2023 Visiting Team Report

Utah Valley University
Architecture & Engineering Design Department

B.Arch.

Continuation of Candidacy Visit
October 23-24, 2023

National Architectural Accrediting Board, Inc.

Contents

I. Summary of Visit

a. Acknowledgments and Observations

The team would like to thank the program and all the people who contributed to providing valuable information prior to and during the visit. The team appreciates the particular challenges posed in preparing for this visit while striving to continue to make progress towards initial accreditation. In particular, the team acknowledges and thank Professor Paul Monson, Architecture Program Coordinator who, with the help of faculty and staff, gathered all the materials needed to conduct the visit. The team would also like thank Professor Sid Smith, Chair of the Architecture & Engineering Design Department; Dr. Kelly Flanagan, Dean of the College of Engineering & Technology; Dr. Laurie Sharp, Associate Provost; Dr. Wayne Vaught, Provost; and Dr. Astrid Tuminez, President of the university. Additional thanks to all the faculty, students, staff, alumni, Industry Advisory Board members, and other administrators for sharing their perspectives about the program.

The team found that the students are engaged and committed to the learning experience, enthusiastic about their program, and willing to contribute to its on-going improvement. Alumni are very proud of their alma mater and grateful for the preparedness they achieved for their professional careers. Faculty are committed to providing a quality architectural education with an emphasis on classical and traditional architecture and the technical skills required for job-ready graduates. Staff are proud of their work and of their contributions to support the program.

The program has shown significant progress on its path towards accreditation. Of the 24 accreditation conditions not yet met or still in progress as per the previous NAAB visiting team report in 2021, now only a few remain as not reaching the required standard. The team encourages the program to keep up its efforts to continue to improve its academic quality.

b. Conditions with a Team Recommendation to the Board as Not Achieved *(list number and title)*

2—Shared Values of the Discipline and Profession ..... In Progress
PC.3 Ecological Knowledge and Responsibility ..... Not Yet Met
PC.5 Research and Innovation ..... Not Yet Met
SC.2 Professional Practice ..... Not Met
SC.5 Design Synthesis ..... Not Met
SC.6 Building Integration ..... Not Met
5.4. Human Resources & Human Resource Development ..... In Progress
5.8. Information Resources. ..... In Progress

II. Progress Since the Previous Site Visit

2020 Conditions Not Yet Met/ In Progress (Previous Team Report [2021])

- 2—Shared Values of the Discipline and Profession
- PC.1 Career Paths
- PC.2 Design
- PC.3 Ecological Knowledge and Responsibility
- PC.4 History and Theory
- PC.5 Research and Innovation
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- 5.1 Structure and Governance
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- 6.3 Access to Career Development Information
- 6.4 Public Access to Accreditation Reports and Related Documents
- 6.6 Student Financial Information

2020 Conditions Not Met

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. Utah Valley University Visiting Team Report October 4-5, 2021 20

Previous Team Report (2021): 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.

2023 Team Analysis:
The APR explains measures taken to address this issue, including the creation of a separate index number in the department budget to set aside for the use of the architecture program and a separate number within the foundation account. A detailed explanation along with the budget is provided under condition 5.7 Financial Resources. The team was able to confirm the university's commitment to providing required financial resources for the program during meetings with President Tuminez, Provost Vaught and Associate Provost Sharp, and with Dean Flanagan and Department Chair Smith. This Condition is now Met.

III. Program Changes

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

2023 Team Analysis: Not Applicable.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission (*Guidelines*, p. 5)
To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops

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

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

☒ **Described**

Program Summary Statement of 1 – Context and Mission
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.

2023 Team Analysis:
The APR clearly illustrates the program's geographic and institutional context. 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 to operate for the 1945-1947 biennium. In 1947, the school received funding as a permanent state institution. In 1993, the institution changed its name to Utah Valley State College and started to offer bachelor's degree programs. In 2008, a final name change into Utah Valley University (UVU) took place concurrently with the offering of the first master degree's programs. Now, UVU main campus spreads over 412 acres with 50 buildings. UVU prides itself on offering a first-rate university experience with the openness and vocational programs of a community college. As stated in the APR: "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. (...) UVU boasts low tuition rates and one of the lowest rates of accepting federal assistance. 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." Thanks to UVU's broad institutional context and being housed within the College of Engineering Technology and the Department of Architecture & Engineering Design, the architecture program enjoys several multidisciplinary opportunities to the benefit of faculty, students, and staff.

UVU is the second school in Utah with an architecture program, after the University of Utah. The architecture program developed out of the existing Engineering Design Technology (Drafting) program and strives to educate its job-ready graduates. This approach has facilitated numerous industry relationships, such those with AIA Central Utah, the Institute of Classical Architecture and Art (ICAA), and the National Association of Home Builders (NAHB). The program students and faculty are involved with several extracurricular organizations. There has been an active chapter of the Institute of Classical Architecture and Art Emergent Professionals (ICAA-EP) known as the Rising Vitruvians. This Fall 2023, new chapters of the AIAS and NOMAS have been formed. Students have frequent opportunities to interact with the profession and the outside world, also through extended field trips and study abroad programs.

The team was able to confirm the evidence provided in the APR through conversations with the program administrators, faculty, staff, and students.

2—Shared Values of the Discipline and Profession (*Guidelines*, p. 6)

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

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments**.** Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession. (p.7)

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. (p.7)

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. (p.7)

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. (p.8)

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. (p.8)

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. (p.8)

☒ In Progress

2023 Team Analysis:

Design: The APR describes curricular efforts through four key program values for design: aesthetic sensibility, intercultural competence, technical skill-set, and human well-being. First and second year students are given a solid foundation in architectural drafting and modeling, applied structures, materials, specifications, construction documents, and classical architecture and theory. Third year students embark on an investigative design process which is rigorous and open to inquiry. Fourth year students address complex systems on building integration. Fifth year students explore urban design and planning issues and produce the independent senior capstone project.

The program's assessment matrix includes the Classical Architecture Workshop, Architectural Graphic Communication, and all Design Studios plus the evaluation survey by the Industry Advisory Board, which gives the program a score of 5.7 out of 7, meeting their assessment benchmark of 5 for this value. During the visit the team confirmed the program's commitment to this value, particularly to traditional classical design, in meetings with faculty, students, and the Industry Advisory Board.

