 13 students*
- Cohort 2 (2021): 17 students*
- Cohort 3 (2022): 36 students
- Cohort 4 (2023): 47 students
- Cohort 5 (2024): TBD – program goal is to accept 60 students (currently 150+ students have completed the pre-requisites needed to apply this year)
- FUTURE GOAL:
  - Scenario A – 60 students if faculty and physical resources do not increase
  - Scenario B – 80-100 students if faculty and physical resources do increase

*Students in cohort 1 and 2 in some cases did not complete all A.S. courses at the same time, but later were able to finish all coursework required to complete the degree and join the same B.Arch Cohort

C. Another number we are tracking with interest is the **percentage of students who complete the A.S. degree after being accepted and enrolling in Studio I**. We have seen a slow decrease in this number over time. Reasons for this are not completely known and require further study to understand. Feedback we have received so far suggests a few common factors, including: Workload in Studio I and II exceeds the expectations of many students; with only 20 spots available in the B.Arch program, some students realize that they might not get into the B.Arch as they had hoped and therefore decide to drop out of the program rather than finishing; some students discover other career paths or majors that are a better fit for them. The program goal is to maintain this number above 70% if B.Arch capacity remains at 20 students. If we are able to increase enrollment to 40 students, then we would like to see this percentage increase to 80%.

- Cohort 1 (Class of 2020): 13 students*
- Cohort 2 (2021): 17/19 students (89%)
- Cohort 3 (2022): 36/45 students (80%)
- Cohort 4 (2023): 47/63 students (75%)
- Cohort 5 (2024): TBD – program goal 70-80%

*Students in cohort 1 in some cases did not complete all A.S. courses at the same time, but later were able to finish all coursework required to complete the degree and join the same B.Arch Cohort

D. The **number of students applying to the A.S. Degree (Studio I)** is growing. For the first three cohorts, a formal application was not required, and acceptance was done on an individual basis through discussions between the student and faculty. 13 students were accepted into Studio I for the first cohort, 19 students for the second cohort, and 45 for the third. Portfolio applications began in 2022 when it was apparent that applications would exceed capacity. 72 students applied and 63 were accepted (88%) in 2022. It is anticipated that the number of applications will continue to increase (and acceptance

rates will decrease). FUTURE GOAL: 100-120 applications per year with 60-80 accepted.

E. Finally, the **number of students enrolling in ARC 1010** to become eligible to apply to the A.S. Degree has also increased. The program is increasingly relying on adjunct faculty to teach additional sections of this class to satisfy student demand.

- 2019/20 – 24*
- 2020/21 – 82
- 2021/22 – 122
- 2022/23 – 161
- FUTURE GOAL: Maintain +/- 150 student enrollment per year

* In 2019/20 this course was taught under a different catalog number, EGDT 2740

NOTE: Other metrics we would like to track in the future:

- The number of students initially intending B.Arch as their major. This number is currently difficult to measure due to the fact that UVU is open enrollment and so we are working with the academic advisors to get a more accurate picture of how overall initial interest in the program is changing over time
- Number of students transferring to UVU after completing some or all of the A.S. Degree Design Studios (ARC 1010, Studio I, and Studio II) at other schools. Articulation agreements are not yet in place for this to occur. Transfer students may receive credit for GE or other EGDT classes, but in the future we anticipate that other schools such as Snow College and BYU-Idaho will begin to offer the equivalent of ARC1010 and Studio I and II so their students can transfer to UVU to finish the B.Arch Degree

In summary, the 3-year plan for student enrollment is the following:

- ***150 students enroll in ARC 1010 annually and become eligible to apply for admission to the A.S. Degree***
- ***100-120 applications to the A.S. Degree***
- ***60-80 accepted to the A.S. Degree***
- ***20-40 accepted to the B.Arch Degree***

2. Attract students from diverse backgrounds and ensure that the learning environment is truly inclusive for all.

Progress Report: UVU is an open enrollment university with very low tuition, which makes the B.Arch degree a viable option for students from any background, regardless of race, ethnicity, gender, or other factors. While federal law prohibits discrimination in acceptance to the program based on these factors, we want to ensure equal opportunity for all students and an environment that is truly inclusive for all. For more information on the student services provided at UVU and the ways that UVU works to achieve diversity, equity, and inclusion, please refer to Sections 2, 3.1 PC.8, 5.4, and 5.5. Diversity is increasing at UVU. The metrics being tracked for this KPI are:

A. **Percentage of female students** in the A.S. and B.Arch Degree graduating class

Cohort	A.S. Degree	B.Arch Degree
Cohort 1 (Graduation Year 2023)	N/A*	27% (3/11)
Cohort 2	53% (9/17)	50% (7/14)**
Cohort 3	28% (10/36)	20% (4/20)**
Cohort 4	57% (27/47)**	TBD

*Current A.S. Degree was not in place when Cohort 1 was going through the program
** Anticipated to graduate
NOTE: The lack of female enrollment in cohort 3 appears to be an aberration from the overall trend of numbers increasing

B. **Percentage of minority students** in the A.S. and B.Arch Degree graduating class

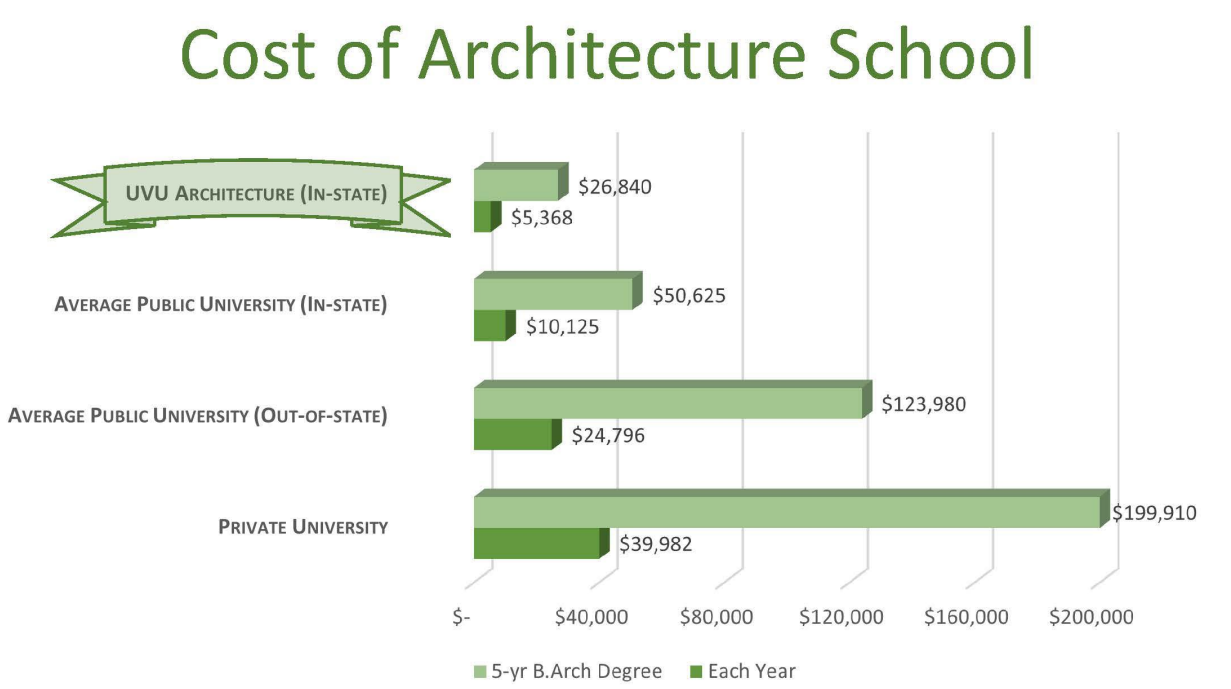
Cohort	A.S. Degree	B.Arch Degree
Cohort 1 (Graduation Year 2023)	N/A*	0% (0/11)
Cohort 2	12% (2/17)	14% (2/14)**
Cohort 3	19% (7/37)	15% (3/20)
Cohort 4	13% (6/47)	TBD

*Current A.S. Degree was not in place when Cohort 1 was going through the program
** Anticipated to graduate

C. Ratings by students and industry leaders

- Initial Student Survey will be completed 4/2023
  - Benchmark Goal 5/7
  - Aspirational Goal 6/7
- Initial 2023 Industry Survey – 5.56/7 (Benchmark met)
  - Benchmark Goal 5/7
  - Aspirational Goal 6/7

D. Annual cost of tuition – the current cost of tuition is $5,368 per year, which is substantially lower than alternative options for a degree in architecture (data from current NCARB and UVU websites). Goal: continue to offer low-cost tuition in accordance with university policy



3. Connect students with services and resources to help them overcome challenges such as mental health, finances, childcare, and housing.

Progress Report: Utah Valley University (UVU) offers a wide range of support services to help students succeed academically, personally, and professionally. Historically marginalized groups and minorities are provided an array of resources to improve their chances for success and help to foster an inclusive environment. More information on these services and how students are made aware of them is found in Sections 5.4.4 and 5.5. In an effort to determine the awareness and impact of these services, questions are included in the annual student survey the metrics being tracked for this KPI are:

A. Percentage of students who say they are aware of student services

- Initial Student Survey will be completed 4/2023
  - Benchmark Goal 5/7
  - Aspirational Goal 6/7

B. Percentage of students who say they have used these student services

- Initial Student Survey will be completed 4/2023
  - Benchmark Goal 5/7
  - Aspirational Goal 6/7

4. Raise money for student scholarships and experiences that enrich the learning experience.

Progress Report: The UVU Architecture Program is in the early stages of development, and fundraising is ongoing. Initial fundraising efforts focused on the acquisition of the library. Recently, fundraising has continued for scholarships for study abroad and for increased engagement with industry and communities. See section 5.7 for more details. The metrics being tracked for this KPI are:

A. Money raised annually for the UVU Foundation Architecture Account

Year	Total Amount	Detail
2020/21	$20,000	$17,000 Library donation shipping and shelving $3,000 Community engagement Murray, UT
2021/22	$7,000	$7,000 Studio VII Community engagement trip to San Francisco
2022/23	$12,500	$5,000 Study Abroad $6,500 Industry Advisory Board $1,000 Student Design Competition

B. Grants applied for and awarded

Year	Total Amount	Detail
2019/20	$5,000	Woodshop equipment
2020/21	$0	
2021/22	$0	
2022/23	$0	Note: A grant application for $33,000 has been submitted for 2023/24 new drafting equipment purchases

C. Annual budget PBBA (Program-Based Budgeting and Accountability) from the University for the UVU Architecture Program and AED Department

Year	PBBA – Architecture Program	PBBA – AED Department
2022/23	$5,000	$30,498

Note: Prior to 2022/23 academic year the architecture program did not have a separate budget from the AED Department. This number will be tracked moving forward.

For additional information, see Section 5.7 Financial Resources.

"Engage"
Strengthen student learning and societal impact by providing essential educational resources, collaborating with community and industry, and encouraging engaging research.

Progress Report:
The Architecture Program at UVU provides up-to-date educational resources and opportunities for research to our students. We recognize the importance of collaboration with the community and industry, and actively works to establish and maintain these partnerships. These collaborations ensure that the program provides students with a relevant, industry-focused education that prepares them for successful careers in the field.

Key Performance Indicators

1. Ensure that the human, physical, financial, and informational resources of the program meet the needs of the students.

Progress Report: The program is committed to ensuring that the human, physical, financial, and informational resources of the program meet the needs of its students by providing a supportive learning environment that fosters academic success and career readiness. The goals for this KPI are:

A. Meet NAAB criteria for Section 5.4 Human Resources and Human Resource Development, including achieving workload balance for faculty, providing an active NCARB Licensing Advisor for students, encouraging professional development, and making support services available. See Section 5.4

B. Meet NAAB criteria for Section 5.6 Physical Resources, including space to support studio and classroom learning, space to support faculty, and other equipment and resources needed. See Section 5.6.

C. Meet NAAB criteria for Section 5.7 Financial Resources, demonstrating that the program has appropriate institutional support and financial resources to support student learning and achievement. See Section 5.7.

