

Visiting Team Report

Utah Valley University
Architecture & Engineering Design

B.Arch.

Visit Dates: October 4-5, 2021

NAAB

National
Architectural
Accrediting
Board, Inc.

Visiting Team Report (VTR)

2020 Conditions for Accreditation

2020 Procedures for Accreditation

To be completed by NAAB Staff:

Institution	Utah Valley University
Name of Academic Unit	Architecture & Engineering Design
Degree(s) <i>(check all that apply)</i> Track(s) <i>(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:</i> <i>150 semester undergraduate credit hours</i> <i>Undergraduate degree with architecture major + 60 graduate semester credit hours</i> <i>Undergraduate degree with non-architecture major + 90 graduate semester credit hours)</i>	<input checked="" type="checkbox"/> <u>Bachelor of Architecture</u> Track: 151 semester undergraduate credit hours <input type="checkbox"/> <u>Master of Architecture</u> Track: Track: <input type="checkbox"/> <u>Doctor of Architecture</u> Track: Track:
Application for Accreditation	Initial Candidacy
Year of Previous Visit	Fall 2020
Current Term of Accreditation <i>(refer to most recent decision letter)</i>	Eligibility
Program Administrator	Associate Professor David R. Barker, Architecture Program Coordinator. David.barker@uvu.edu Professor Sid Smith: Chair, Architecture & Engineering Design. Smithsi@uvu.edu
Chief Administrator for the academic unit in which the program is located <i>(e.g., dean or department chair)</i>	Dr. Saeed Moaveni, Dean College of Engineering & Technology. Saeed.moaveni@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

I. Summary of Visit

a. Acknowledgments and Observations

The visiting team wishes to thank Utah Valley University for hosting a virtual visit to this emerging program. The program is unique in its focus on classical architecture as a foundation. The faculty and students support this approach. The program also is an asset to local employers, providing needed architectural talent. This program allows students to juggle competing demands and allows them to do it affordably.

The program requires a robust curricular planning and assessment process with an eye towards continuous improvement to successfully meet the NAAB requirements. Additionally, the governance structure requires clarification in light of the recent faculty growth from 2 to 6. On the facility side, near and long-term solutions to space needs are forefront as the program continues to grow.

b. Conditions Not Achieved (list number and title)

Not Met / Not Described	Not Yet Met / In Progress
5.1 Financial Resources	<ol style="list-style-type: none"> 1. 2—Shared Values of the Discipline and Profession 2. PC.1 Career Paths 3. PC.2 Design 4. PC.3 Ecological Knowledge and Responsibility 5. PC.4 History and Theory 6. PC.5 Research and Innovation 7. PC.6 Leadership and Collaboration 8. PC.8 Social Equity and Inclusion 9. SC.1 Health, Safety, and Welfare in the Built Environment 10. SC.2 Professional Practice 11. SC.3 Regulatory Context 12. SC.5 Design Synthesis 13. SC.6 Building Integration 14. 5.1 Structure and Governance 15. 5.2 Planning and Assessment 16. 5.3 Curricular Development 17. 5.4 Human Resources and Human Resource Development 18. 5.5 Social Equity, Diversity, and Inclusion

	<ul style="list-style-type: none">19. 5.6 Physical Resources20. 6.3 Access to Career Development Information21. 6.4 Public Access to Accreditation Reports and Related Documents22. 6.6 Student Financial Information
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II. Progress on the Plan for Achieving Initial Accreditation

Since UVU's previous visit, the program has been able to hire additional faculty. This is a fairly recent accomplishment, so the results are yet to be realized. The pandemic has slowed some progress in many areas due to the need to conduct teaching primarily on a virtual basis. The program did make a concerted effort to hold studio classes in person whenever possible so students could benefit from greater interaction with faculty and other students.

The Coordinator was able to acquire additional space and equipment to create a Maker Space for modelmaking that the students have enthusiastically made use of.