Environmental Stewardship and Professional Responsibility: The APR explains that the program's traditional (classical) approach teaches students to focus on durability, longevity, and adaptive reuse of buildings. They expose students to biophilic design and biomimicry in architecture. In the curriculum, they

address this value in ARC 3220 Passive Environmental Systems, ARC 4120 Active Environmental Systems, ARC 4220 Building Envelope and Science, and ARC 4540 Architecture Professional Practice. The assessment matrix includes all the courses listed above plus the survey of the Industry Advisory Board which gives them a score of 5.3 out of 7, meeting the immediate benchmark of 5 for this value. During the visit, the team could not confirm a commitment to innovations in environmental design or instructional material on professional codes of ethics. This value is still In Progress.

Equity, Diversity, and Inclusion: The program offers a low cost and open admission degree which encourages lower income students to attend and acquire an architecture degree. The program understands that they are lacking in terms of diversity within the school and university. They discussed multiple plans to recruit and foster underrepresented students, faculty, and staff. The advisory board rates the program 5.56 out of 7 based on the question: "UVU is preparing students to seek fairness, diversity, respect, and social justice in the profession?" Based on the matrix, the program states the EDI is part of ARC 3230, ARC 4110, and ARC 4130. There is evidence of teaching various cultures, histories, and diversity through ARC 3230, ARC 4110, and ARC 4130.

Knowledge and Innovation: The program states that it strives to foster knowledge growth among the students, particularly in technical courses such as ARC3220 + 4120 Passive and Active Environmental Systems and ARC4220 Building Envelope and Science. The program also promotes research as part of the student experience and curriculum, particularly in ARC4530 Culture and Behavior in Architecture. The program plans to continue to strengthen student knowledge and pursuit of innovation. In their assessment, the Industry Advisory Board scored the program response to this value at 5.6 out of 7, but in the visiting team's conversation with the Board, a desire for more innovation in building technology came up. Therefore, all considered, during the visit the team could not confirm the program's stated commitment to instill new knowledge and innovation, particularly regarding building technology, as it focuses instead mostly on traditional construction methods. This value is still In Progress.

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. The program creates a thriving environment for collaboration within its school by incorporating collaborative studios where the students work with other professions such as archeology and surveying. The students are also encouraged to participate in the ICAA-EP and upcoming AIAS and NOMAS chapters to foster leadership opportunities. The program also integrates students within the community by participating in design charrettes and public input meetings for various municipalities. The program will continue gathering input from faculty, staff, and advisors to improve this category. Currently the Advisory Board ranks it at 6 out of 7.

Lifelong Learning: The program provides yearly lecture series partnered with ICAA to encourage continuing learning. They also invite industry professionals for guest lectures, studio crits, and career fairs. The program also has an appointed Architect Licensing Advisor that helps students navigate NCARB requirements for AXP and ARE. The program also states that they offer a wide range of teachings by including 36 credit hours of general education and 90 credit hours of architecture courses. Based on the matrix, the course that best expresses this point is in ARC 4530, a theory class that focuses on the built environments effect on culture and behavior. The program will continue gathering input from faculty, staff, and advisors to improve this category. Currently the Advisory Board ranks it a 5.6 out of 7.

Because the values "Environmental Stewardship and Professional Responsibility" and "Knowledge and Innovation" are still In Progress, the team found this Condition still In Progress.

3—Program and Student Criteria (*Guidelines*, p. 9)

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) (*Guidelines*, p. 9)
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. (p.9)

☒ **Met**

2023 Team Analysis:
The APR states that the program's first goal is to create practice-ready graduates. The curriculum addresses this criterion in ARC 4540 Architecture Professional Practice. The syllabus for this course establishes the following objectives: understanding differing roles and relationships of stakeholders, selecting and managing teams under different project delivery methods, financial and business management, and the legal and ethical issues of architectural practice. A module is dedicated to career paths, covering options available to graduates. Extra-curricular experiences include the open house and portfolio workshop, the annual NCARB presentation made by the ALA, the Architecture Career and Internship Fair, and their annual lecture series.

Assessment on this criterion for extra-curricular activities is done through student attendance and participation; and for ARC 4549 through grades for the course assignments, quizzes, and exam. A benchmark for the course was established at 75% of students passing with a minimum C grade, which they surpassed.

During the visit, the team confirmed that students feel well advised on career paths options, especially by the program's licensing advisor Brandon Ro. The evidence was found in the APR and through conversations during the visit.

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. (p.9)

☒ **Met**

2023 Team Analysis:
The APR states that the program seeks to prepare students for leadership in the profession of architecture through a rigorous design process rooted in classical architecture, with the goal to produce "master builder" practice-ready graduates. The PC/SC matrix indicates that this criterion is covered in the lecture series and throughout all design studios, but mainly in:

ARC 4110 Architecture Studio V (Integrated I), which introduces students to collaboration with consultants and integration of building systems with a project covering precedent analysis, concept development, schematic design, and design development.

ARC 4210 Architecture Studio VI (Integrated II), which continues exploring a complex architectural program including site design, egress, materials selection, structural integration, and interior design.

ARC 4610 Architecture Studio VII Capstone (Integrated III), which requires integration of environmental systems, life-safety, accessibility, structural systems, building envelope, and site considerations with technical documentation, professional communication, and environmental stewardship.

Assessment for these design studios requires that 75% of students pass with a minimum C- grade. They have surpassed this benchmark, reporting between 93% and 100% in all courses. The ongoing evaluation includes faculty, Industry Advisory Board, and feedback from students, with consistent engagement with communities and professionals.

During the visit, the team confirmed the program's commitment to instill in students the role of the design process in shaping the built environment in different settings and scales, through the lens of traditional classical architecture.