D. Meet NAAB criteria for Section 5.8 Information Resources, providing convenient and equitable access to architecture literature and information as well as visual and digital resources that support student education and access to librarians and visual resource professionals to faculty. See Section 5.8.

2. Seek involvement and input from industry partners.

Progress Report: The program actively collaborates with the industry to provide students with a comprehensive and industry-relevant education. Metrics being tracked for this KPI are:

A. Participation by Industry Advisory Board in annual meetings and feedback surveys. In 2022/23 the Advisory Board was formally reorganized to include professionals who have shown a commitment to the success of the program. Participation of the board is measured by attendance at annual meetings and completion of feedback surveys (see Section 2 and Section 5.2.5)

Year	Board Meeting Attendance	Feedback Survey Completion Rate
2022/23	93% (14/15)	53% (8/15)
GOAL	75%	60%

The goal for meeting attendance was met in 2022/23. The goal for feedback survey completion was not met. In future years we will add an accountability report for Industry Board Members to encourage more participation in the survey.

B. Include professionals in the educational experience through involvement in studio design critiques and as adjunct professors.

Year	Number of professionals who participated in studio design critiques	Number of professionals actively teaching as adjunct professors
2020/21	29	2
2021/22	66	3
2022/23	TBD	9
GOAL	50	Maintain current number and grow as needed in the future

3. Engage and collaborate with communities to have a lasting impact.

Progress Report: The program provides engaging collaboration with communities primarily through studio projects that include community and/or client involvement. The Industry Advisory Board provides feedback and suggestions for improvement annually.

A. Provide at least one design studio project each academic year that includes community and/or client involvement. Increase the amount of involvement over the course of a student's education.

- Year 1
  - Currently not provided
  - GOAL: Add 1 design studio project that includes community and/or client involvement
- Year 2
  - Currently not provided
  - GOAL: Add 1 design studio project that includes community and/or client involvement
- Year 3
  - Provided: 1 (ARC 3110 Studio III - Beit Lehi Israel Visitor Center)
  - GOAL: Continue to provide at least 1 design studio project that includes community and/or client involvement
- Year 4
  - Provided: 1 (ARC 4210 Studio V - Elementary School)

- GOAL: Continue to provide at least 1 design studio project that includes community and/or client involvement
- Year 5
  - Provided: 2 (ARC 4510 Studio VII – Urban Design; ARC 4610 – Capstone)
  - GOAL: Continue to provide at least 1 design studio project that includes community and/or client involvement

B. Industry Advisory Board feedback on this Value as measured by annual survey results and input at Board meetings (See Section 2).

- Initial 2023 Industry Survey – 6/7 (Benchmark and Aspirational Goal met)
  - Benchmark Goal 5/7
  - Aspirational Goal 6/7

4. Encourage student leadership and accountability through involvement in and out of the classroom.

Progress Report: The program provides leadership and accountability through extracurricular organizations such as the ICAA Emerging Professionals. Other organizations will be added to provide more opportunities for students.

A. Student participation and satisfaction with extracurricular activities such as sketch club, ICAA lecture series, workshops, career fairs, study abroad, and other activities

- Initial Student Survey will be completed 4/2023
  - Benchmark Goal 5/7
  - Aspirational Goal 6/7

B. Leadership of student organizations

- Current: 3 Executive Officers for Emerging Professionals Club “Rising Vitruvians”
- Goal: Add 3 Executive Officers for AIAS; Add President of NOMAS

C. Students participating in research both in and out of the classroom

- Student research included in coursework
  - Current: Students participate in research primarily through the following courses: ARC 3230 (History 1), 4130 (History 2), 4520 (Theory), and 4230 (Capstone Research). 4520 students present their research at the annual UCUR Conference.
  - Goals: Increase and improve participation in research
    - Raise grant money for students in Capstone Research to pursue travel and independent research.
    - Increase students participating in research conferences
    - Hold conferences at UVU to expose students to academic research presentations
- Student satisfaction with research opportunities - Initial Student Survey will be completed 4/2023
  - Benchmark Goal 5/7
  - Aspirational Goal 6/7

"Achieve"
Enhance student success through experiential learning that empowers students to realize their educational, professional, and personal aspirations.

Progress Report
The Architecture Program empowers students through an integrated curriculum, real-world learning, and open and collaborative environment, faculty mentoring, and career preparation so that students can graduate and find meaningful employment.

Key Performance Indicators

1. Reach each NAAB accreditation milestone so that UVU graduates will be able to achieve their goals of licensure.

Progress Report: The architecture program has reached the NAAB milestones of eligibility and initial candidacy so far

Goal: Achieve Continuing Candidacy in 2023 and Initial Accreditation in 2025

2. Ensure that curriculum meets all NAAB Accreditation requirements in PC and SC criteria.

Progress Report: The architecture program has several PC and SC categories that were evaluated as "Not yet met / in progress" in the previous VTR. All core curriculum classes have now been taught and assessed at least once.

Goal: Complete the 3-year curriculum assessment cycle for all classes in the program and meet NAAB Accreditation requirements

3. Help students reach graduation.

Progress Report: The first cohort of 11 students will reach graduation this spring, 2023. It is anticipated the number of students reaching graduation will steadily increase over the next few years. Many circumstances affect graduation rates, including life changes that are outside of the program's control, but the program is committed to doing everything it can to help students achieve the academic standards required for graduation.

A. Graduation Rate: Percentage of students who enter the B.Arch Program in year 3 and continue on until they successfully reach graduation.

- Cohort 1: 85% (11/13)
- Goal: 85%

4. Help students find meaningful employment.

Progress Report: The program is committed to preparing students for architectural practice and helping them find meaningful employment during and after there time as a UVU student. Many students in the initial cohort had prior working experience and set a high standard for future cohorts to follow. As student numbers grow it will become more challenging to maintain a high job placement rate during school as available employers are limited in the immediate valley, but the program maintains the goal that every student who is looking for work can find it.

A. Job placement rate after graduation

- Current: 100% (11/11) – Note: students have not graduated yet but all coursework has been completed
- Goal: 100%

B. Job placement rate during school for B.Arch students (years 3-5)

- Cohort 1 (2023) – Year 5: 100% (11/11)
- Cohort 2 (2024) – Year 4: 79% (11/14)
- Cohort 3 (2025) – Year 3: 80% (16/20)
- Goal: 75%

C. Student satisfaction with program efforts and resources in job placement

- Initial Student Survey will be completed 4/2023
  - Benchmark Goal 5/7
  - Aspirational Goal 6/7

D. Student satisfaction with current employment

- Initial Student Survey will be completed 4/2023
  - Benchmark Goal 5/7
  - Aspirational Goal 6/7

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

Program Response: As part of the annual Faculty Retreat on August 17, 2022, an analysis of strengths, challenges, and opportunities was performed, which identified the following:

Strengths
- Qualified and diverse faculty that can inspire students
- Diverse faculty
- Good connections to industry
- Unique architectural pedagogy that emphasizes traditional, classical, and vernacular
- Interdisciplinary collaboration
- Connections to industry
- ICAA partnership
- Hand-drawing emphasis
- Technology and emphasis on drafting skills
- Great students that come from many backgrounds

Challenges
- Being a small program within a department in a large university – politics and lack of power
- Fundraising
- Student diversity needs to be strengthened
- Non-traditional students have different needs
- Studio culture – students need their own space and need to spend more time together
- Need more space to teach
- Hiring more faculty – finding qualified faculty
- Keeping student/teacher ratio low
- Expectations – how to encourage innovation and creativity when requirements are sometimes prescriptive
- Physical resources – equipment, shop space, modeling space and materials

- Would like to hire our own admin assistant for the program, not shared with department
- Faculty teaching schedules
- Balancing digital vs hand drawings
- Lack of understanding in the profession and by other academics about what we do – prejudice against traditional and classical architecture
- Student lack of knowledge (don't know history, how to draw, have not traveled, etc.)

Opportunities

- Global interest in classical and traditional
- Lost skills / trades
- Need to preserve history and heritage – lack of schools that teach preservation
- Cultural diversity
- Vernacular architecture
- Affordability
- Study abroad
- International / national collaborations
- Research opportunities
- Fundraising

5.2.5 Ongoing outside input from others, including practitioners.

Program Response: From the beginning, the UVU Architecture Program has sought input from practitioners to guide the direction of the program. A local advisory board of architects and other professionals was loosely organized to aid the program in long range planning, curriculum development, industry readiness, job skills, and professional development of our students. In 2022/23 this board was formally reorganized to better reflect the professional firms that have expressed strong commitments to the students at UVU through their participation in student reviews, volunteering, adjunct teaching, and/or financially through an annual contribution to the program of $500.

UVU Industry Advisory Board			
Name	Industry	Company	Position
Bruce Fallon, Chair	Architect	WPA Architecture	Principal
Tanya Davis, Vice-chair	Architect	Church of Jesus Christ LDS	Architect
Chris Westaway, Secretary	Interior Design	Edifice	Principal
Katie Boyer	Architect	Establish	Architect
Curtis Miner	Architect	CORE Architecture	Owner
Tressa Messenger	Architect	CORE Architecture	Designer
Brandon Leroy	Contractor	Jackson & Leroy	Owner
Steve Goodwin	Architect	FFKR	Principal
Steve Cornell	Architect	FFKR	Architect
Jason Bright	Architect	Method Studio	Principal
Clayton Vance	Architect	Clayton Vance	Owner

Sean Thompson	Architect	Elliott Work Group	Principal
Roger Hansen	Architect	CRSA Architects	President
Eric Magleby	Developer	Goodboro / Brad Houston	Owner
Vern Latham	Architect	VCBO	Principal

The Industry Advisory Board plays a critical role in the ongoing growth and development of the architecture program at UVU. The Board meets once per semester with the full-time faculty and once annually with student representatives alone. At the meeting with faculty, the Board is updated on the latest news and information about the program and then given an opportunity to give input and guidance from the practitioner's point of view. The minutes of the 2023 spring meeting can be found here: (Document Link). Prior to the meeting in the spring, Board members complete a survey evaluating the program's performance in each of the six shared values of the discipline and profession identified in section 2 of this report. Full results from the survey can be found here: (Document Link). This feedback from the Board helps the program leadership to identify areas of strengths, weakness, and opportunity, which guides strategic planning. The Board also strengthens our professional network, connecting us to professionals in the region. Many members of the Board employ UVU students, creating a mutually beneficial long-term relationship.

The Industry Advisory Board By-Laws were recently updated with input from the newly reorganized board. (Document Link) They are currently under review to be approved by the Board.

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

Program Response: The NAAB accreditation process is ensuring that program self-assessment is driving change at all levels of administration from the program to the department, college, and university. Self-assessments are used extensively for setting measurable goals to improve, as outlined in Section 5.2.3. Program leadership meet every other week to discuss these goals and how to incorporate feedback into meaningful change in curriculum and extracurricular activities. As the young program at UVU matures, the process of assessment, adjustment, and re-assessment will become part of the culture and be appreciated by students, faculty, and professionals who can see that their voices are heard. We look forward to the continued refinement ahead.

5.3 Curricular Development

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

Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response: The Program Self-Assessment is based on an ongoing cycle that includes

- Planning and identifying assessment points
- Creating goals and assessment measures and benchmarks
- Gathering data
- Evaluating data and results
- Making changes and improvements based on data

The program has created the UVU Architecture Long-term Curricular Planning Guide (Document Link) to clarify this process for assessing curriculum and making adjustments. The assessment incorporates faculty, administration, current students, alumni, and practitioners' view on the program's effectiveness as well as course evaluations. Faculty review the assessments and develop adjustments to pedagogy and curriculum as needed.

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

Program Response: The data from the annual faculty assessment reports and the annual program assessment reports are both evaluated on a 3-year cycle. This broad curricular self-assessment will identify if the program's benchmarks, including NAAB PC and SC criteria, are being met as well as areas for improvement.

A schedule and detail of this process can be found in the UVU Architecture Long-term Curricular Planning Guide (Document Link)

Utah Valley University has a strong program of improvement and assessment for pedagogy and teaching through the Office of Teaching and Learning. Faculty are encouraged to participate in the Teaching Excellence Program and to become a Fellow in the Higher Education Academy. https://www.uvu.edu/otl/faculty/index.html

UVU has a robust set of evaluations to support teaching and curriculum development. Students provide evaluations for each course as it is taught. Annually, faculty must have a teaching assessment by their supervisor and a peer.