Another asset is the acquisition of an architectural library from a donor. This collection includes important historical volumes as well as more contemporary books. This collection is currently being catalogued by the university librarians. We learned in our visit with the Library Team that the architectural collection has been substantially increased since the previous visit through both print and digital books as well as access to a number of research databases. A librarian is specifically assigned to develop the architectural library.

III. Progress Since the Previous Site Visit

This category is not applicable.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission

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

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

[X] Described

Program Response:

Building on UVU’s dual mission model, the architecture program seeks to skillfully weave together the current technologies, principles of classicism, vernacular & traditional building, and industry-based coursework to support our non-traditional students and produce “master builder” practice-ready graduates. The program at UVU emphasizes education in classical and vernacular architecture. Students research traditional principles and philosophies of history to encourage a sense of community, a balance and respect with our natural environment, and wise use of limited resources and energy. Program coursework studies the past to inform the future. We emphasize the enduring design standards from history to inform and incorporate ideas into cutting edge technologies and solutions for modern society.

Analysis/Review: The mission and context as summarized above was consistently observed during the team’s virtual visit and in the evidence presented. The UVU website notes that “UVU is the largest public university in the state of Utah, and one of a few 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 dual mission model has influenced how the architecture curriculum has been structured and influences the architectural pedagogy of the program.

The university encompasses 31,322 students of which 80% are employed, with more than half of those working more than 21 hours per week. Overall approximately one-third of the students are non-traditional students and more than one-third are first generation students. The majority of the current student body is from the surrounding counties of Utah, Wasatch, and Summit counties. The lack of diversity in these counties is reflected in the make-up of the overall student body and also in the architectural program. UVU hired a Vice President of Diversity, Equity and Inclusion in 2020 and has a plan in place to increase diversity.

The program has embraced the University’s core tenets of community engagement, engaged learning, interdisciplinary cooperation and job-ready graduates as they have developed their B. Arch program.

The university promotes interdisciplinary learning opportunities for the students and the program is working to develop collaborative efforts with other departments.

UVU recently launched VISION 2030, a five-year strategic plan for the university. The president noted,

"I am pleased to share with you UVU's Vision 2030 outlining our aggressive approach to meeting the educational and workforce needs of our community. Utah Valley University (UVU) is an innovative force in higher education today, and our integrated dual-mission approach — serving as an integrated community college and regional teaching university — is a model that is gaining national and international attention."

The school is working on coordinating with VISION 2030 as it continues to develop its B. Arch program.

2—Shared Values of the Discipline and Profession

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

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

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

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

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

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

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

[X] In Progress

Analysis/Review:

Design The program has developed a Studio Course Planning Guide which is intended to be used by the faculty as studio course topics and projects are reviewed, developed and revised. Each studio focuses on a particular level of design synthesis as outlined in the 2021 NCARB Educational Criteria. In addition, each course has a particular pedagogical focus and is designed to meet certain program and student criteria outlined in the 2020 NAAB Conditions. Evidence of this was found in the APR and in the following courses: ARC 1010, 2110, 2210, 3120, 3210, 4110, and 4210, 4510, 4230, and 4610, as well as in discussion with faculty and students.

Environmental Stewardship and Professional Responsibility

As outlined in the APR the program has a series of courses that address this value as well as being woven into the following studio courses: ARC 3120, 4110 and 4210. Students are also expected to use the NIBS Performance Based Design Guide. CMGT405G Global Sustainability is a course that allows students to explore sustainability from a global perspective. Lessons learned in this course are then put into practice in the design studio. The university is committed to campus wide sustainability efforts that are focused on energy-efficient buildings, water conservation, recycling and transportation. Architecture faculty are active advocates of these initiatives.

Equity, Diversity and Inclusion

The program is in the process of developing a plan to maintain and increase diversity in faculty, staff and students. In addition, the faculty is working on an initiative to recruit in high schools with minority populations and to support programs which increase interest by female students. The program's unique model supports the enrollment of non-traditional students. Courses ARC 3230, 4130, and 4530 are noted as supportive of this value. The syllabi for these courses and learning objectives were not clear on this connection.