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. (p.9)

☒ **Not Yet Met**

2023 Team Analysis:
The APR indicates that the program's traditional design approach teaches students to look beyond contemporary aesthetics and focus on durability, longevity, and adaptive reuse of buildings, aiming at carbon-neutral design. The curriculum addresses this PC in the following courses:

> ARC 3220 Passive Environmental Systems, which investigates occupant thermal comfort considering passive heating and cooling strategies, solar geometry, daylighting, and climate considerations.
>
> ARC 4120 Active Environmental Systems, which investigates HVAC, electrical, communications, plumbing, fire protection, building transportation, and acoustics.
>
> ARC 4220 Building Envelope and Science, which introduces architectural materials, methods of construction, and building enclosures.

This PC is assessed through integrated studio assignments, exercises, quizzes, and exams. Their benchmark is 75% students passing with minimum C- grade, which has been exceeded. Based on observations from students, they have rebalanced content on ARC 3220 and ARC 4120.

During the visit, the team could not confirm the program's commitment to instill in students innovations in advanced building performance. This PC is Not Yet Met.

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. (p.9)

☒ **Met**

2023 Team Analysis:
As a program dedicated to offering an architectural education centered on the values of classical architecture, history and theory are well addressed across the curriculum. The notion of place, culture, tradition, and memory as they contribute to the human experience of the physical environment permeate the curriculum, both in history and theory courses and in the studios, as well as non-curricular events, such the annual lecture series. Particularly, ARC 4520 Architectural Theory addresses key figures, authors and architects, who shaped the history of architecture through the centuries, within a diverse pool not necessarily representing only the values of classical architecture. Thus, besides key-theorists of the classical tradition, students are exposed also to the theories of modern and contemporary authors. The program conducts a thorough assessment process on this PC. Even though the benchmark was met,

theory courses such as ARC 4520 and ARC 4530 have been strengthened with exam study guides and research projects, to continue to improve the student experience.
The evidence was found in the APR and during class observation.

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. (p.9)

☒ **Not Yet Met**

2023 Team Analysis:
As mentioned for Shared Value "Knowledge and Innovation," the program strives to foster knowledge growth among the students. Within the curriculum, this is particularly attempted through the ARC 4520 course in architectural theory, where they carry out independent research. In addition, in the ARC 4530 course "Culture and Behavior in Architecture," research is part of the learning experience. The students also engage in research in their fifth year capstone experience, leading to their thesis project, through ARC 4230 Capstone Project Research. Through its assessment process, the program found this PC to meet determined benchmark. Improvements have been made, such as the addition of the research project within ARC 4530, and more feedback from the industry professionals, which will be the basis for future revisions of the course. The program plans to continue to strengthen student knowledge and pursuit for innovation, also by involving more the industry professionals, However, during the visit, and in conversations with all the program constituencies, the team could not find the evidence that the program prepares the students to test and evaluate innovations in the field, especially with regard to building construction methods. Therefore, this PC is Not Yet Met.

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. (p.9)

☒ **Met**

2023 Team Analysis:
The program addresses this PC with the establishment of the student organization ICAA-EP and new chapters of AIAS and NOMAS, as well as through its curriculum. The skills listed in this PC are addressed as follows:

1) for "leadership in multidisciplinary teams" and learning "how to apply effective collaboration skills to solve complex problems," in:
    a) ARC 3110 Architecture Studio III, which places emphasis on collaboration using team-based projects. The syllabus does not establish the use of teams but includes the building of a class site model.
    b) ARC 4540 Architecture Professional Practice, which includes project and practice management, building community and serving the client.

2) for "approaches to diverse stakeholder constituents, and dynamic physical and social contexts," in:
    ARC 4510 Architecture Studio VII, which focuses on urban design. Student teams create an urban master plan proposal and individuals create an architectural design solution for part of the larger team's proposal.

These various SLOs of the above courses are assessed holistically through final studio grades and assignments, quizzes, and exams. The benchmark, 75% of students passing with a minimum C- grade, has been surpassed for all courses. In addition, qualitative assessment is performed by instructors and discussed among faculty and within the curriculum committee. For ARC 3110, projects have been redeveloped to improve student learning outcomes.

During the visit, the team confirmed in meetings with students and faculty the program's approach to this PC. The Advisory Board recommends a balance between competitive and collaborative approaches to design in the studio.

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. (p.9)

☒ **Met**

2023 Team Analysis:
The program adopted a studio culture policy named the "UVU Architecture Studio Culture Policy," which was implemented from the start of the program. They continue to update it as the industry changes based on NAAB and AIA standards. Since then, it has changed its name to the "UVU Architecture Learning & Teaching Culture Policy" LCTP. The program incorporates students and faculty to propose changes and updates every year. The LCTP is distributed and discussed to all students and faculty at the beginning of the academic year and is located on their website.

In each of the courses shared from the matrix, the LCTP is clearly listed in the syllabus and the UVU also has a separate inclusion statement from the university. The courses also encourage collaboration and independent learning.

During the visit students and faculty were very active and supportive of the program, and the team was able to confirm the evidence from the APR.

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. (p.9)

☒ **Met**

2023 Team Analysis:
The program incorporates Social Equity and Inclusion through history and studio courses. Many of their studio courses include projects in various locations with a collaborative mindset. They are also encouraged to design projects outside of their own faith in ARC 4110. ARC 3210 and ARC 4210 are history courses that focus on global architecture rather than just western design. Students have a wide array of opportunities to explore various cultures and histories.

In each of the course syllabi, UVU also has a separate Inclusion statement and a Discriminatory, Exclusionary, or Disruptive Behavior statement from the university. The school also encourages social equity and inclusion through noncurricular activities such as the lecture series where a diverse group of speakers come together.

The program continues to assess and improve based on their benchmarks and their "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide." The evidence was found in the APR and through conversations during the visit.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (*Guidelines*, p. 10)
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. (p.10)

☒ **Met**

2023 Team Analysis:
The program includes various courses that discuss the differing elements of HSW within the built environment including structural courses, theory courses, studios, and environmental system courses.

> EGDT 2610 Applied Structure II (Strength of Materials), which focuses on structures and lateral forces and how the buildings structural design affects human safety.
>
> ARC 4210 Architecture Studio VI (Integrated II), which integrates many of the teachings from structures, theory and environmental systems to create a holistic design based on HSW including human comfort and egress.
>
> ARC 4530 Culture & Behavior in Architecture, which focuses on the health and wellbeing of occupants by exploring psychological, cultural, and behavioral effects of buildings.