Course assessment and changes lead to curriculum development of courses. All new and modified curriculum at UVU is governed under the curriculum office. There are multiple resources available through this office. Here is a link which outlines the Course and Program approval process for developing new curriculum. https://www.uvu.edu/curriculumoffice/. The Architecture Curriculum Committee (Paul Monson, Aliki Milioti, and Brandon Ro) receives input from stakeholders and proposes changes through a curriculum management program called CourseLeaf at the university level. Changes must be approved through CourseLeaf by department and university leadership as well as a majority of faculty in the department in order to become official. Based on the approved curriculum, each semester's schedule and teaching load is proposed by the Architecture Program Coordinator and Department Chair and then reviewed by each adjunct and full-time faculty member 6 months or more prior to the start of the semester.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response: Curriculum is evaluated and updated through a process that includes students, industry leaders, faculty, and administration. The Architecture Curriculum Committee (Paul Monson, Aliki Milioti, and Brandon Ro) receives input from all of these stakeholders and proposes changes through a curriculum management program called CourseLeaf at the university level. Changes must be approved through CourseLeaf by department and university leadership as well as a majority of faculty in the department in order to become official. Based on the approved curriculum, each semester's schedule and teaching load is proposed by the Architecture Program Coordinator and Department Chair and then reviewed by each adjunct and full-time faculty member 6 months or more prior to the start of the semester.

Name	Curriculum Committee	Primary Review	Secondary Review	Input
Paul Monson, Architecture Program Coordinator	X			
Aliki Milioti, Assistant Program Coordinator	X			
Brandon Ro, Assistant Program Coordinator and Architect Licensing Advisor	X			
Sid Smith, AED Department Chair		X		
Full-time Architecture Faculty		X		
Adjunct Faculty			X	
Architecture Students				X
Advisory Board				X

5.4 Human Resources and Human Resource Development

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

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

Program Response: The primary workload activity of faculty members is teaching. Complementing this role are secondary workload activities that include, but are not limited to, scholarly, professional and creative activities, and public and community service.

Faculty members are required to complete 30 total WCHE (Workload Credit Hour Equivalents) per academic year. WCHE is the total of a faculty member's formally tracked workload as defined by this policy. WCHE is the total of Instructional Credit Hour Equivalents (ICHE) + Academic Credit Hour Equivalents (ACHE) + Governance Credit Hour Equivalents (GCHE). Faculty members cooperatively plan individual workloads annually with their department chair to establish a distribution of these different hours.

Here is a link to the UVU Faculty Workload Policy.
https://policy.uvu.edu/getDisplayFile/5991e4a30e5bd70a058e3124

For architecture faculty, the teaching workload is typically 1 studio class + 1 additional lecture class, although this may vary depending on the semester and other circumstances or needs. A typical studio class is 6 credit hours and counts for 9 ICHE hours. The first studio classes in the sequence, Studio I and II, are shorter in time duration and intensity, and are therefore worth 4 credit hours and 6 ICHE hours. Faculty who lead these shorter studios typically teach 2 additional classes besides studio. Classes other than studio are typically 3 credit hours and 3 ICHE hours. Faculty who are not teaching a studio class generally teach 4 or 5 other lecture classes.

Examples:

- Teacher A (9 credits, 12 ICHE hours) Fall Semester
    1. ARC 4110 Studio V – 6 credits, 9 ICHE hours
    2. EGDT 1700 Architectural Rendering – 3 credits, 3 ICHE hours
- Teacher A (12 credits, 12 ICHE hours) Spring Semester
    1. EGDT 1700 Architectural Rendering – 3 credits, 3 ICHE hours
    2. EGDT 2100 – Architectural Materials & Methods – 3 credits, 3 ICHE hours
    3. ARC 3230 – Global History of Architecture to 1700 - 3 credits, 3 ICHE hours
    4. ARC 459R – Special Topics – 3 credits, 3 ICHE hours

With a total of 24 ICHE hours, the remaining 6 WCHE hours must come from ACHE or GCHE categories. These would include activities like hours serving on governance committees or doing independent research or professional development.

Adjunct faculty play a critical role in allowing full-time faculty to achieve a balance of workload that promotes student and faculty achievement. With the hiring of 7 new adjunct faculty in the last 2 years, this has helped considerably lower the hours that full-time faculty spend in the classroom, giving them more time to spend with students or in strategic planning or pursuing other academic interests. Adjuncts typically teach 1 or 2 classes in a semester. Studio classes are typically reserved for full-time faculty, but in a few cases adjuncts have assisted or taught a full studio, bringing in the perspective of a working professional. For example, Steve Goodwin taught a section of ARC 2110 Studio I in fall 2022 and Jim Nielsen, FAIA was an assistant instructor for ARC 4610 Studio VIII Capstone.

It has also lightened the load of full-time faculty now that each course has been taught (in many cases multiple times) so that curriculum content has been established and refined through repetition. Curriculum development is now generally limited to reflection and improvement rather than generating new content.

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

Program Response: Professor Brandon Ro, AIA was appointed as the Architect Licensing Advisor in 2020 to help students navigate the transition from the “Architectural Experience Program” (AXP) to the “Architectural Registration Examinations” (AREs). He was scheduled to attend the 2021 NCARB Licensing Advisor Summit but was unable to attend due to personal health challenges. In lieu of the summit, Professor Ro was able to access trainings provided by NCARB online and participated in the online community forum. He also met with the Utah Architect Licensing Board to advocate for UVU students and discuss possible accommodations due to the Covid-19 pandemic.

Students interested in the traditional licensure path are encouraged to register in AXP after their second year when they also typically start working in local architecture firms. A stipend from the State of Utah Division of Professional Licensing covers the initial NCARB registration fee for students.

Annual workshops and presentations keep students informed about NCARB and state licensing requirements. In spring 2022 Professor Ro presented training on the path to licensure to students during an all-student meeting. In fall 2023 UVU received a visit from NCARB Assistant Vice President of Experience & Education Martin Smith who gave a presentation to students as well. This year (2023) we presented a condensed version of the training on Feb 9 to all students. The NCARB Licensing Advisor will continue to coordinate providing this training at least annually to

architecture students. In addition to this general training to all students, graduates are prepared in depth for the demands of practice and project management - including legal, financial, and licensing issues - in the Professional Practice course (ARC 4520).

Program Coordinator Paul Monson met with Harry Falconer, NCARB Vice President of Experience & Education at the 2022 ACSA Administrators Conference in Boston to discuss offering the IPAL (Integrated Path to Architectural Licensure) option to UVU students. Mr. Falconer will visit UVU campus this year to provide training and guidance to faculty and staff regarding IPAL.

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

Program Response: Program Response: Architecture faculty members remain current in their knowledge through completing required AIA and other licensure continuing education, serving as AIA leadership, membership in professional organizations, self-study, and attending academic and professional conferences.

The university provides a stipend of $2500 annually for professional development including membership in professional organizations, license fees, continuing education, and travel to conferences.

Program Coordinator Paul Monson attended the Fall 2022 ACSA Administrator's Conference in Boston, where he received training on topics such as equity and diversity, online learning, K-12 outreach programs, faculty mentoring, and other subjects to improve as the coordinator of the program. UVU officially joined ACSA as a member in 2022 in order to take advantage of more trainings and opportunities for faculty and students. Paul is also actively involved in the Institute of Classical Architecture & Art as a Fellow of the National Board and as the President of the Utah Chapter. In this capacity he regularly organizes workshops, lectures, building tours, and other events for students and professionals interested in classical and traditional architecture and the allied arts.

Other full-time faculty were also active in professional development, both in ongoing professional licensure CEU courses, and other research interests. For example, Professor Brandon Ro participated in the October 2022 AIA/ACSA Intersections Research Conference: Resilient Futures as well as numerous other webinars through ACSA, AIA, and the ICAA (Institute of Classical Architecture & Art). Aliki Milioti, in an effort to improve her student's writing quality, participated in a course offered by the UVU Office of Teaching and Learning and became a certified writing enrichment professor at UVU. She also participated in the 4th annual workshop in Arcadia, Greece of the Association "Friends of Traditional Architecture – Blossoming Stones," which explored the preservation and craftsmanship of traditional settlements and stone structures.

As a university focused on teaching, UVU provides substantial pedagogical, curriculum development, and general teacher education. All of the architecture faculty engage in regular pedagogical training through the OTL - Office of Teaching and Learning (https://www.uvu.edu/otl/), which offers teaching certifications, teaching fellowships, and other support. OTL staff assist faculty regularly on matters of instructional design, helping them build online courses and ensuring that courses are using evidence-based practices, accessible content, and engaging technologies.

The Teaching Excellence Program includes faculty development opportunities that lead to certification and international recognition for teaching excellence. By engaging with these opportunities, UVU faculty can gain evidence to support the Retention, Tenure, and Promotion (RTP) process while enriching their teaching practice.

The Higher Education Academy (HEA) (https://www.uvu.edu/otl/faculty/hea.html) is an international, non-profit organization that promotes teaching excellence in higher education. HEA is a subsidiary of UK-based Advance HE. There are more than 115,000 HEA fellows in the world. UVU is the first American institution to be accredited by the HEA to offer fellowship recognition to faculty, administrators, and staff supporting learning. Fellowships are earned through written reflection and interaction with an HEA Mentor to demonstrate how one's teaching/supporting learning practices fulfill the dimensions of the UK Professional Standards Framework (PSF). The PSF is the heart of the HEA fellowship recognition program. This internationally recognized articulation of the necessary actions, values, and knowledge to effective teaching/supporting learning provides the framework for peer dialogue and personal reflection of practices.

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

Program Response: Program Response: UVU provides a robust array of student support services because it recognizes that such services can determine the success or failure of students, especially non-traditional and first-generation students which often attend UVU for its affordability. The university and the architecture program make a concerted effort to ensure that students are aware of the support services available to them and how they can access them. A few of the ways that students are informed about support services include:

- Websites: UVU maintains webpages that provides comprehensive information about the various support services available to students. Students can visit the website to learn about services like counseling, disability services, academic advising, career services, and more.
- New Student Orientation: UVU's New Student Orientation is designed to introduce incoming students to the university and its resources. During orientation, students are given information about the different support services available to them and how to access them.
- Student Success Advisors: Each UVU student is assigned a Student Success Advisor who is there to help them navigate their academic journey. These advisors are knowledgeable about the various support services available to students and can help connect them with the services they need.
- Campus Events and Workshops: UVU regularly hosts events and workshops focused on student success and well-being. These events provide students with opportunities to learn about different support services and how they can utilize them.
- Advertising and Marketing: UVU advertises its support services through various channels such as posters, flyers, social media, and email newsletters. These marketing efforts help raise awareness among students about the available support services.
- Architecture All-Student Meetings
- Emails

Utah Valley University (UVU) offers a wide range of support services to help students succeed academically, personally, and professionally. The Student Development & Well-being website (https://www.uvu.edu/studentlife/) is a central hub to connect students to clubs, organizations, events, and on-campus services. Here are some examples of the support services available to UVU students:

- Academic Advising (https://www.uvu.edu/advising/advisors/): UVU offers academic advising services to help students create a plan for their academic career and make informed decisions about their coursework and majors.

- Career Services (https://www.uvu.edu/cdc/): The Career Development Center provides career counseling, job search assistance, and career workshops to help students prepare for their future careers.

- Counseling Services (https://www.uvu.edu/studenthealth/psych/): UVU's Mental Health Services offers free, confidential counseling services to students to help them manage stress, anxiety, depression, and other mental health concerns.

- Accessibility Services (https://www.uvu.edu/accessibility-services/): UVU provides accommodations and support services to students with disabilities to help them succeed academically.

- Financial Aid (https://www.uvu.edu/financialaid/): The Office of Financial Aid and Scholarships provides financial aid to eligible students, including grants, loans, and scholarships.