Knowledge and Innovation

The program noted courses ARC 4520, ARC 4530 and ARC 4230 for support of this value. ARC 4230 has not been taught yet. As part of ARC 4520 the program noted that the students submit an original research poster or creative project related to their topic in architectural theory for consideration in the Utah Conference for Undergraduate Research (UCUR). From material in the APR evidence in support of this value is not found.

Lifelong Learning

Students have time to interact with local professionals during guest lectures, studio critiques and career fairs. As described the program focus addressed the first part of the value but was lacking on the issue of lifelong learning and how they share that responsibility with practice.

General Comments:

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 being 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.

3—Program and Student Criteria

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

3.1 Program Criteria (PC)

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

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

[X] Not Yet Met

Team Assessment: The course ARC 4540 Architectural Professional Practice has not yet been taught. It is being taught this Fall for the first time by newly appointed Adjunct Professor Jim Nielson, FAIA. The syllabus provided for the course indicates that a Module called “My Career” will satisfy PC.1 Career Paths. The description of the module seems to be narrowly focused on traditional architectural practice and does not include exploration of other possible career alternatives. There is however an assignment to research a career direction that the student **does not** plan to follow. There is no mention of career possibilities, i.e. Facility Management, Architect on Staff for public entities, Design/Build firms etc.

Per the APR, students are also exposed to a range of professionals during their studio critiques. The program has developed a local advisory board of architects to aid the program. Student information about careers is also enhanced by mandatory attendance of the program’s annual lecture series which is co-sponsored by AIA Utah Central Section, the Institute of Classical Architecture and Art Utah.

The program has appointed an Architectural Licensing Advisor that conducts an annual event to introduce students to the paths to licensure.

Whereas the student learning outcomes are listed in each studio syllabi, the program relies on an informal faculty “self-assessment” annually and a program-wide Self-Assessment every seven years. There is no articulated process for the seven-year self-assessment cycle. One has not been conducted as yet. There is no evidence of the outcome and any curricular adjustments as a result of the annual self-assessment.

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

[X] Not Yet Met

Team Assessment: Evidence of student understanding at the prescribed level was found in ARC 2110, ARC 2210, ARC 3110, ARC 3210, ARC 4110, ARC 4210, and ARC 4510 (currently offered for the first time). ARC 4610, the Capstone Studio, has not been offered yet. The design vocabulary and formal explorations in all design studios are strictly and exclusively classical. All Studios III through VI sections (ARC 3110, ARC 3210, ARC 4110, ARC 4210), as well as Introductory Studio ARC 1010 and ARC 3120 Arch Graphic Communication, have been taught by the same instructor. The required and reference readings for different studios have been primarily the same across the design curriculum.

Whereas the student learning outcomes are listed in each studio syllabi, the program relies on an informal faculty “self-assessment” annually and a program-wide Self-Assessment every seven years. There is no articulated process for the seven-year self-assessment cycle. One has not been conducted as yet. There is no evidence of the outcome and any curricular adjustments as a result of the annual self-assessment.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to

mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

[X] Not Yet Met

Team Assessment: UVU has plans to offer a well-rounded curricula that covers passive and active building systems as well as a course delving into the design of building envelopes (ARC 3220 Passive Environmental Systems, ARC 4120 Active Environmental Systems and ARC 4220 Building Science and Envelope). It is planned to offer the courses in the future so that students in all cohorts will be able to take them. An additional course taught in the Construction Management program contributes to student understanding of ecological principles – CMGT 405G Global Sustainability in the Built Environment.

It is noted that 3 studios list PC.3 as reinforcing the contents taught in the above courses, however no evidence can be found in the syllabi of either ARC 4210 Studio VI or ARC Studio 4510 Studio VII that these principles are incorporated in the assigned projects. ARC 4610 Studio VIII (Capstone) also lists PC.3 but the course has not been taught and there is no syllabus yet.