These various SLOs of the above courses are assessed holistically through final studio grades. The benchmark was set at 75% of the students having to pass with a C- or higher grade. The results of the assessment were that 85% of students (on average, for the last six semesters) passed EGDT 2610 over the benchmark, 100% passed both 4210 and 4530 for the last two semesters. The program will continue self-assessment during its next long-term curricular planning and assessment cycle (2025-2026).
The evidence was found in the APR and through conversations during the visit.

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. (p.10)

☒ **Not Met**

2023 Team Analysis:
The APR and the matrix address this SC through two courses:

> ARC 3130 Codes and Construction Law covers building codes, construction law, and industry standards, including contracts and specifications. Assignments cover zoning, occupancy groups, construction types, code analysis, and agreement risks.
>
> ARC 4540 Architecture Professional Practice covers career paths, office management, project management, finances, stakeholders, and ethics. These are included in the syllabus weekly topics and assignments, except for ethics.

Assessment is measured through quizzes and exams with a benchmark of 75% of students passing these courses with a minimum C- grade. They claim that 100% of students have met this benchmark. Based on feedback from NAAB, students, and the industry, they have strengthened ARC 4540 to cover inclusion, standard of care, and career paths

During the visit, the team could not find evidence of the program covering codes of ethics and professional conduct. This SC is Not Met.

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. (p.10)

☒ **Met**

2023 Team Analysis:

The APR and matrix reference three courses to address SC.3:

ARC 3130 Building Codes and Construction Law, which focuses on teaching land-use planning and zoning ordinances; building codes; common principles of construction law; and common construction contracts, including requirements for bidding, substitutions, construction administration, and contractor warranties.

ARC 4230 Capstone Project Research, which 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.

The program uses direct grading as the assessment of SC.3. Based on the courses associated with it, 75% students have passed with a C- or better, which results in the program having met the objectives for that year.

The evidence was found in the APR and through conversations during the visit.

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. (p.10)

☒ **Met**

2023 Team Analysis:

The APR and matrix use three courses to address SC.4:

EGDT 2100 Architecture Materials and Methods, which introduces students to typical materials, details, and construction techniques.

ARC 4120 Active Environmental Systems, which builds an understanding of the 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, which focuses on 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.

The program uses direct grading as the assessment of SC.3. Based on the courses associated with it, 75% students have passed with a C- or better, which resulted in the program having met the objectives for that year.

The evidence was found in the APR and through conversations during the visit.

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. (p. 12)

☒ **Not Met**

2023 Team Analysis:

The team focused its evaluation on the student work for ARC 4610 Capstone Studio, the program's most advanced studio, which is the primary studio indicated by the program where to find evidence of meeting this SC. Guided by Program Coordinator Prof. Paul Monson, the team also reviewed student work from other design studios. The team appreciated the effort and the preliminary studies that the students put into analyzing the project components, especially user requirements and regulatory requirements. But the

team could not find at the ability level evidence of synthesizing into projects accessible design and considerations of the measurable environmental impacts of design decisions. Therefore, this SC is Not Met.

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. (p. 12)

☒ **Not Met**

2023 Team Analysis:
As per SC5, the team focused its evaluation on the student work for ARC 4610 Capstone Studio. Guided by Program Coordinator Prof. Paul Monson, the team also reviewed student work from other design studios. The team appreciated the effort of the students, but could not find, at the ability level, evidence of building integration of all the sub-criteria. Building envelope systems and life safety systems were sporadically resolved, but not consistently, while structural systems showed significant deficiencies. Above all, the integration of environmental systems and the measurable outcomes of building performance were not found. Therefore, this SC is Not Met.

4—Curricular Framework (*Guidelines*, p. 13)

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 (*Guidelines*, p. 13)

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

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

☒ **Met**

2023 Team Analysis:
The APR includes a link to the 2018 reaffirmation letter from NWCCU, with a Year Seven Evaluation scheduled for Fall 2024.

4.2 Professional Degrees and Curriculum (*Guidelines*, p. 13)

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

4.2.1 **Professional Studies**. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students. (p.13)

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. (p.14)

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. (p.14)

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

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

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

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

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

☒ **Met**

2023 Team Analysis:
The program offers a two-year program A.S. degree in Engineering Design Technology, which is a prerequisite for admission into the candidate program for accreditation of Bachelor of Architecture. The AS degree has an emphasis on technical and software skills, including building codes, Revit, AutoCAD, and structures, allowing the graduates with this degree to be employment ready. Admission into the BArch degree is granted through a merit-based portfolio and application process. The complete

curriculum of the AS degree and the BArch degree consists of 153 credit hours, with a fair amount of General Studies (35 credit hours, as required by the state of Utah), and Optional Studies (15 credit hours, which the students can take within the department and across campus). All the requirements for this condition, in all its sub-conditions, are met and described in the APR.

4.3 Evaluation of Preparatory Education (*Guidelines*, p. 16)

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

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

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

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

☒ **Met**

2023 Team Analysis:

4.3.1. The program has an open admission policy for first- and second-year classes, with the exception of second year studios (ARC 2110 Studio I and ARC 2210), for which there is an application process. The application requirements 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 comprising full-time faculty and representatives from the Industry Advisory Board. Upon fulfillment of the associate degree requirements (A.S Engineering Design Technology Architectural Drafting Track), including completion of Studio I and II, the students can apply to the third year and upper division courses. All the NAAB PCs and SCs are addressed and attempted to be met in the third, fourth, and fifth year of the program.

For admission into the third-year studio (ARC 3110) and all subsequent upper division classes, students need to submit a formal application, consisting of the evidence of having met the pre-requisites, grades, resume, personal statement, portfolio, and two letters of recommendation. The application is reviewed by the Architecture Program Admissions Committee.

4.3.2. The program has an intake of students from area universities and community colleges, such as Salt Lake Community College, Weber State University, Brigham Young University-Idaho, and other regional schools. Articulation agreements may be implemented with Weber State, BYU-Idaho, Snow College, and Davis Technical College, through the UVU Registrar's Office and the Articulations and Pathways Manager at UVU.