- Health Services (https://www.uvu.edu/studenthealth/): The Student Health Services Center offers a range of health services, including immunizations, physical exams, and basic medical care.

- Multicultural Student Services (https://www.uvu.edu/multicultural/): The Multicultural Student Services Center offers support and resources to students from diverse backgrounds, including minority students, international students, and LGBTQ+ students.

- Academic Tutoring Services (https://www.uvu.edu/academictutoring/): UVU offers free tutoring services to students in a variety of subjects to help them improve their academic performance.

- Ombuds are available for students to help investigate and resolve complaints and problems between students and the University at https://www.uvu.edu/ombuds/

Other services for students include:
- LEAD Program (https://www.uvu.edu/getinvolved/lead/)
- Center for Social Impact (https://www.uvu.edu/socialimpact/)
- Student Media (https://www.uvu.edu/studentmedia/)
- UVUSA (https://www.uvu.edu/uvusa/)
- On-Campus Food Pantry (https://www.uvu.edu/studentcare/food-pantry/index.html)
- Campus Connection (https://www.uvu.edu/campusconnection/)
- Student Rights and Accountability (https://www.uvu.edu/studentconduct/)
- Housing (https://www.uvu.edu/housing/)
- Crisis Services (https://www.uvu.edu/studenthealth/psych/crisis.html)
- Wellness Programs (https://www.uvu.edu/wellness/)
- Wee Care Center On-Campus Childcare (https://www.uvu.edu/weecare/)

And much more…

At UVU, student success means the success of the whole individual, from the first year to graduation and beyond. UVU's motto: "Come as you are; There's a place for you" embodies this approach to make higher education accessible and achievable to all who seek it.

5.5 Social Equity, Diversity, and Inclusion

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

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

Program Response: UVU is committed to diversity and inclusion among current and prospective faculty, staff and students in its distribution of human, physical and financial resources. First, the architecture program offers an extremely low-cost degree through an open enrollment university, reducing or eliminating two of the most difficult barriers that students may face in higher education. In addition, the program is committed to creating a work environment and organizational culture that achieves the university's vision as stated by our Office of Inclusion and Diversity: "Grow, nurture and sustain an inclusive culture, where differences drive innovation and learning, to meet the needs of UVU's community, where members can bring their authentic selves to campus." Decisions regarding resources of the program are aimed at strengthening these dynamic differences in order to prepare students for success in an increasingly diverse and global world.

The curriculum at UVU takes a unique approach to design in the modern world by encouraging a deep and sensitive understanding of traditional and vernacular architecture. Students learn the value of architecture from diverse cultures through study, analysis, and emulation. They are taught to approach each project with a contextual precedent study and then design with an eye for continuity rather than disruption. More detail about curriculum content and assessment in this area can be found in Section 3.1 PC.8 Social Equity and Inclusion.

In addition to teaching design that is sensitive and inclusive of all cultures, the architecture program aims to welcome students of all backgrounds, particularly non-traditional and minority students. The architecture program was established at an institution with a long history of outreach and inclusion for less privileged groups. UVU began as a vocational school in the 1940's with a focus on affordable technical and job training. As degree offerings expanded from certificate programs to associates and bachelor's degrees, the school's name was changed from Utah Trade Technical Institute to Utah Valley Community College to the current Utah Valley University, reflecting a growing mission and influence in the region. Throughout its history, UVU has served our region's growing population, especially those from economically challenged backgrounds, first generation students, immigrants, and other underrepresented groups. This responsiveness to diverse communities is evidenced in its mission, program offerings, degree levels, and enrollment growth. Utah Valley University is now the largest university in the state. It is also one of the few institutions in the nation offering an unorthodox dual-mission model that combines the rigor and richness of a first-rate teaching university with the openness and vocational programs of a community college, making it an affordable and accessible alternative to the typically high-cost and exclusive environment of higher education.

Today, UVU embraces its historic and leadership role in creating an environment of inclusion where all individuals are valued and respected regardless of their backgrounds, experiences, groups, and abilities. Pedagogy, services, policies, and practices combine to create an inclusive environment and elevate the sense of belonging, of which diversity is a natural result of UVU's inclusion policies and practices.

In accordance with federal law, all application and recruitment materials at UVU include a statement of non-discrimination that reflects our policy for hiring faculty and staff and for recruiting students:

> *Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law in employment, treatment, admission, access to educational programs and activities, or other University benefits or services.*

This statement is not only a legal requirement, but the spirit of nondiscrimination is included in our Mission Statement, as well as in the University Code of Conduct, which states that UVU is committed to providing an environment free from harassment and prohibited discrimination. When communicating and interacting with others, individuals are expected to:

- Treat others with fairness, dignity, and respect
- Promote a respectful culture that is free from harassment, intimidation, discrimination, retaliation, threat, or violence
- Report harassing, discriminatory, threatening, or violent activities or behavior immediately
- Communicate with honesty, civility, and respect
- Provide equal access to programs, facilities, and employment
- Promote conflict resolution"

The Title IX office has been designated to handle inquiries regarding discrimination.

While hiring and admissions decisions are based on qualifications and merit to comply with federal law, historically marginalized groups and minorities are provided an array of resources to improve their chances for success and help to foster an inclusive environment. Some of the primary means of promoting inclusion and diversity on campus and in the program are:

- **The University Office of Inclusion and Diversity** – A central hub for information regarding the mission and values of diversity at the university (https://www.uvu.edu/inclusion/)
- **Foundations of Inclusion** – Training workshops designed to introduce faculty, staff, and administrators to topics related to diversity and inclusion, including positionality, intersectionality, and relationality. (https://www.uvu.edu/inclusion/training/foi.html)
- **Women's Success Center** – A center providing resources, scholarships, and programs to help women succeed and graduate. (https://www.uvu.edu/wsc/)
- **Equity and Title IX Office** – Advocacy and legal office that fosters a culture of respect on campus and defends victims of dating violence, domestic violence, sexual assault, stalking, harassment, or discrimination based on gender. (https://www.uvu.edu/equityandtitleix/)
- **International Student Services** – Office to promote international student success, retention, graduation, and life-long learning. (https://www.uvu.edu/iss/)
- **Accessibility Services** – Provides accommodations for anyone on campus with disabilities including temporary conditions and pregnancy accommodations. (https://www.uvu.edu/accessibility-services/)
- **LGBTQ+ Student Services** – Services, support, and opportunities for personal growth, safety, and a sense of belonging for those in the LGBTQ+ community. (https://www.uvu.edu/lgbtq/)
- **Veteran Success Center** – Personalized care to help veterans, service members, and their dependents. (https://www.uvu.edu/veterans/)
- **Wee Care** – On campus childcare to help young parents and caregivers succeed in academics (https://www.uvu.edu/weecare/)
- **Office of Teaching and Learning** - Faculty development and training for success, access, and equity (https://www.uvu.edu/otl/faculty/index.html)
- **NSE -National Student Exchange (NSE) –** provides opportunities for undergraduate students to study for up to one academic year at another NSE member university. Choose from 170 universities in the United States, Canada, Guam, Puerto Rico, and the U.S. Virgin Islands (https://www.uvu.edu/nse/)
- **Multicultural Student Services** – Programs and services that embrace and validate multicultural education, promote opportunities for intercultural learning, exchange, and appreciation. (https://www.uvu.edu/multicultural/)

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

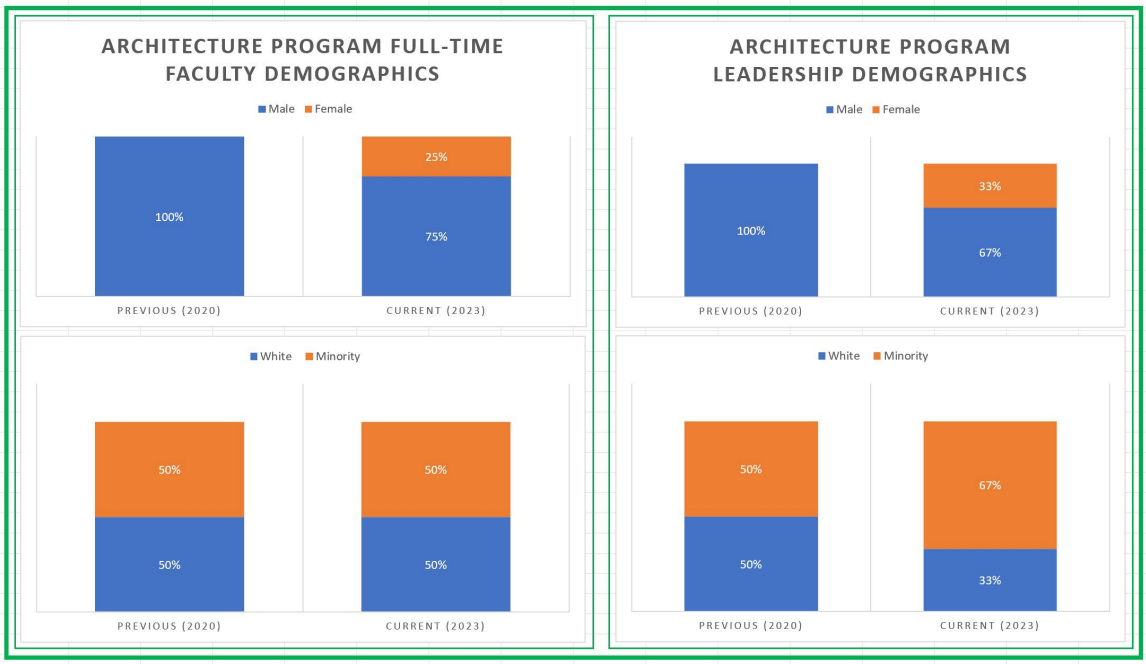
Program Response: Utah Valley University Human Resources is committed to creating a work environment and organizational culture that celebrates diversity in the form of age, gender, color, disability, ethnicity, family or marital status, political affiliation, race, religion, sexual orientation, socio-economic status, veteran status, and other unique characteristics that brings perspective to our workforce. The goal is to cultivate a campus climate based on integrity, respect, equal opportunity, and inclusion. https://www.uvu.edu/hr/dei/index.html

- UVU HR Workforce Planning is committed to ensuring hiring pools include diverse, qualified candidates through the utilization of Search Advocacy and UVU Hire training along with job postings across multiple recruiting platforms to reach a larger and more diverse applicant pool.
- UVU HR ADA endeavors to provide reasonable accommodations and to ensure equal access to qualified university job applicants, employees, or visitors with disabilities and those with sincerely held religious beliefs requesting religious accommodations.
- UVU HR Benefits is committed to offering a comprehensive benefits package that supports the employee and their family's overall physical and mental health, protects their income in the case of unforeseen illness and life events, and assists them in building financial security for retirement.
- UVU HR Training partners with the UVU Diversity and Inclusion Committee to provide training to promote inclusion across the university.

The UVU Architecture Program complies with UVU HR policies and seeks highly qualified individuals with a wide range of cultural backgrounds and expertise. All search committee members are required to participate in UVU Hire Training that includes training on diversity, inclusion, and unconscious bias. Since the last accreditation cycle, the diversity of full-time faculty and program leadership has increased significantly with the hiring of Dr. Aliki Milioti and her appointment as an assistant program coordinator. As a native of Greece and an immigrant to the United States, Dr. Milioti brings a unique background including her PhD and research into ancient architecture of a different culture. Dr. Milioti applies this unique perspective to her approach in teaching history classes and design studios in the curriculum. She advocates for female students and those from immigrant and underserved communities. She will lead the student chapter of NOMAS (National Organization of Minority Architecture Students) starting this fall. Dr. Milioti was hired in 2021 and promoted as an assistant program coordinator in 2022. As assistant program coordinator, Dr. Milioti participates in all planning and strategic meetings and moving forward will be on all search committees for full-time faculty. Brandon Ro, the other assistant program coordinator, also brings diversity to the program leadership as an Asian-American. His research expertise in multi-cultural architecture and comparative religions broadens the scope of the curriculum and mission of the program.