It is noted that the coursework concentrates primarily on environmental principles surrounding buildings and does not address the ecology of sites nor the “dynamic between built and natural environments.”

Whereas the student learning outcomes are listed in each studio syllabus, the program relies on an informal faculty “self-assessment” annually and a program-wide Self-Assessment every seven years. There is no articulated process for the seven-year self-assessment cycle. One has not been conducted as yet. There is no evidence of the outcome and any curricular adjustments as a result of the annual self-assessment.

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

[X] Not Yet Met

Team Assessment: Evidence was found in ARC 4520 Architectural Theory, ARC 4530 Culture and Behavior, ARC 4130 Global History of Architecture from 1700 and ARC 3230 Global History of Architecture to 1700 for PC.4. The two theory courses are both taught by Assistant Professor Brandon Ro, AIA, NCARB. He also teaches the Architectural History course that covers the period up until 1700. The syllabi for the theory courses indicate that the ARC 4520 covers the past 2 millennia while ARC 4530 concentrates on the previous 4 decades. Without actual examples of lectures and assignments, it is difficult to determine if the coursework covers theory strictly from a classical interpretation or whether more modern, broader interpretations are introduced as well.

The 2nd Global History of Architecture class was previously only offered through the Art History program on campus. The plan is to offer this course in the Architecture program beginning in the Fall of 2022.

The program relies on an informal faculty “self-assessment” annually and a program-wide Self-Assessment every seven years. There is no articulated process for the seven-year self-assessment cycle. One has not been conducted as yet. There is no evidence of the outcome and any curricular adjustments as a result of the annual self-assessment.

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

[X] Not Yet Met

Team Assessment: Since ARC 4230 (Capstone Project Research course) has not yet been taught, it is not possible to assess how it may prepare students to engage and participate in architectural research to test and evaluate innovations in the field.

Evidence of engagement and participation in architectural research to test and evaluate innovations in the field was not found in the course materials submitted for ARC 4520 Architectural Theory and ARC 4530 Culture and Behavior in Architecture.

The program relies on an informal faculty “self-assessment” annually and a program-wide Self-Assessment every seven years. There is no articulated process for the seven-year self-assessment cycle. One has not been conducted as yet. There is no evidence of the outcome and any curricular adjustments as a result of the annual self-assessment.

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

[X] Not Yet Met

Team Assessment: Evidence of students learning how to apply effective collaboration skills to solve complex problems in dynamic physical and social contexts was found in the syllabus and submitted student works for ARC 4210 Architectural Studio VI.

Evidence of students understanding approaches to leadership in multidisciplinary teams, and diverse stakeholder constituents was found in the syllabus for ARC 4540 Professional Practice that is offered for the first time in Fall 2021.

The program relies on an informal faculty “self-assessment” annually and a program-wide Self-Assessment every seven years. There is no process in place for the seven-year self-assessment cycle. There is no evidence of the outcome or curricular adjustments due to an annual self-assessment.

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

[X] Met

Team Assessment: UVU recently updated their Architecture Studio Policy using the recent AIAS publication: Learning Teaching Culture Policy. The new policy, titled UVU Architecture and Learning Policy, was first reviewed by students and faculty then formally accepted in April 2021.

The policy has the following values: optimism, professional conduct, constructive evaluations and instructions, collaborative community, time management and school-life balance, health and wellbeing, diversity and solidarity, respectful stewardship and space management and well-rounded enrichment.

All students, faculty and invited jurors are given copies of the policy to review. Although the APR states that all of the studio courses in particular abide by the policy, it is noted that the policy is still called Studio Policy when referred to in the syllabi for the studio courses. The syllabi say that it is an attachment, but it is not specifically included with the uploaded materials. It is however found in a link to the APR.

The policy will be reviewed in an informal faculty and student “self-assessment” annually.