The transfer of classes is only considered for the associate degree program in years one and two. As a policy, the architecture program requires transcripts and a portfolio of work from any transfer student. These courses are evaluated according to course descriptions and syllabi from the UVU Architecture program. Studio courses remain nontransferable to the UVU program.

No coursework can be transferred for credits in years three through five. The only exception is ARC 2220, taught in the third year. The course requires that 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 due to the general validity of such standardized tests. ARC 2220 contributes only to meeting PC.6, and it is one (secondary course) of five courses charged with meeting PC.6. In cases where students cannot demonstrate either comparable coursework or content, the course will not transfer. Students are then required to enroll in the EGDT architectural drafting courses. An Admissions Evaluation Rubric was provided.

On occasion, a student can demonstrate competence for a given course through his/her knowledge acquired in the industry. In that case, the student can take and complete the final course project in the software and take the final written exam. Experiential Credit applies only to one or two drafting classes taught in the first two years.

4.3.3. The APR explains the process in 4.3.1, as described above. The process and the criteria that the program implements in the evaluation of the applicant's prior academic experience and of the baccalaureate-degree or associate degree content is explained to each transfer candidate applying for admission.

The evidence was found in the APR and through conversations with the program administrators.

5—Resources

5.1 Structure and Governance (*Guidelines*, p. 18)
The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

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

☒ **Described**

2023 Team Analysis:
5.1.1 The University is led by President Astrid Tuminez, who directs the work through an executive committee that includes Provost and Vice-President Wayne Vaught who leads the various schools/colleges including the College of Engineering & Technology.

The UVU Architecture Program is part of the Architecture and Engineering Design (AED) Department, which includes architecture, drafting technologies, and surveying. The AED Department is housed within the College of Engineering & Technology (CET).

The CET dean is Kelly Flanagan and the AED department chair is Sid Smith. Department chairs oversee similar responsibilities within each department. They ensure that the department compliant 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.

5.1.2 - Program Coordinator Paul Monson works with Assistant Coordinator Aliki Milioti to manage the architecture program. This leadership "duo" 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.

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.

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. Students can participate in the student senate which has direct connection with the Deans of each school.

Students can also participate in school clubs and complete the student ratings of instruction at the end of every semester for the courses they have taken. While students do not have authority or a vote in ultimately deciding program or university policy, the APR states that the students make many important contributions to the academic wellbeing of the program.

The evidence was found in the APR and through conversations during the visit.

5.2 Planning and Assessment (*Guidelines*, p. 18)

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.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

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

☒ **Demonstrated**

2023 Team Analysis:

5.2.1. The APR indicates that the program works toward the same strategic objectives of the linked UVU's Vision 2030 Plan: Include, Engage, Achieve. It states that the 2020 NAAB Conditions also define their strategic multiyear objectives. They have a three-year assessment cycle which includes an annual faculty retreat, bi-weekly leadership meetings, annual course assessment reports, annual surveys with UVU Industry Advisory Board, and student ratings of instruction. This was confirmed during the visit.

5.2.2. The APR includes key performance indicators for each of the three strategic UVU's Vision 2030 Plan objectives: Include - grow number of students from diverse backgrounds and raise money for scholarships; Engage - ensure resources, involving industry partners, communities, and student research; Achieve - reach NAAB accreditation, help students graduate and find employment. This was confirmed during the visit.

5.2.3. The APR provides a progress report for each of the KPI: Include - number of students has grown from 25 in 2019 to 180 now, with cohorts increasing from 11 to 20 students per year, with slight increase in number of female and minority students, and some scholarships for study abroad and for industry and communities programs; Engage - meet NAAB resources criteria, with participation of Industry Advisory Board, community collaborations, and student research opportunities; Achieve - reach NAAB continuing candidacy in 2023 and accreditation in 2025, 85% graduation rate, and 79 to 100% employment rate per cohort. This was confirmed during the visit.

5.2.4. The APR lists as Strengths a diverse faculty, good connections to industry, interdisciplinary collaboration, and unique pedagogy emphasizing classical architecture. Challenges include program size, fundraising, student diversity, physical resources, finding more qualified faculty, and academic prejudice against classical architecture. Opportunities indicated are global interest in classical, historic preservation, affordability, and research opportunities. During the visit, the team confirmed what was stated in the APR.

5.2.5. The APR indicates that outside input comes from the 15-member UVU Advisory Board which includes professional firms with strong commitments to UVU students. Links to Board bylaws, minutes and survey results are included. During the visit, the team confirmed what was stated in the APR.

The APR claims that self-assessment is used for setting measurable goals and triggering changes in the curriculum and extracurricular activities. Assessment matrixes are provided for PCs, SCs and Shared Values. A narrative on changes generated by self-assessment was provided. During the visit the team confirmed these processes in meetings with faculty and the advisory board.

5.3 Curricular Development (*Guidelines*, p. 19)

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

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

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

☒ **Demonstrated**

2023 Team Analysis:

5.3.1. The program has a sound curricular development process in place. The self-assessment cycle, conducted on a three-year basis, includes planning and identifying assessment points, creating goals and assessment measures and benchmarks, gathering of data, evaluating data and results, and making changes and improvements based on data. The program has created a Long-Term Curricular Planning Guide. The NAAB PCs and SCs are key elements of this self-assessment process. UVU at large is also committed to assessment and improvement of pedagogy and teaching through the Office of Teaching and Learning.

5.3.2. The Architecture Curriculum Committee, composed by the Program Coordinator and his two Assistant Coordinators, receives input from students, alumni, full-time and adjunct faculty. Any proposed change is then reviewed by the Department Chair. The process relies also on a curriculum management program at the university level, called CourseLeaf. The approval process by the program faculty and by the department and university leadership happens through CourseLeaf.

The evidence was found in the APR and during conversations during the visit.

5.4 Human Resources and Human Resource Development (*Guidelines*, p. 19)

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

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

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the

requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

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

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

☒ **In Progress**

2023 Team Analysis:

Currently, the program can count on:

- Five full-time, tenure-track assistant professors (including the program coordinator)
- Ten adjunct faculty (three of whom are '23 alumni)

The two tenure-track positions, for which searches were underway at the time the APR was written, were filled at the time of the visit with two new hires found locally. Therefore, progress has been made.