Previous (2020) faculty demographics:		Current (2023) faculty demographics:	
Male:	100%	Male	75%
Female:	0%	Female	25%
White:	50%	White	50%
Minority	50%	Minority	50%

Previous (2020) leadership demographics:		Current (2023) leadership demographics:	
Male:	100%	Male	67%
Female:	0%	Female	33%
White:	50%	White	33%
Minority	50%	Minority	67%



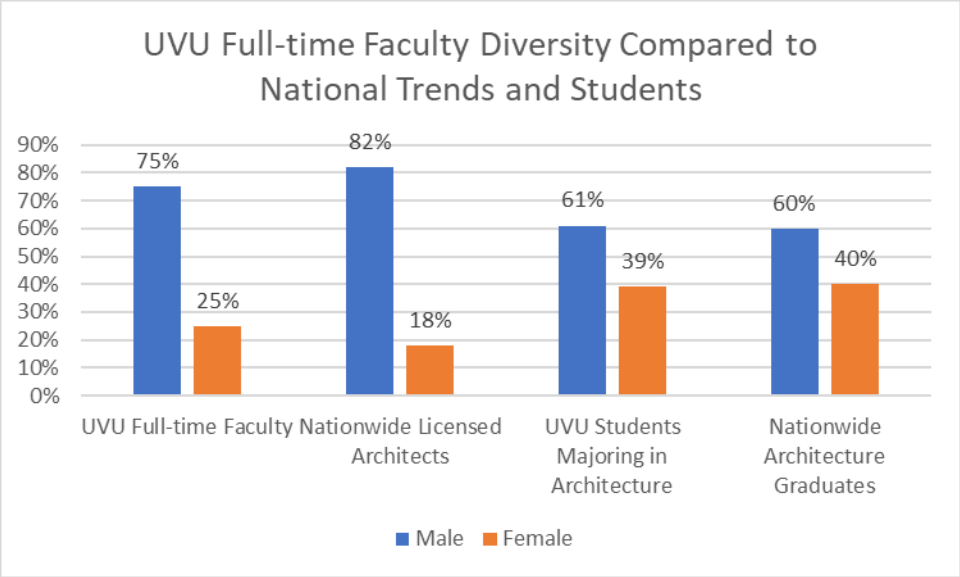
Previous (2020) full-time faculty and program leadership: David Barker, Brandon Ro
Current (2023) full-time faculty: Paul Monson, Brandon Ro, Aliki Milioti, Chris Lobas
Current (2023) program leadership: Paul Monson, Brandon Ro, Aliki Milioti

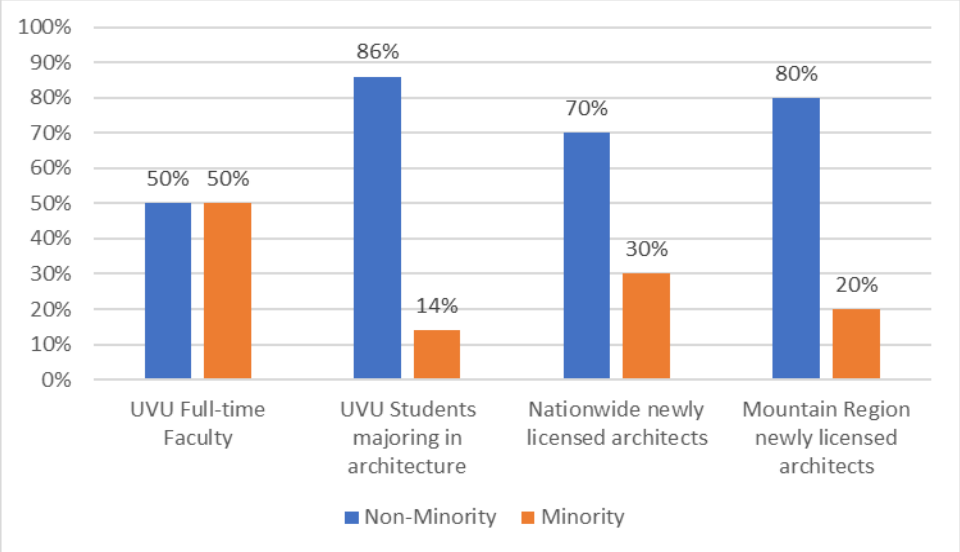
In the summer of 2022, a search committee was formed to fill two new tenure-track full-time positions in the program. This search committee was chaired by program coordinator Paul Monson and included the other assistant coordinators at the time: David Barker and Brandon Ro. Following university policy, all search committee members received UVU Hire HR training on diversity, inclusion, and unconscious bias. In addition to this training, the committee reached out to Edson Cabalfin, chair of the ACSA Leadership Committee and Associate Dean for Equity, Diversity, and Inclusion at Tulane University, for assistance in locating qualified candidates. The position opening was posted on job forums both nationally and internationally to cast a wide net. The final negotiations regarding this hiring decision are still ongoing at the time of this APR report, but every effort is being made to avoid discrimination based on race, gender, or other protected category. As additional faculty positions become available in the future, Dr. Aliki Milioti will be included in future search committees as she is now one of the assistant program coordinators.

Adjunct faculty are typically working professionals in the region. Adjunct professors generally follow demographic trends in our area. However, adjunct faculty do represent a broad spectrum of backgrounds and expertise in the profession. Jim Nielson, FAIA and Lee Gray, AIA are retired architects with decades of experience designing buildings nationally and internationally. Other adjunct faculty like Tressa Messenger and Ben Felix are emerging professionals who bring fresh and innovative ideas as members of generations closer in age to the students. As the program grows, strengthening the diversity within the adjunct faculty is a priority.

Paid staff for the architecture program are shared with the AED Department. Maegan Cook, female, is the administrative assistant. Jayden Fullmer, a minority student, is the student employee in the office. These staff members are often the face of the department to visitors and students, and they represent the diversity to which the program aspires.

Currently, students majoring in architecture are 61% male and 39% female. This follows national trends of architecture graduates (40% female). Full-time faculty at UVU are 75% male and 25% female. This is slightly higher than national trends for the demographics of licensed architects (18% female). Students at UVU are 14% minority and 86% non-minority. Full-time faculty at UVU are 50% minority and 50% non-minority. This exceeds national averages for licensed architects. According to NCARB, in 2020 about 21% of architects in the United States identified as racial or ethnic minorities.





Note: National data is the latest data from NCARB statistics in 2020 and may have changed since; UVU data is current data as of 2022 from the UVU Office of Institutional Research.

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

Program Response: In Fall 2020, UVU produced the 2020-2024 Inclusion plan. (Document Link)

The UVU Architecture degree program supports this university wide plan and is seeking to align with the 4 main objectives from the plan.

1. **Expand Pathways and Educational Pipelines for Access and student Success**. The architecture program integrates educational opportunities appropriate to both community colleges and universities.
2. **Enhance Academic Engagement and Intercultural Development**. The architecture program provides accessible, equitable, and culturally diverse learning experiences and resources for students of all backgrounds, including those historically underrepresented in higher education.
3. **Support a Campus Environment for an Increased Sense of Belonging**. The architecture program fosters an inviting, safe, and supportive environment in which students, faculty, and staff can succeed.
4. **Sustain Assessment, Accountability, and Institutional Commitments**. The architecture program commits to creating and maintaining a supportive infrastructure for inclusion.

Each college at the university has organized a committee to develop specific objectives that pertain to that discipline. Architecture Faculty member Aliki Milioti has been appointed to represent the architecture program on this committee for The College of Engineering & Technology.

Student demographics have changed to have a higher percentage of female students compared to 2019. The percentage of minority students has remained relatively constant. UVU Architecture has a higher percentage of female students compared to other engineering and construction programs at UVU but a lower percentage of females compared to UVU students overall. Compared to national trends and other programs at UVU and UVU students overall, UVU Architecture has a lower percentage of minority students.

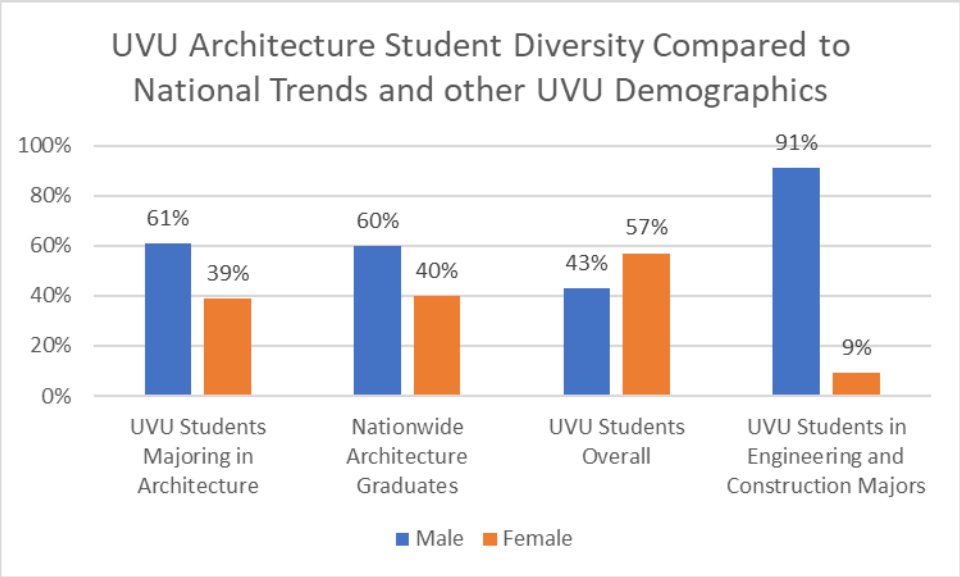
UVU Architecture Majors Student Demographics

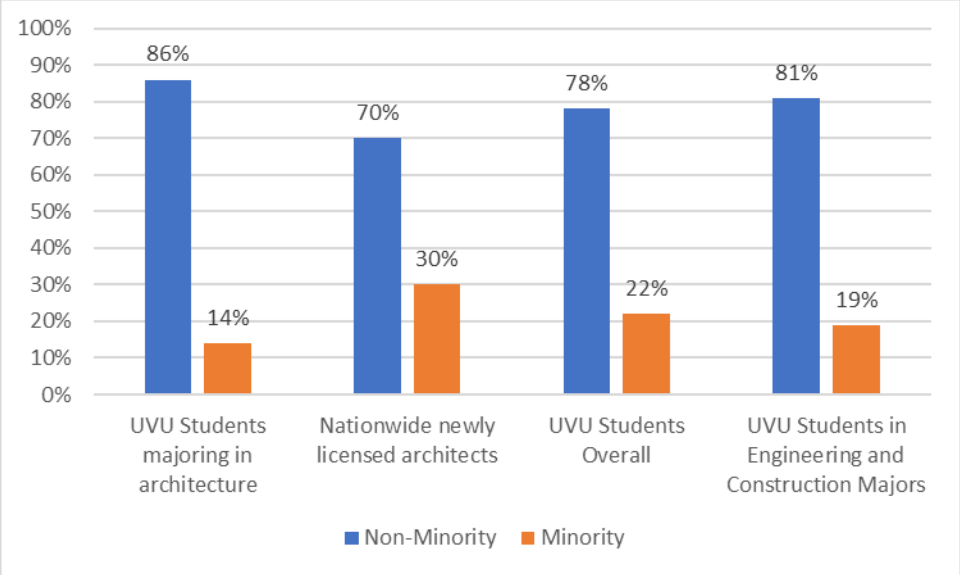
GENDER (Percentage):

	2019	2020	2021	2022
Male	68	58	67	61
Female	32	42	33	39

MINORITY STATUS (Percentage):

	2019	2020	2021	2022
Non-minority	16	17	16	14
Minority	84	83	84	86





Note: National data is the latest data from NCARB statistics in 2020 and may have changed since; UVU data is current data as of 2022 from the UVU Office of Institutional Research.

While federal law prohibits discrimination in accepting students to the program based on factors such as gender and ethnicity, we can ensure equal opportunity for students and an environment that is truly inclusive for all. The percentage of females in the program matches national trends and is increasing over time. No change of action is proposed at this time regarding gender diversity. The percentage of minorities, however, is slightly lower than other relevant demographics and is remaining flat. In order to increase minority diversity, the program will continue to increase outreach efforts around campus and in regional high schools that serve disadvantaged areas. Last year, program coordinator Paul Monson participated in outreach efforts on campus including TecFest in August, a recruiting/marketing event to highlight technology programs at UVU. He also presented at a Career Night in November at a local vocational high school. The program also will work to improve student awareness of the

exceptional services available on campus to minority students such as are listed above in Section 5.5.1.