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

[X] Not Yet Met

Team Assessment: Evidence of the program furthering and deepening students' understanding of diverse cultural and social contexts was found in the syllabi of ARC 3230 Global History of Architecture to 1700, ARC 4530 Culture and Behavior in Architecture, and CMGT 405G Global Sustainability & the Built

Environment. Evidence of the program helping students translate their understanding of diverse cultural and social contexts into built environments was found in the syllabus of ARC 4110 Architecture Studio V.

The program relies on an informal faculty “self-assessment” annually and a program-wide Self-Assessment every seven years. There is no process in place for the seven-year self-assessment cycle. There is no evidence of the outcome or curricular adjustments due to an annual self-assessment.

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

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

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

[X] Not Yet Met

Team Assessment: UVU lists a number of courses to satisfy this SC. The two structural courses are taught as part of the Associate Degree in Engineering Design and should be cross-listed with the Architectural program.

All of the available studios indicate they contribute to this criteria and in the Syllabi, under Pre-Design, a code study is required. The studios deal with projects at multiple scales including one that will be focused on an urban planning project.

The two systems courses, ARC 4120 Active Environmental Systems and ARC 3220 Passive Environmental Systems, are both listed as contributing to the Health, Safety, and Welfare PC but do not explicitly indicate how this is accomplished.

ARC 4220 Building Envelope does include lectures and assignments related to structural systems (safety) and building envelope design (health and safety).

ARC 4530 Behavior and Culture deals with the aspect of Health and Welfare by exposing the students to topics such as how architecture affects emotions and behavioral science psychological factors. It lists two lectures and associated readings on Healing Spaces.

Many of these courses have not been taught yet and their final syllabi are a work in progress.

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

[X] Not Yet Met

Team Assessment: The course ARC 4540 Architectural Professional Practice has not been taught. It is being taught this Fall for the first time by newly appointed Adjunct Professor Jim Nielson, FAIA. The syllabus provided for the course indicates that there are 7 modules. Module 1 The Profession will focus on the rules of professional conduct. Module 5 Building the Community will cover public interest and zoning, permits, local regulatory requirements and community standards. Modules 3 and 4 Architectural Projects and Practice Management utilizes a team approach in hands-on exercises to teach the fundamentals of business practices including proposal writing, interviews, Go/No Go assessments, project accounting, human resource, consultant and financial management. This is also where the students will learn how architectural practices are evolving due to outside influences.

The APR indicates that ARC 3130 Building Codes and Construction Law will also enhance the students’ knowledge of Professional Practice. This course was taught in Spring 2020 by a faculty member who has since left. The syllabus provided indicates that the course covered the permitting process, including ADA permitting. The plan is to offer this course in the Spring of 2022 taught by a new faculty member.

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

[X] Not Yet Met

Team Assessment: The most relevant course to SC.3 is ARC 3130 Codes and Construction Law. This course was last taught in Spring 2020 and will not be taught again until Spring 2022. This means unfortunately that an entire cohort will not have taken this course so that it can be applied to their studio projects. The syllabus for this course clearly identifies an introduction to codes including building, zoning and ADA.

The three studios referenced as contributing to this criteria clearly require students to apply knowledge of life safety, land use laws and regulations and perform site analyses. ARC 4510 Studio VII which is being taught in Fall 2021 has two guest lectures pertaining to urban design and zoning.

The syllabi for ARC 4220 Building Envelope and Sciences and ARC 4120 Active Environmental Systems do not directly indicate how they contribute to regulatory context aspects (i.e. ASHRAE, IBC, NFPA etc.).

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

[X] Met

Team Assessment: Technical Knowledge education is evident in the following courses: EGDT 2100 Architectural Materials and Methods, EGDT 2610 Applied Structures 2 – Strength of Materials and ARC 4220 Building Envelope and Science. These three courses along with ARC 4210 Active Environmental Systems and ARC 3220 Passive Environmental Systems provide the foundation for technical knowledge. To date, all 5 of these courses have been taught, although several are still in transition to new faculty and new syllabi.