With reference to the 2021 ACSA Institutional Data Report (the most recent available), the average student/faculty ratio in North America was 13; the UVU program (with, currently, 212 architecture majors) stands at 14.1. However, the UVU program student/adjunct faculty count is 21, while the North American average is 25. Part-time faculty in North American schools have fluctuated on average between 40 and 50% of the total, for the 2009-2020 period; while at the UVU program it is around 66%.

If one were to apply the North American average for student/tenured faculty ratio of 29, the UVU program should have seven tenured faculty. At present, it has none. This should improve soon, with Professor Ro going up for tenure in 2024-25, and Professors Monson and Milioti in 2026-27. But the current setup is not yet sufficient.

Over the last three academic years (2020-21, 2021-22 and 2022-23), of the whole faculty (full-time and adjunct), only one scholarly output is on record: a paper by Professor Ro published in the proceedings of a regional conference (fall 2020).

5.4.1. The faculty has an appropriate typical workload of one studio class and one lecture class, that is 9 + 3 Instructional Credit Hour Equivalent (ICHE) per semester. In the case of Studio I and II, with less weekly contact hours (four credit hours), the workload is reasonably changed to one studio plus two lecture classes, that is 6 + 6 ICHE per semester. Full-time faculty who are not teaching studios have a workload of four or five lecture classes. UVU's current policy for faculty workload is for 30 Workload Credit Hour Equivalent (WCHE) per academic year. Thus, the remaining six WCHE per year (three per semester) for program faculty are accounted for Academic Credit Hour Equivalent (ACHE) or Governance Credit Hour Equivalent (GCHE) for research/professional development or governance committee service, respectively. Studio classes are typically taught by full-time faculty. During the visit, the team found the students and alumni enthusiastic about their learning experience.

5.4.2. The program has an appointed Architect Licensing Advisor Professor Brandon Ro. Although he was unable to attend the 2021 NCARB Licensing Advisor Summit, Professor Ro accessed online training sessions by NCARB and attended the online community forum. He was able to attend the 2023 summit. Students are kept informed through annual workshops held by Professor Ro, about AXP and the whole process of registration. The State of Utah Division of Professional Licensing covers with a stipend the initial registration fee for students. This year (2023), NCARB Assistant Vice President of Experience and Education, Martin Smith, gave a presentation to the students. Conversations are also underway between the program and the NCARB leadership about the possibility of offering the Integrated Path to Architectural Licensure (IPAL) to UVU students.

5.4.3. The architecture faculty is actively involved in professional development through AIA and other licensure continuing education programs. UVU provides a stipend of $2,500 for professional development, to cover expenses related to membership in professional organizations, license fees, continuing education, travel to conferences. The program joined ACSA in 2022 to take advantage of the opportunities available through the association for the program leadership and the faculty to be more engaged in pedagogical, scholarly, and administrative conversations. Faculty have started to participate in ACSA sponsored conferences and webinars, as well as in events and initiatives supported by the Institute of Classical Architecture & Art. The program faculty can also tap the resources offered through the UVU Office of Teaching and Learning (OTL), which offers teaching certifications, teaching fellowships, workshops on writing pedagogy and other resources.

As an institution with a teaching emphasis, UVU is actively involved in supporting faculty to develop their teaching skills. The university also offers a Teaching Excellence Program that includes development opportunities leading to certification and international recognition for teaching excellence. UVU is also the first American institution to be accredited by the Higher Education Academy, a subsidiary of the UK based Advance HE, to offer fellowship recognition to faculty, administrators, and staff supporting learning.

5.4.4. Students rely on a robust set of support services within the department and across campus, including Academic Advising, Career Services, Counseling Services, Accessibility Services, Financial Aid, Health Services, Multicultural Student Services, Academic Tutoring Services, as wells as Ombuds available to help investigate and resolve issues between students and the university. UVU also offers specific support programs, such as a New Student Orientation for incoming freshmen, themed campus events and workshops, and a Student Success Advisors program in which students are assigned a Student Success Advisor familiar with all the university support services available to help them throughout their academic career. The architecture program also promotes periodical architecture all-student Meetings.

Because of faculty numbers, rank levels, composition, and scholarly output, the team found the human resources not yet appropriate for an accredited program, and therefore the Condition is still In Progress.

5.5 Social Equity, Diversity, and Inclusion (*Guidelines*, p. 20)

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

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

☒ **Demonstrated**

2023 Team Analysis:
5.5.1 The university offers various resources to improve their chances for success and help to foster an inclusive environment. The architecture program offers an extremely low-cost degree through an open enrollment university.

5.5.2 The program has increased or maintained its diversity in both faculty and students since the last cycle. Increasing female faculty from 0% to 25% and maintaining minority faculty at 50%. While the program is currently searching for new faculty, the search committee received UVU Hire HR training on diversity, inclusion, and unconscious bias.

5.5.3 In 2022, UVU established an Inclusion Plan. The 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.
2. Enhance Academic Engagement and Intercultural Development.
3. Support a Campus Environment for an Increased Sense of Belonging.
4. Sustain Assessment, Accountability, and Institutional Commitments

The student body remains at or above national averages based on NCARB surveys.

5.5.4 - The University imposes Title XI through their Office for Equity, as well as implementing the Inclusion plan for the whole university.

5.5.5 - The Office of Accessibility Services (https://www.uvu.edu/accessibility- services/) serves Utah Valley University students, faculty and staff. It provides 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, staffed with seven full-time employees, provides also training programs for UVU staff. The university has accessible restrooms, entrances, elevators, and other amenities available across campus.

The evidence was found in the APR and through conversations during the visit.

5.6 Physical Resources (*Guidelines*, p. 21)
The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

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

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

☒ **Demonstrated**

2023 Team Analysis:
5.6.1 The program has four dedicated studio spaces, one for each of the four years of studio instruction. Fall 2023 will be the first semester with all cohorts at full capacity of 20 students in their studio spaces, and the spaces they currently have will meet this capacity. Future growth beyond 20 per cohort is being considered along with various scenarios to accommodate this growth. During the site visit, students expressed that they did not have 24-hour access to the building to work on their studio projects.