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

Program Response: In facilitating the University's diversity, inclusion, and compliance objectives, the UVU Office for Equity and Title IX (https://www.uvu.edu/equityandtitleix/) is committed to:

- Advancing the understanding of diversity as a critical component of academic excellence
- Institutionalizing diversity in all aspects of university life
- Seeking success through cross-campus collaboration
- Fostering inclusion by infusing diversity into the systems, structures, practices, and policies of the University to ensure equity and inclusion for all members of the community.
- Guiding implementation of professional development for a multicultural and bilingual university
- Facilitating multiculturalism
- Creating a climate that respects individual differences.
- Ensuring university compliance with state and federal requirements
- Advocating for equity
- Achieving integrity in our work
- Demonstrating accountability through evaluation, assessment, and report
- Maintaining community support services
- Facilitating research that advances the University's diversity and inclusion commitment.

Initiatives and programs to create an inclusive environment at UVU are listed above in 5.5.1

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

Program Response: The Office of Accessibility Services (https://www.uvu.edu/accessibility-services/) serves Utah Valley University students and the community by providing access to the campus and curriculum for individuals with disabilities to facilitate, support, and encourage their academic success and retention, and ensure their educational rights. Any UVU student who requests accommodations due to a disability can establish eligibility through the Office of Accessibility Services (OAS). The Office assists students with disabilities by providing reasonable and appropriate accommodations such as a peer notetaker assistant, additional time or other accommodations for tests, etc. to create equity in the academic environment.

5.6 Physical Resources

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

5.6.1 Space to support and encourage studio-based learning.

Program Response: Since the previous NAAB visit, UVU Architecture has acquired additional studio and classroom space in the Computer Science Building – rooms 715b and 708 – to accommodate growth. The program now has four dedicated studio spaces, one for each of the four years of studio instruction. These rooms (712, 712a, 713a, and 715b) are supplemented by the newly acquired classroom for history and other lecture-based curriculum (708).

Total Studio space: 4,115 sq ft (previously 3,254 sq ft without 715b)

- 713a – 1,248 sq ft – Studio I and II
- 712 – 1,156 sq ft – Studio III and IV
- 712a – 850 sq ft – Studio V and VI
- 715b – 861 sq ft – Studio VII and VIII

Previous studio space was limited to rooms 712, 712a, and 713a. The 861sq ft of studio space expansion is adequate for current needs. With 20 students per cohort this equates to +/- 51 sq ft per student.

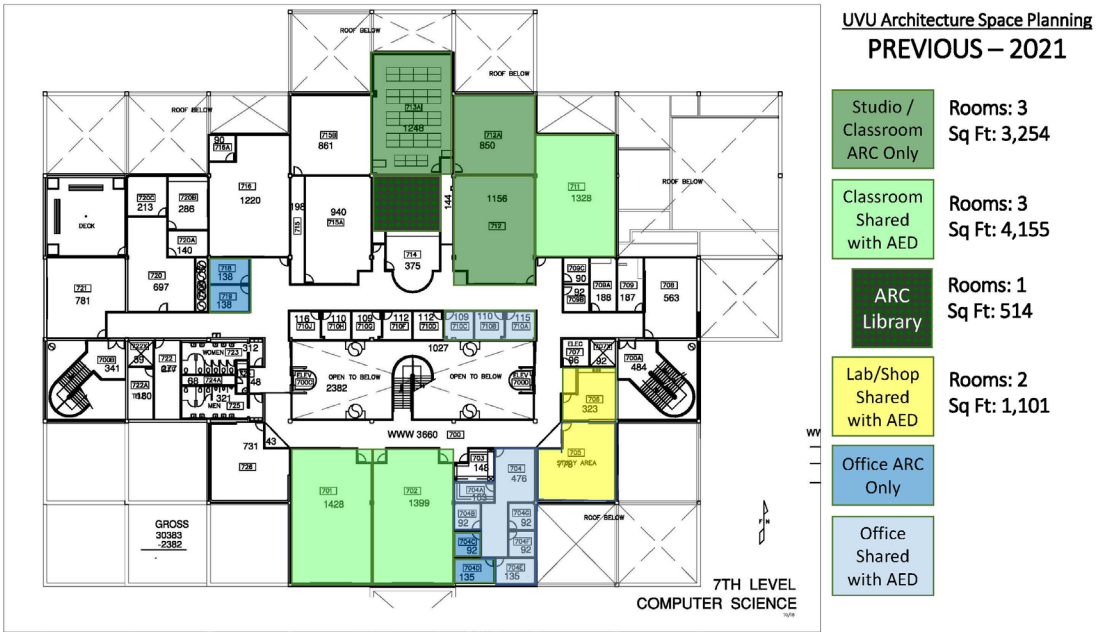
Studio spaces are equipped with a computer workstation for the instructor, a large screen for presentations, whiteboard, printer, pin-up space for presentations, and books for research and precedent references. Students work at large tables that are arranged in the center of the room and have access to the studio at any time when campus is open (Monday at 6am - Saturday at midnight).

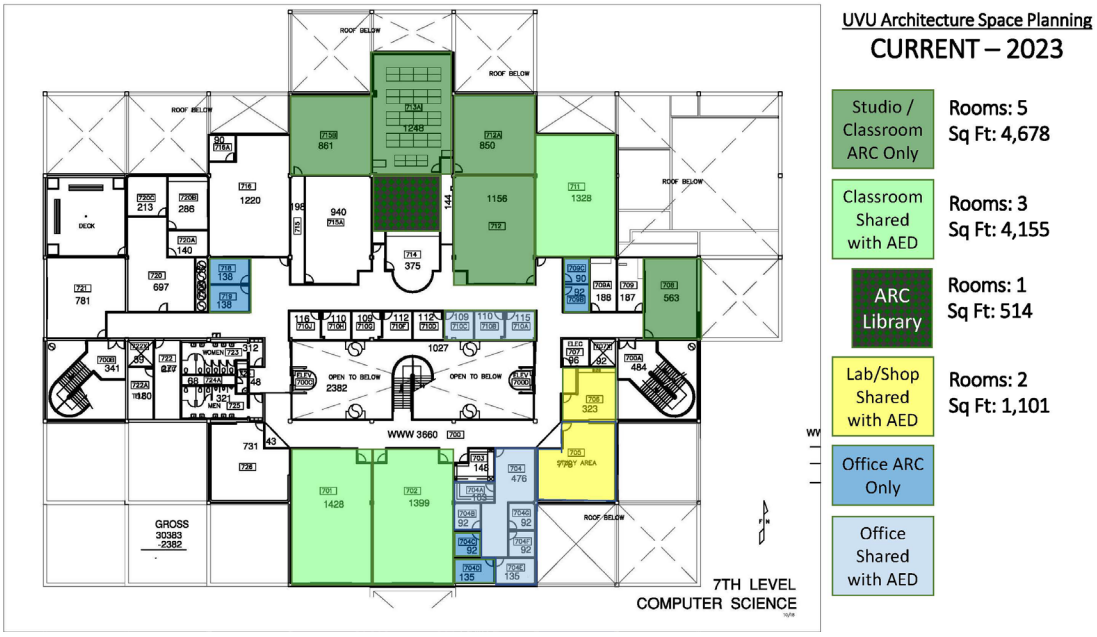
3 sections of Studio I and II share the same space in 713a. Tables work like “hot seats” for students to come and go. Students bring their materials to studio with them each day and take their materials home at the end of class or use the storage areas at the perimeter of the studio space to store things overnight. Other studios (712, 712a, and 715b) have only one section in the studio and therefore students are able to have assigned seats and use the same space outside of studio hours. Having dedicated space for students in years 3-5 has improved the camaraderie amongst the students in their cohorts.

Remote studio work is also utilized at times due to Covid or other illness or circumstances. Instructors are able to connect with students online through Teams or other livestream platforms and can review their work or include them in class reviews and discussions.

Studio spaces are supplemented by other study and lab spaces. The architecture library provides space for research. Architecture students also have access to a woodshop, laser cutter, and large-format plotters on the floor in rooms 705 and 706, described in section 5.6.2.

See floor plans on the following page:





Fall 2023 will be the first semester with all cohorts at full capacity of 20 students in their studio spaces, and the spaces we currently have will meet this capacity. Future growth beyond 20 per cohort is being considered along with various scenarios to accommodate this growth.

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

A. **Program Response: Lecture halls** – Room 708 is a 563 sq ft classroom used for lecture-based classes in the architecture program like history and professional practice. The room is set up with individual chairs and desks. The professor has a computer workstation, large screen, and a whiteboard at the front for instruction. Other classrooms on the floor are also used for associates-level architecture classes in the first two years of the program and are shared with other AED courses like surveying, mapping, and drafting. 701, 702, and 711 are large lecture halls (+/- 1,400 sq ft) with computer workstations and drafting tables for each student. In addition to these spaces on the 7th floor, faculty are able to schedule many other spaces in the building and on campus as needed. A large 150-seat theater-style lecture hall on the 4th floor (room 404) is frequently used for all-student meetings and large lectures. Larger spaces, including lecture and assembly spaces, can be scheduled for special classes and events. For example, final reviews for Studio VIII Capstone Studio were held in the 400-seat auditorium in room 134 of the Science Building. The Architecture Career Fair will be held in a 2,700 sq ft event space in the Sorensen Student Center called Centre Stage. These and many other specialized spaces are shared with all other departments and programs on campus.
B. **Seminar spaces and Small group study rooms** – Room 714 is a 375 sq ft seminar room used for occasional small group meetings with students or faculty. Department and architecture program faculty meetings are often held in this space. Other areas of campus within a short walk from the Computer Science Buildings are frequently used for student gatherings and study areas. For example, the spring Resume Workshop hosted by the UVU Career Development Center, is held in a seminar room within their offices. Students can utilize study areas at the central Fulton Library or in other spaces on campus. All buildings on campus are accessible through conditioned indoor corridors, making it convenient to navigate even in cold or wet weather.
C. **Labs, Shops, and Equipment** - The Architecture Program currently makes use of a small wood shop (706) containing a table saw, band saw, scroll saw, sanders, and drill press for student models. This room contains dust mitigation equipment and proper ventilation for student safety. In an adjacent “maker space” (705) the department has a 24” and a 36” color plotter as well as a 36” OCE scanner and plotter. This room also has an epilog laser cutting machine and a large central table for projects. Computer workstations and scanners and printers are also available in 705 for architecture and AED students. Both the woodshop and maker space are accessed by physical keys held by the faculty, admin, and student workers. On the 6th floor of the CS building, the 3D Printing/Prototyping Lab is staffed and open to all students during business hours. The lab contains five different 3D printers, the largest of which is a manufacturing-grade printer that can print up to 14”x14”x16”. Students can make use of these resources for studio models. Many other specialized labs and shops are available for student use with advanced planning. These include large cabinet-making shops in the construction management department, welding shops used by the automotive department, art studios, theaters, ballrooms, and other indoor and outdoor spaces on campus.

Planned Future Physical Resources

The College of Engineering is in the process of remodeling the building to meet increasing space needs. When new space is completed for the Digital Media program, they will vacate their current space and Architecture will remove partition walls to create a large open studio that can house 4 studios simultaneously. The program will acquire two additional offices after the Dean’s Suite remodel is completed.

One of the most important factors of the space for the architecture program is its cohesive location. Because the faculty offices, classroom space, administrative offices, and lab spaces are all located on the same floor, it facilitates interaction between the faculty and students thus

supporting formal and informal advising, teaching in and out of the classroom, service opportunities, and scholarship.

Long-term space plans:

UVU plans to build a new Engineering Building within approximately 4 years. As other programs in the College of Engineering move to the new building, the architecture program will remodel and move into vacated space. This will allow the program to increase to 2 studios per cohort and allow for economies of scale in non-studio courses. The additional space will allow for construction of a materials lab, an architectural elements library (full-sized Classical elements and ornament), expanded Maker Space, and additional laser cutters. Additional administrative and gallery space will also be added.