The Studios: ARC 4110 Studio V – Integrated 1, ARC 4210 Studio VI – Integrated 2, ARC 4510 Studio VII and ARC 4610 Studio VIII – Capstone are where the technical knowledge acquired in the courses named above is put to use. The studios that have been taught to date – ARC 4110 and ARC 4210 do demonstrate that students are utilizing the technical knowledge in the realms of building construction and methods.

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

[X] Not Yet Met

Team Assessment: Evidence of students' ability to make design decisions within the exclusive strictures of a classical vocabulary across all projects, and evidence of students' ability to synthesize user requirements, site conditions, and accessible design was found in the syllabi and student projects for ARC 4110 Architecture Studio V and ARC 4210 Architecture Studio VI. Consistent evidence of students' ability to synthesize regulatory requirements, and the consideration of the measurable environmental impacts of their design decisions was not found in the syllabi and student projects for ARC 4110 Architecture Studio V and ARC 4210 Architecture Studio VI. The program also lists ARC 4610

Architecture Studio VIII as meeting SC.5. However, ARC 4610 (Architecture Studio VIII) has not been taught.

Evidence that each student learning outcome associated with SC.5 is developed and assessed by the program on a recurring basis, or a summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments is not provided. The program relies on an informal faculty “self-assessment” annually and a program-wide Self-Assessment every seven years that has yet to be undertaken.

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

[X] Not Yet Met

Team Assessment: The primary course that examines integration of building components is ARC 4220 Building Envelope and Science along with ARC 4120 Active Environmental Systems. Although the building envelope course has only been taught once and there were faculty issues, the course syllabus covers topics of building integration well.

Students implement knowledge of building systems including envelope assemblies, structural and environmental systems and code requirements in the following studios: ARC 4110 Studio V – Integrated 1, ARC 4210 Studio VI – Integrated 2 and ARC 4610 Studio VIII – Capstone. The project assignments for ARC 4110 and ARC 4210 demonstrate that students have acquired the knowledge and are integrating the systems into their projects. Integration of structural components was not consistently found. ARC 4610 has not yet been taught.

4—Curricular Framework

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

4.1 Institutional Accreditation

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

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

[X] Met

Team Assessment: Utah Valley University is accredited by the Northwest Commission on Colleges and Universities (NWCCU). A letter was attached to the APR.

4.2 Professional Degrees and Curriculum

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

- 4.2.1 **Professional Studies.** Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.
- 4.2.2 **General Studies.** An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.
- In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.
- 4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

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

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

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

[X] Met

Team Assessment: Utah Valley University's Bachelor of Architecture program requires 151 credit hours made up of 36 hours of General Education courses, 100 hours of Core Architectural courses and 15 hours of Elective courses.

A matrix or map was provided showing the required courses. Potential electives include topics in Engineering Graphics and Design Technology, Construction Management, Woodworking, Interior Design, Art, Art History, Digital Media and Business. The program at UVU requires two degrees: an A.S. in Engineering Design and Technology and a Bachelor of Architecture.

4.3 Evaluation of Preparatory Education

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

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

understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

[X] Met

Team Assessment: The A.S. degree in Engineering Design and Technology is an open enrollment program with no required preparatory education. The Bachelor of Architecture program is pursued upon successful completion of the A.S. degree beginning in the student's third year. Students wishing to pursue the Bachelor of Architecture degree must submit an application that includes grades, resume, personal statement, portfolio and two letters of recommendation. These materials are reviewed by the Architecture Program Admissions Committee comprised of three faculty members in the program. A scoring matrix to support the decision-making process was supplied.

Transfer students come primarily from other area community colleges and universities. These students must take ARC 1010, ARC 2110, and ARC 2210 before entering the Bachelor of Architecture program as well as submitting the materials outlined above. Transfer students are also required to take ARC 2220 unless they have passed the Construction Specification Institutes Construction Document Technician exam. Occasionally transfer students can successfully prove either employment experience or coursework from other institutions as a substitute for the prerequisites. There are no options for transfer of credits for upper division coursework.