5.6.2 The program has various lecture halls of varying sizes to provide lectures, seminars, and interactive learning. These rooms are all located on the same floor, encouraging collaboration. The program also has a small shop 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," 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 a shared lab for architecture and AED students. On the sixth 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.

5.6.3 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.

5.6.4 The program has various lecture rooms that have the ability to provide online, remote, and hybrid courses. All studios have smart boards. They also provide the following: High-Speed Wi-Fi, Online Learning Platforms (CANVAS), Recorded Lectures, Interactive Learning Tools, Dedicated Technical Support, Resource Libraries, and Accessibility Accommodations.

The evidence was found in the APR, the video tour provided by the program, and through conversations during the visit.

5.7 Financial Resources (*Guidelines*, p. 21)
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.

☒ **Demonstrated**

2023 Team Analysis:
The APR states that UVU is primarily funded by the State of Utah through legislative appropriations. Other sources of revenue include tuition, grants, and private donations. Funding is allocated to different colleges within the university based on several factors including enrollment, academic programs offered, and the needs of each college. 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. 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.

In response to NAAB concerns that the architecture program should 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. 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. 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.

Budgets are reviewed annually through a process called Program-Based Budgeting and Accountability (PBBA), through which the Architecture Program can request additional funds for new faculty and staff, expansion of classrooms and studio space, and annual events (lectures, faculty retreats, student trips). Grants can be secured through the Office of Sponsored Programs and the Center for Technical Education (CET). The APR provides links to these on the UVU website.

Salary allocations include nearly $500,000 for the program plus nearly $600,000 additional for department faculty and staff supporting the program. The allocation for office supplies is $5,000 and $30,000 for department expenses for professional development and travel. IT and equipment are part of the CET budget, while physical facilities are under the university budget. Scholarships are funded from CET and university budgets.

Approximately 78% of undergraduate students receive some form of financial aid. In-state tuition fees for 12-18 credits is less than $3,000 per semester. Non-resident tuition fees for 12-18 credits is $8,400 per semester.

During the visit, the team was able to confirm the university's enthusiastic commitment to support the program in meetings with President Tuminez, Provost Vaught, and Associate Provost Sharp, and with Dean Flanagan and Department Chair Smith. This Condition is now Demonstrated.

5.8 Information Resources (*Guidelines*, p. 22)
The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

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

☒ **In Progress**

2023 Team Analysis:
The UVU Fulton Library has a collection of architecture books consisting of about 6,000 volumes, thanks to a major donation by architect Allan Greenberg in 2020 and a subsequent donation of 800 volumes by retired UVU Professor Peter Atherton. Funding for bookshelves continues to be secured as budget permits. Most of the donated collections have been cataloged and students regularly consult the available holdings. The collection includes 1,700 volumes in the NA classification and 8 periodicals out of the 47 “Fundamental Periodicals” from the “Core Periodical List” of the Association of Architecture Schools Librarians (AASL).

The library subscribes to JSTOR and participates in interlibrary loan as well as Art Full-Text, Architectural Digest and Architectural Record. Students can also access the central UVU Fulton Library collection, with more books, e-books, and videos related to architecture and allied fields, as well as to the interlibrary loan system. A librarian dedicated to the architecture program provides further support, with an orientation to the library and being available to help students with their questions. The librarian is also a resource for faculty regarding research support, course reserves, library instruction, copyright assistance, and interlibrary loan.

In spite of recent progress on the size of the collection, the team found that the holdings, both for NA volumes and for journals from the “Core Periodical List,” are not yet appropriate to support a professional architectural education program. Therefore, the Condition is still In Progress.

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 (*Guidelines*, p. 23)

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.

☒ **Met**

2023 Team Analysis:

The language provided on the website https://www.uvu.edu/aed/architecture/about/index.html is now the exact language in the 2020 Conditions. The 2023-2024 catalog includes the exact language when accessed through the following link: https://www.uvu.edu/catalog/current/departments/architecture-and-engineering-design/architecture-barch/

6.2 Access to NAAB Conditions and Procedures (*Guidelines*, p. 23)

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)

☒ **Met**

2023 Team Analysis:

The program offers access to all information at the following link:
https://www.uvu.edu/aed/architecture/about/index.html

6.3 Access to Career Development Information (*Guidelines*, p. 23)

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.

☒ **Met**

2023 Team Analysis:

Students are provided access to placement and employment services through the UVU Career Development Center (UVU CDC) https://www.uvu.edu/career-internship/ . Incoming freshmen are provided a copy of the "Career Development Center Student Guide" https://drive.google.com/file/d/1CaJQ4f-ooiQlP4t4Wu5igeLqCB9JqpV3/view which informs them of resources available on campus and opportunities in the industry.

6.4 Public Access to Accreditation Reports and Related Documents (*Guidelines*, p. 23)

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

☒ **Met**

2023 Team Analysis:
The program has all documents at the following link:
https://www.uvu.edu/aed/architecture/about/index.html

6.5 Admissions and Advising (*Guidelines*, p. 24)
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

☒ **Met**

2023 Team Analysis:
UVU has a solid academic advising system and the program has a dedicated advisor with specific knowledge about the application process and the curriculum for the architecture degree. Forms, instructions, and requirements are all available on the university website. The goal for student diversity has been realized thanks to UVU's open enrollment policy, extreme low-cost tuition, and university financial support for diversity and inclusion. In addition, the program continues to boost its outreach efforts across campus and in regional high schools serving disadvantaged areas. The program also began a NOMA chapter this Fall. The evidence was found in the APR and through conversations with administrators.