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

Program Response: Each faculty member has an individual office for planning, scholarship, service, and advising. Faculty have access to the campus library, the architecture library, and a wide range of other resources to support their teaching efforts. IT provides technical support as needed. The digital media department often supports with program marketing. The Office of Teaching and Learning provides support with classroom software like Canvas and provides professional development training on topics such as improving livestream instruction and outcomes-based assessment.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response: See 5.6.2

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

Program Response: In response to the COVID-19 distance teaching protocols enacted in 2020, many classes were moved to an online or hybrid teaching modality. We were able to continue to teach the design studios in a face-to-face environment following CDC guidelines. Our students and faculty appreciate teaching and learning face to face. Now that CDC guidelines allow a return to the classroom, we offer all classes face-to-face and continue to offer some sections of select classes online as well.

5.7 Financial Resources

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

Program Response: UVU is primarily funded by the State of Utah through legislative appropriations. In the 2022 fiscal year, the state provided approximately $239 million in funding to the university, representing about 57% of the institution's total revenue. The university also receives additional revenue from tuition, grants, and private donations. In-state students typically pay lower tuition rates than out-of-state students, and there are also different rates for undergraduate and graduate programs. Grants and contracts, which come from a variety of sources such as federal agencies, private foundations, and corporate entities, can be used to fund research, support specific programs or initiatives, or provide financial aid to students. Finally, private donations from individuals, corporations, and foundations also contribute to UVU's

budget. These donations can be used to support scholarships, endowments, building projects, or other areas of need identified by the university.

Over the past 10 years, Utah Valley University (UVU) has seen a steady increase in its funding from both state appropriations and tuition revenue. State appropriations have increased by approximately 53% since 2012, from $156 to approximately $239 million. This increase in state appropriations has helped to support the university's growth and expansion over the past decade. Tuition revenue, grants, and private donations have also all increased over the past 10 years, with tuition revenue growing from 32% to 41% of total revenue, grants increasing from $13 million to $27 million, and private donations rising from $4.8 million to $15 million. These increases have helped support the university's continued growth and development, including the creation of new programs such as the Bachelor of Architecture Degree.

Budgeting at the College and Department Level:
Funding is allocated to different colleges within the university based on several factors, including enrollment, academic programs offered, and the needs of each college. A portion of the university's budget is allocated to each college based on the number of students enrolled in that college. This enrollment-based funding formula ensures that colleges with larger enrollments receive a larger share of the budget to support their academic programs and services. In addition, the university's budget also takes into account the unique needs of each college, including specialized equipment or software, or higher demand for students services such as tutoring or advising. The allocation of funding also involves strategic priorities and initiatives identified by the university's leadership. Ultimately, the allocation of funding at UVU is a collaborative process that involves input from the university's leadership, faculty, and staff to ensure that resources are allocated in a way that supports the academic success of all students and the continued growth and development of the university.

The budget for the Architecture Program is provided through the College of Engineering and Technology in allocations made to the Department of Architecture & Engineering Design. Additional revenue is acquired through course fees, which are used to offset the cost of equipment, printing, and supplies. The Department Chair, Sid Smith, manages the budget for the department and ensures that funds are used effectively and in accordance with university policies and procedures, allocating resources to programs, including the Architecture Program, within the department. Throughout the fiscal year, departments are required to provide regular reports on their spending and financial performance to the college and the university.

In response to NAAB concerns that the Architecture Program have more control of budget decisions, the college created a separate index number in the department budget that is set aside for use by that program only. There is also a separate number within the foundation account where money raised by the Architecture Program is set aside exclusively for our use.

The university, college, and department to which the Architecture Program belongs, have all demonstrated a strong commitment to providing the financial resources necessary to accomplish a successful, stable, long-term growth environment for the Architecture Program.

An example of this support occurred this past year when the Architecture Program needed to replace David Barker as a full-time faculty member. The college quickly made funds available to start a search committee and hire a new tenure-track faculty to replace him. Recognizing the growth that is happening within the program, the college also granted funding to hire a second tenure-track position to cover the growing student demand for architecture courses. The program coordinator, Paul Monson, was made chair of the search committee to lead the hiring process, and department administrative support and resources were provided as needed. Other financial needs of the program are provided in a similar manner. Equipment, operating expenses, travel, professional development, and other needs are provided for through the department's annual

budget allocations and are available to architecture faculty upon request within approved budget amounts.

Grants and Foundation Funding:
In addition to budgets allocated by the university for salaries and other expenses, the program has raised money through grants and donations for scholarships, building projects, and other initiatives. The UVU College of Engineering & Technology employs an assistant dean who is responsible for full-time major gifts, Stefan Harlan (Link to Profile Page). The architecture program works closely with Stefan on all gifts and donations to the program. In 2019, when the program received a 5,000-volume library donation from Allan Greenberg Architect in Alexandria, VA, Professor David Barker and Professor Brandon Ro were able to raise $17,500 in donations to the program from industry partners to facilitate the shipment and storage of the books. Additional university resources were appropriated to catalog the collection and make it available to students. Another successful fundraiser was held at the 2022 Salt Lake City Greek Festival, where students and faculty collaborated on an exhibit titled "The Architecture of Democracy." The exhibit featured student drawings, architectural models, and research projects that celebrated the Greek heritage and community in the Utah region. Over $5,000 in donations were received from auctioning drawings and other fundraising activities. This funding will go towards scholarships for students attending the study abroad program to Greece and Rome in the summer of 2023.

Additional donations include:

- $5,000 from a local retail business to sponsor a field trip for students to study walkable urbanism in the American West
- $500 from each Industry Advisory Board member ($6,500 total)
- $1,000 from an architecture firm to host a design competition with students for a new concert pavilion in Lehi, Utah
- Financial and personnel support from the Institute of Classical Architecture & Art to provide speakers, guest critics, and other instructional materials for workshops and lectures

Summary of Financial Resources:

Salaries Accounts	**Allocation**	**Notes**
TOTAL	**$477,133**	**$584,580 additional for department faculty and staff who support architecture faculty and teach drafting and other similar classes (See breakdown below in each row). Total for department salaries accounts: $1,061,713**
Faculty Salary	$321,482	$333,093 additional for department
Faculty Benefits	$136,250	$204,798 additional for department
Hourly Faculty	$14,051	$18,522 additional for department
Hourly Staff	$5,350	$28,167 additional for department
Budget Accounts	**Allocation**	
TOTAL	**Variable**	
Architecture Program Expenses	$5,000	Office supplies, professional dues, etc.
Department Expenses	$30,498	$2,500 for professional development and $1,000 for travel for each FT faculty. Remainder distributed to different programs based on specific needs (membership dues, events, equipment, software, etc.)

Books and other student supplies	Per class	Minimal class fees are determined for each course and cover books and other needed supplies. An additional $45 fee is charged to each student taking a class in the college to cover computers in computer labs on campus.
Other Budgets Provided by College and/or University		
Information Technology (Computers for faculty and classrooms, projectors, monitors, printers, software, etc.)	CET budget	Annual budgets for IT (approx. $350K) are appropriated to the college and shared by all programs including architecture. Repairs and maintenance are provided on an ongoing basis. Upgrades and future growth are discussed in an annual meeting with the department and IT leadership.
3D Printing Lab	Self-sustaining	A 3D printing lab with approximately $400K equipment used by architecture students is located within the college and maintained through printing fees
Other Equipment (wood shop, plotters, laser cutters, etc.)	CET budget	General maintenance of equipment is covered with department budget. Major Replacement and Repair (R&R) is done with funding from the College. Approx $350K is appropriated annually and shared by all programs, including architecture.
Physical facilities	University budget	All physical facilities expenses, including utilities, building maintenance and security, renovations, etc. are managed by the university through the Physical Facilities Division. Requests are made through the college and reviewed at regular committee meetings.
Scholarships/student aid	University and CET budgets	Scholarships and financial aid are available for incoming freshmen and continuing or transfer students. To apply for scholarships, students complete the UVU Scholarship Application available online. (https://www.uvu.edu/financialaid/scholarships/)

Budgets are reviewed annually through a process called Program-Based Budgeting and Accountability (PBBA), which is designed to provide transparency, accountability, and efficiency in the budgeting process. Through the PBBA process, the UVU Architecture Program can request additional budget and resources in future years as the program needs grow. Priorities for future budget requests include:

- Additional faculty and staff, including admin assistants and a woodshop monitor
- Expansion classrooms and studio space
- Annual events such as lectures, faculty retreats, and student trips

Budget requests are reviewed by university administration and evaluated based on the program's performance and alignment with the university's strategic plan.

Grants: The Office of Sponsored Programs (https://www.uvu.edu/osp/) and the Career and Technical Education (CTE) Center (https://www.uvu.edu/cte/) assist faculty and students at UVU in securing and managing grant funding for research, equipment, and other projects. The CTE

has a specific focus on 1 and 2-year technical programs, associates degrees, and certificates. The architecture program has previously secured funding through the CTE for equipment such as the wood shop, which includes a drill press, table saw, miter saw, jig saw, and other equipment for model making and other small projects. This year a grant has been requested for upgrading the drafting equipment for the program as well as funding an international research project to create an immersive 3D digital model of Tiwanaku, a world heritage archaeological site in Bolivia. The preservation of historic sites through immersive digital modeling and virtual reality is an initiative that the program would like to pursue more in the future. Other grants for this type of collaborative research will give students more opportunities to understand traditional cultures and architecture.

Student Tuition:

Below is a summary of tuition rates for in-state and non-resident students. Approximately 78% of undergraduate students receive some form of financial aid, including grants, scholarships, loans, and work-study programs. The majority of UVU Architecture students are employed while they are students, allowing them to offset costs and graduate with little or no debt.

Undergraduate Instructional Fees (Per Semester)		
	In-State Tuition and Fees	Non-Resident Tuition and Fees
12-18 Credit Hours	$2,953.00	$8,403.00
3 Credit Hours	$917.00	$2,542.00
6 Credit Hours	$1,619.00	$4,519.00
9 Credit Hours	$2,247.00	$6,302.00

5.8 Information Resources

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

Program Response: In December 2020, we received a 5,000 book-donation from architect Allan Greenberg that includes many rare and oversized books with architectural drawings. We subsequently received an additional donation of 800 volumes from retired University of Utah Professor Peter Atherton, increasing the collection by almost 20%. The UVU Fulton Library has catalogued 95% of the original donation and has begun on the most recent donated books. Funding and approvals for bookshelves has been challenging, but books have gradually been transferred from boxes to accessible shelving. Students regularly utilize the portions of the collection that have been catalogued and are accessible. In addition, students have access to the centrally-located UVU Fulton Library collection, which contains additional books, ebooks, and videos related to architecture and building construction. The library subscribes to JSTOR and participates in interlibrary loan as well as Art Full-Text, Architectural Digest and Architectural Record.

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

Program Response: The Fulton Library at UVU (https://www.uvu.edu/library/) employs approximately 30 full-time and part-time staff members who work in a variety of positions, including librarians, support staff, and student workers and provide a range of services to support the academic and research needs of students, faculty, and staff.

For students, the library offers:

1. Research Assistance: Students can get help with their research assignments and projects from expert librarians who are available in person, via chat, email or phone.
2. Study Spaces: The library provides quiet study spaces, group study rooms, computer workstations, and a laptop checkout program.
3. Online Resources: The library's website provides access to a wide variety of online resources including databases, journals, eBooks, and research guides.
4. Borrowing Privileges: Students can borrow books, DVDs, and other materials from the library's collection.
5. Instructional Services: The library provides instructional services such as workshops and tutorials on various research-related topics.