5—Resources

5.1 Structure and Governance

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

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

[X] In Progress

Team Assessment: 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.

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.
- 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.

[X] In Progress

Team Assessment: 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.

5.3 Curricular Development

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

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

[X] In Progress

Team Assessment: 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.

5.4 Human Resources and Human Resource Development

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

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

[X] In Progress

Team Assessment: 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.

5.5 Social Equity, Diversity, and Inclusion

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

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

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

[X] In Progress

Team Assessment: The Strategic Action Plan for Inclusion 2020-2024 was a collective effort by members of the UVU community and its stakeholders who mutually shaped a comprehensive plan for inclusion, diversity, and equity. In summary, there are four objectives, 10 goals, and 75 strategic actions to implement over the next four years. All objectives, goals, and actions are focused on maintaining exceptional accountability and align with UVU's institutional objectives to support student success and a healthier campus climate.

The architecture program supports the UVU 2020-2024 Inclusion Plan and is in the process of starting to develop its own plan to align with the 2020-2024 Inclusion Plan.

Policies are evidenced in several website links.

Harassment and Discrimination Policy:

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

Diversity and Affirmative Action Policy:

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

The Office of Accessibility Services assists students with disabilities by providing reasonable and appropriate accommodations to ensure equal access in the academic environment. Evidence supporting this was found at <https://www.uvu.edu/accessibility-services/>

5.6 Physical Resources

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

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

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

[X] In Progress

Team Assessment: 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.

5.7 Financial Resources

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

[X] Not Demonstrated

Team Assessment: 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.

5.8 Information Resources

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

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

[X] In Progress

Team Assessment: The UVU Fulton Library houses 962 architecture books, 16 oversize architectural books, 16,000 digital books, 140 periodicals, 160 streaming videos and is connected to five databases which include the Avery Index database. The students also have access to an interlibrary loan program which can be used to request items that are not available in the UVU Library collections. The students also have access to the recently acquired 5,000 book donation from Alan Greenberg. The UVU library team is currently cataloguing that collection which when completed will be located in a space at the architecture school. There are two parts to the collection. For the main collection of books, the students will be able to check out books but only use them in the building. The rare books included in the collection are currently located in one of the faculty offices and students will be able to look at those books only in the office.

In addition to the above resources the students have access to a librarian who provides an orientation to the library and is available to answer questions. She also shares her cell phone number so students can reach out to her. She created a mini-website that is a Research guide for the architecture students: <https://uvu.libguides.com/architecture-guide>.

6—Public Information

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

6.1 Statement on NAAB-Accredited Degrees

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

[X] Met

Team Assessment: The program makes this information available to the public via its website: <https://www.uvu.edu/aed/architecture/about/index.html>

6.2 Access to NAAB Conditions and Procedures

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

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

[X] Met

Team Assessment: Access to NAAB Conditions and Procedures outlined in 6.2 a) - d) are found on the program's website: <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.

[X] Not Yet Met

Team Assessment: 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.

6.4 Public Access to Accreditation Reports and Related Documents

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

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit

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

[X] Not Yet Met

Team Assessment: The program is not required to have the above items publicly accessible at this time.

6.5 Admissions and Advising

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

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

[X] Met

Team Assessment: All of the above items a) – e) were found either on the program's website or the university's website. Additionally, the team confirmed in the meeting with the students that they were aware of the advisor assigned to the school and that she was very helpful when they met with her. We were not able to meet with the advisor in person. She did answer a list of questions we sent her. She confirmed that UVU requires online orientation for all students and that when she receives a list of new transfer students, she sends them a welcome letter and encourages them to meet with her in person. The students do fill out assessment reviews of their advisor and their supervisor reviews these on a regular basis. Advisors are also aware if there are issues with course sequencing and let the department know of these issues so they can correct the situation.

6.6 Student Financial Information

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

[X] Not Yet Met

Team Assessment: 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.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

N/A

Appendix 2. The Visiting Team

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V. Report Signatures

Respectfully Submitted,

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