6.6 Student Financial Information (*Guidelines*, p. 24)

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

☒ **Met**

2023 Team Analysis:

6.6.1 Financial aid information is provided by the UVU Financial Aid office:
https://www.uvu.edu/financialaid/aid/

6.6.2 Estimate for architecture program costs is found in the UVU Architecture website:
https://www.uvu.edu/aed/architecture/about/index.html

V. Appendices

Appendix 1. Conditions Met with Distinction

N/A

Appendix 2. Team SPC Matrix

UVU ARCHITECTURE

NAAB PROGRAM & STUDENT CRITERIA CURRICULAR MATRIX AS FOUND BY THE VISITING TEAM

		Year 1										Year 2									
		Fall					Spring					Fall					Spring				
		EGDT 1020	MATH 1050	HIST 1700	EGDT 1720	HLTH 1100	ARC 1010	EGDT 1100	PHYS 1010	ENGL 1010	GEO 1010	ARC 2110	EGDT 1040	ENGL 2010	COMM 1050	BIOL 1010	ARC 2210	EGDT 2100	EGDT 2600	PHIL 2050	ENGL 2030
		3D Architectural Modeling	College Algebra OR equivalent	American Civilization OR History equiv.	Architectural Rendering OR Fine Arts equiv.	Personal Health and Wellness OR equiv.	Classical Architecture Workshop	Architectural Drafting & Design	Elementary Physics OR equiv.	Introduction to Academic Writing OR equiv.	Intro to Geology OR Physical Science equiv.	Architecture Studio I	Fundamentals of Technical Engineering Drawing	Intermediate Writing/Academic Writing & Research	Intro to Speech Communication OR Social Science equiv.	General Biology OR Biology equiv.	Architecture Studio II	Architecture Materials & Methods	Applied Structures I - Statics	Ethics and Values	Writing for Social Change OR Humanities equiv.
Semester Credit Hours		3	4	3	3	2	3	3	3	3	3	4	3	3	3	3	4	3	3	3	3
SV	**Shared Values**																				
	Design																				
	Env. Steward. & Prof. Responsibility																				
	Equity, Diversity & Inclusion																				
	Knowledge & Innovation																				
	Leadership, Collab. & Comm. Engmt.																				
	Lifelong Learning																				
PC	**Program Criteria**																				
PC.1	Career Paths																				
PC.2	Design																				
PC.3	Ecological Knowledge & Respons.																				
PC.4	History & Theory																				
PC.5	Research & Innovation																				
PC.6	Leadership & Collaboration																				
PC.7	Learning & Teaching Culture																				
PC.8	Social Equity & Inclusion																				
SC	**Student Criteria**																				
SC.1	HSW in the Built Environment																				
SC.2	Professional Practice																				
SC.3	Regulatory Context																				
SC.4	Technical Knowledge																				
SC.5	Design Synthesis																				
SC.6	Building Integration																				

		Year 3										Year 4									
		Fall					Spring					Fall					Spring				
		ARC 3110	ARC 3120	EGDT 2610	ARC 2220	ARC 3210	ARC 3220	ARC 3230	ARC 3130			ARC 4110	ARC 4120	ARC 4130	ARC 4520	ARC 4210	ARC 4220	ARC 4530	Elective		
		Architecture Studio III	Architectural Graphic Communication	Applied Structure II - Strength of Materials	Construction Documents & Specifications	Architecture Studio IV	Passive Environmental Systems	Global History of Architecture to 1700	Codes and Construction Law			Architecture Studio V - Integrated I	Active Environmental Systems	Global History of Architecture Since 1700	Architectural Theory	Architecture Studio VI - Integrated II	Building Envelope and Science	Culture & Behavior in Architecture	Architecture Elective		
Semester Credit Hours		6	3	3	3	6	3	3	3			6	3	3	3	6	3	3	3		
SV	**Shared Values**																				
	Design																				
	Env. Steward. & Prof. Responsibility																				
	Equity, Diversity & Inclusion																				
	Knowledge & Innovation																				
	Leadership, Collab. & Comm. Engmt.																				
	Lifelong Learning																				
PC	**Program Criteria**																				
PC.1	Career Paths																				
PC.2	Design																				
PC.3	Ecological Knowledge & Respons.																				
PC.4	History & Theory																				
PC.5	Research & Innovation																				
PC.6	Leadership & Collaboration																				
PC.7	Learning & Teaching Culture																				
PC.8	Social Equity & Inclusion																				
SC	**Student Criteria**																				
SC.1	HSW in the Built Environment																				
SC.2	Professional Practice																				
SC.3	Regulatory Context																				
SC.4	Technical Knowledge																				
SC.5	Design Synthesis																				
SC.6	Building Integration																				

		Year 5										Non-Curricular Activity										
		Fall					Spring															
		ARC 4510	ARC 4230	ARC 4540	Elective		ARC 4610	CMGT 405G	Elective	Elective												
		Architecture Studio VII	Capstone Project Research	Architecture Professional Practice	Architecture Elective		Architecture Studio VIII - Capstone - Integrated III	Global Sustainability & Built Environment OR	Architecture Elective	Architecture Elective		Career & Internship Fair	Application and Portfolio Workshop	Annual NCARB Architect Licensing Advisor Presentation	ICAA / AIA / UVU Lecture Series	Study Abroad Opportunity	Teaching & Learning Culture Policy	Industry Advisory Board	ICAA Emerging Professionals	AIAS Chapter	NOMA Chapter
Semester Credit Hours		6	3	3	3		7	3	3	3												
SV	**Shared Values**																					
	Design																					
	Env. Steward. & Prof. Responsibility																					
	Equity, Diversity & Inclusion																					
	Knowledge & Innovation																					
	Leadership, Collab. & Comm. Engmt.																					
	Lifelong Learning																					
PC	**Program Criteria**																					
PC.1	Career Paths																					
PC.2	Design																					
PC.3	Ecological Knowledge & Respons.																					
PC.4	History & Theory																					
PC.5	Research & Innovation																					
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PC.8	Social Equity & Inclusion																					
SC	**Student Criteria**																					
SC.1	HSW in the Built Environment																					
SC.2	Professional Practice																					
SC.3	Regulatory Context																					
SC.4	Technical Knowledge																					x
SC.5	Design Synthesis																					
SC.6	Building Integration																					

Appendix 3. The Visiting Team

Team Chair, Educator Representative
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Past NAAB Board Member Representative
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VI. Report Signatures

Respectfully Submitted,

Maurizio Sabini, PhD, RA, Int'l Assoc. AIA
Team Chair

Maxim D. Nasab AIA, NCARB
Team Member

Raúl Rivera-Ortiz, AIA, NCARB
Team Member