For faculty, the library offers:

1. Research Support: The library's expert librarians can help faculty members with their research projects and assignments.
2. Course Reserves: Faculty can put course materials on reserve for their students to access in the library.
3. Library Instruction: The library offers customized library instruction sessions to help faculty integrate library resources and research skills into their courses.
4. Copyright Assistance: The library provides guidance on copyright issues and fair use guidelines.
5. Interlibrary Loan: Faculty can request materials that are not available in the library's collection through the interlibrary loan service

6—Public Information

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

6.1 Statement on NAAB-Accredited Degrees

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

Program Response: The language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2 is located on our Program's website. Here is the link: https://www.uvu.edu/aed/architecture/about/index.html

In addition, we have this language on our website to inform the public of our status:

"As of Spring 2019, Utah Valley University's proposed professional architecture degree program, Bachelor of Architecture, began seeking candidacy for accreditation through the National Architectural Accrediting Board (NAAB). UVU's Bachelor of Architecture degree program has been accepted as eligible for candidacy as of December 2020. The program is currently scheduled to have a virtual visit for initial candidacy from NAAB in Fall 2021."

6.2 Access to NAAB Conditions and Procedures

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

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

Program Response: Access to this documentation is found at the bottom of the weblink provided here: https://www.uvu.edu/aed/architecture/about/index.html

6.3 Access to Career Development Information

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

Program Response: Career development is a signature strength of the architecture program at UVU. Graduating seniors in the first cohort of the program have a 100% placement rate with employers thanks to the program's focus on this goal. A majority of students in the cohorts after them are working either during the school year or in internships during the summer. Access to career development and placement services is provided in several ways, including in-class preparation, training and networking through the UVU Career Development Center, and connections to NCARB, AIA, and other professional resources.

Student preparation for employment largely occurs in core curriculum classes, which are evaluated through testing, student projects, and feedback from industry leaders. ARC 4540 Professional Practice in particular contains instruction on the path to licensure, AIA membership benefits, types of architecture firms, project and business management, community outreach, client interactions, and other practical knowledge needed for professional success. The design studio sequence combined with other technical courses prepare students with real-world scenarios that develop their skills to be ready for a career in industry. Guest critics and lecturers from professional practice visit design studios and make presentations in various classes each semester.

In addition to in-class preparation, students are provided access to placement and employment services through the UVU Career Development Center (UVU CDC) (https://www.uvu.edu/cdc/). Career counselors make an annual presentation to the architecture students at a mandatory all-student meeting in the spring semester prior to the Architecture Career and Internship Fair. A group resume workshop follows this presentation. Students can also take advantage of one-on-one appointments with career counselors, which include resume and cover letter assistance, job search strategies, mock interviews, and career planning. The peer-to-peer "Career Lab" is another resource for students where they can walk in at any time without an appointment to receive mentoring and assistance. Online career resources are available 24/7 and included video tutorials on all of these topics as well. Incoming freshman are provided a copy of the "Career Development Center Student Guide" (Document Link) which informs them of resources available on campus and opportunities in the industry. Students connect with employers through a networking database called Handshake and through in-person Career Fairs. The UVU CDC holds a dozen or more career fairs each year, including a STEM Fair, Part-time Job Fair, and others where drafting and architecture students can find employment. April 2023 will be the first annual Career Fair dedicated specifically to architecture majors. A survey of students and employers at the Architecture Career Fair will be a primary means of assessing the success of career development services. This annual Student Career Development Survey (Document Link) evaluates employment rates and student and employer satisfaction with the career development services provided by the university. Results of this survey will be used for strategic planning by program leaders in consultation with the Industry Advisory Board and student representatives.

Finally, students have networking opportunities and access to potential employers through professional organizations such as NCARB, AIA, ICAA (Institute of Classical Architecture & Art), NOMAS (National Organization of Minority Architecture Students) and others. NCARB makes an annual presentation to students that covers the path to licensure. A student chapter of AIAS is forming this fall under the leadership of faculty member Lance Heal, President of the AIA Central Utah Chapter. The ICAA connects students to employers through a nation-wide network of firms practicing contemporary classical architecture. Students organize events through an ICAA emerging professionals club called the Rising Vitruvians. Faculty member Aliki Milioti will lead a new student chapter of NOMAS starting this fall. Links to these organizations and others that provide career development opportunities are found on the About Us webpage on the UVU Architecture website (https://www.uvu.edu/aed/architecture/about/index.html).

National Architectural Accrediting Board (NAAB) www.naab.org
Association of Collegiate Schools of Architecture www.acsa-arch.org
American Institute of Architecture Students (AIAS) www.aias.org
National Council of Architectural Registration Boards (NCARB) www.NCARB.org
American Institute of Architects (AIA) www.aia.org
AIA Emerging Professionals Companion https://www.aia.org/career-center/emerging-professionals
UVU Career Development Center https://www.uvu.edu/cdc/
Career Development Center Student Guide https://www.uvu.edu/cdc/docs/student_guide_2022-2023.pdf

Institute of Classical Architecture & Art https://www.classicist.org/
National Organization of Minority Architects https://www.noma.net/

6.4 Public Access to Accreditation Reports and Related Documents

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

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

Program Response: Access to this documentation is found at the bottom of the weblink provided here: https://www.uvu.edu/aed/architecture/about/index.html

6.5 Admissions and Advising

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

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

Program Response: All academic programs on campus are assigned academic advisors. The architecture program is assigned an academic advisor who is knowledgeable about the application process and the courses students need to take to graduate. Here is a link to the UVU advising website: https://www.uvu.edu/advising/advisors/

Link to application forms and instructions are provided on our program website: https://www.uvu.edu/aed/architecture/

6.6 Student Financial Information

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

Program Response: UVU provides various routes, levels, and amounts of aid to both undergraduate students through University Financial Aid Office. The AED department also provides scholarships to qualified students based on GPA. These are, at this point, largely funded by the university budget, although some funds are derived from private donors. Students must

apply for these program funds and they are competitively awarded. Here is a link to the UVU Financial Aid office. https://www.uvu.edu/financialaid/aid/

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

Program Response: The full cost for completing the NAAB-accredited degree is $8,525 and is posted on the UVU Architecture website (https://www.uvu.edu/aed/architecture/about/index.html). Costs are estimated based on student experience from the past 3 years and may change as course content is updated. Tuition, room & board, transportation, and personal expenses are accounted for separately by the University Financial Aid Office (https://www.uvu.edu/financialaid/cost.html).

Year	Courses	Costs
Year 1 - $650	EGDT 1020 EGDT 1100 ARC 1010 General Education Classes	$50 – software fee + misc. $50 – software fee + misc. $200 - supplies $350 – books + misc
Year 2 - $1,000	EGDT 2100 EGDT 2600 ARC 2110 ARC 2210 ARC 2220 General Education Classes	$25 - misc $25 - misc $300 – material and supplies $300 – material and supplies $100 – books and supplies $250 – books + misc
Year 3 - $1,025	EGDT 2610 ARC 3110 ARC 3210 ARC 3120 ARC 3220 ARC 3230 ARC 3130	$25 - misc $300 - material and supplies $300 - material and supplies $100 - books + misc $100 - books + misc $100 - books + misc $100 - books + misc
Year 4 - $1,000	ARC 4110 ARC 4120 ARC 4130 ARC 4210 ARC 4220 ARC 4530 Elective	$300 - material and supplies $100 - books + misc $100 - books + misc $300 - material and supplies $100 - books + misc $100 - books + misc varies
Year 5 - $1,900	ARC 4510 ARC 4230 ARC 4540 ARC 4610 Elective (x4)	$800 – material, supplies, travel $500 – material, supplies, travel $100 - books + misc $500 – material, supplies, travel varies
General - $2,950		$450 ($45 computer lab fee each semester x 10 semesters) $2,500 laptop and equipment (mouse, usb drives, etc.)
TOTAL: $8,525 (Ave $853/semester)		

NAAB

APPENDIX

Previous VTR
https://drive.google.com/file/d/1ws2pZeRKPvpSb_t5x27sbMcOWC1IJotB/view?usp=sharingthe

Plan for Achieving Initial Accreditation (documenting the program's progress)
https://drive.google.com/file/d/1QV88Gjfz4HomEJGuPfZOksjwfd1BSQeK/view?usp=sharing

Eligibility memorandum
https://drive.google.com/file/d/14TFEeKcUTDdeUHpZmJ25f62F178IcrnN/view?usp=sharing

UVU Architecture Learning and Teaching Culture Policy:
https://drive.google.com/file/d/1okMrGoFv6hkEm1pLJhrxL0tBbMnfybAT/view?usp=sharing

UVU Architecture Design Studio Planning Guide:
https://drive.google.com/file/d/1L2hGUdqACa-r3vWLkVby8pPMJv-zTJVk/view?usp=sharing

NAAB Program & Student Criteria Matrix:
https://drive.google.com/file/d/1ONtIv75djY3jQS6fJvm6imysFugISEw-/view?usp=sharing

NAAB PC Assessment Matrix
https://drive.google.com/file/d/1_k7Aq4daHQwk12-biijaesbrVEBSoLHJ/view?usp=sharing

NAAB SC Assessment Matrix
https://drive.google.com/file/d/1NuY555-2V6U-B3WlnCJI8bvISb5aEXFL/view?usp=sharing

NAAB Shared Values Assessment Matrix
https://drive.google.com/file/d/1QubttKec_VZ0koh1XdRMCT2N3boEjAK8/view?usp=sharing

Architecture Course Descriptions:
https://drive.google.com/file/d/1TJhZSIE2YqjpuHTXwlyzXUmipjJhNRKV/view?usp=sharing

UVU Architecture Degree Map:
https://drive.google.com/file/d/1JVwRBFhkrc_Nhu6g5PKlbw9PI1pt_n4l/view?usp=sharing

UVU Architecture Program Admissions Evaluation Rubric:
https://drive.google.com/file/d/16d7zvyd1DpAmf8SqGuzSDdq9MubLCj4e/view?usp=sharing

Architecture Faculty Resumes:
https://drive.google.com/file/d/1ukauUMfVwpT_WfS5kRZWVm60p-186sT9/view?usp=sharing

Plans/images of physical resources assigned to the program (Space Plan):
Previous (2021) Plan
Current (2023) Plan

UVU Student Rights & Responsibilities:
https://drive.google.com/file/d/1yyH_jmk0JSTtU5LDCpSLBLkyH2M-RjIB/view?usp=sharing

UVU Library Protocols:
https://www.uvu.edu/library/about/protocols.html

UVU Equal Opportunity & Affirmative Action:
https://policy.uvu.edu/getDisplayFile/5ce6fcf9587c14686e9463c9

UVU Vision 2030:
https://www.uvu.edu/vision2030/

UVU initiative to increase leadership opportunities for women:
https://www.uvu.edu/hr/docs/employeerelations/elevate_her.pdf

UVU Faculty Workload Policy:
https://policy.uvu.edu/getDisplayFile/5991e4a30e5bd70a058e3124

Faculty Assignment and Advancement in Academic Rank:
https://policy.uvu.edu/getDisplayFile/563a405c65db23201153c27b

Faculty Rights & Professional Responsibilities:
https://policy.uvu.edu/getDisplayFile/59a47e34568009ec588136fb

Faculty Research & Ethics Compliance:
https://policy.uvu.edu/getDisplayFile/599efc2d568009ec588136fa

Faculty Sabbatical Leave:
https://policy.uvu.edu/getDisplayFile/563a417065db23201153c281

Link to Retention, Tenure, and Promotion (RTP) policies:
https://policy.uvu.edu/getDisplayFile/588a60b23543020f057db59b

Architecture & Engineering Design Department - RTP Policy:
https://drive.google.com/file/d/14h11IZNsYa9LIwWqJ-WvmMvUYUod_n-n/view?usp=sharing

Most recent decision letter from the recognized US regional accrediting agency for the institution
https://drive.google.com/file/d/1IqVoHpZpmVX25ZkZleKuplneTfQChNfe/view?usp=sharing

Letter from chief academic officer announcing the intention to seek candidacy for accreditation.
https://drive.google.com/file/d/19Izs0YeuQy_rVMtiscVbIlefdOnQp2Ml/view?usp=sharing

UVU Inclusion Plan 2020-2024:
https://drive.google.com/file/d/1GenECYE-IUpXTu_jKfRCcuWfAZC5hNIS/view?usp=sharing

UVU Career Development and New Student Guide:
https://drive.google.com/file/d/1CaJQ4f-ooiQIP4t4Wu5igeLqCB9JqpV3/view?usp=sharing