NAAB National Architectural Accrediting Board

Architecture Program Report Initial Accreditation (APR-IA)

2020 Conditions for Accreditation / 2020 Procedures for Accreditation

Submission Requirements:

- The APR-IA must be submitted as one PDF document, with supporting materials, to accreditation@naab.org. APR-IA submissions must include at a minimum the PC/SC matrix and one-page faculty resumés.
- The APR-IA template document must not be reformatted. Font size should not be less than size 10. Programs may add bullets, paragraphs headings, etc. to aid in the clarity of the narrative.
- The APR-IA must not exceed 20 MB and 150 pages, excluding appendices.

Institution	
Name of Academic Unit	UVU Architecture & Engineering Design Department
Date of APR-IA Submission	3/1/2025
Degree Described in the APR-IA **Track(s)** *Include all tracks offered by the program under the respective degree, including total number of credits required for completion.* *Examples of tracks:* • *150 semester undergraduate credit hours* • *Undergraduate degree with architecture major + 60 graduate semester credit hours* • *Undergraduate degree with non-architecture major + 90 graduate semester credit hours*	☒ Bachelor of Architecture Track: 150 semester undergraduate credit hours ☐ Master of Architecture Track: Track: ☐ Doctor of Architecture Track: Track:
Application for Accreditation	Initial Accreditation
Year of Previous Visit	2023
Current Term of Accreditation *(refer to most recent decision letter)*	Continuation of Candidacy
Program Director/Administrator *Name, Title, Email*	Paul Monson, Program Coordinator, paul.monson@uvu.edu
Dean *Name, Title, Email*	Kelly Flanagan, Dean of the College of Engineering and Technology, kelly.flanagan@uvu.edu
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President of the Institution *Name, Title, Email*	Astrid Tuminez, President, atuminez@uvu.edu
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Individual to Whom Questions Should Be Directed *Name, Title, Email*	Paul Monson, Program Coordinator, paul.monson@uvu.edu

INTRODUCTION
(limit 5 pages)

Progress Since the Previous Visit

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

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

Program Response:
The Utah Valley University Architecture Program was granted continuing candidacy on May 24, 2024, following the visit on October 23-24, 2023. The program is now seeking initial accreditation through review of this updated APR and a visit this coming fall. This APR describes how the UVU Architecture Program addresses all NAAB criteria, including progress made to address items identified in the May 24 NAAB Decision letter. Highlights of this progress include:

- Hiring of additional faculty and growth in student numbers
- Increased budget and ongoing financial planning to address current needs of faculty and students as well as future growth
- Continuation of our assessment and planning strategy to define strategic objectives and key performance indicators.
- Completion of the full offering of curriculum courses and graduation by the first two cohorts of students.
- Ongoing evaluation of effectiveness of the curriculum in meeting NAAB PC/SC criteria, including the three unmet criteria from the previous visit: SC.1, SC.5, and SC.6.
- Professional development of faculty through conferences, NAAB resources, and training offered within and outside of UVU
- Creation of a student chapter of AIAS and NOMAS
- Increased engagement with communities and industry leaders
- Increased student opportunities for research and career development

For the Continuing Candidacy visit, four remaining criteria were identified by the NAAB Board as needing further development and evidence for completion:

- SC.1 Health, Safety, and Welfare in the Built Environment
- SC.5 Design Synthesis
- SC.6 Building Integration
- 5.4 Human Resources and Human Resource Development

Note: As explained in detail throughout the APR, the NAAB PC/SC Matrix has been updated based on feedback from the last accreditation visit. In addition to the assessment points, other classes are included in the matrix as "Introductory, Developing, or Reinforcing" courses that are not part of the NAAB evidence but are evaluated internally at UVU to ensure that the criteria are truly retained by our students.

Below is the exact text quoted from the previous NAAB Decision Letter along with a summary of the program's response and progress. More information is found in later sections of the APR.

SC.1 Health, Safety, and Welfare in the Built Environment

NAAB DECISION LETTER (QUOTE)
Not Yet Met. The program provided evidence that it is making appropriate progress for its stage of development in demonstrating how its curriculum, structure, and other experiences meet this criterion, including assessing student understanding of the criterion, but does not yet meet the criterion. In order to meet the requirements of

this criterion, the program needs to provide evidence of how the program achieves and assesses student understanding of the impact of the built environments on human health, safety, and welfare at the city scale.

Program Response and Progress:

Recognizing the vital importance of health, safety, and welfare (HSW) in architectural design, our priority has been to improve the curriculum in ways that deepen students' understanding and application of these principles. The NAAB Continuing Candidacy Report specifically mentioned the HSW impacts *at the city scale*. This is addressed in our curriculum most directly through Design Studio VII (ARC4510), which was taught previously but not included in the previous NAAB Matrix or emphasized in the previous APR. This course has now been added to the matrix as evidence that the HSW impacts of urbanism are emphasized in the curriculum. This course has also been strengthened along with other supporting courses such as Architectural Design Studios, Building Technology, and Environmental Systems, to ensure that HSW considerations are treated as central to the students' design process. Collaboration with industry experts and communities continues to play a crucial role in this initiative. We regularly invite professionals to conduct workshops and guest lectures to provide students with real-world insights and practical knowledge that can be directly applied to their projects. Additionally, we organize site visits to buildings and cities that exemplify best practices in HSW.

Updated Matrix – Because this criterion is broad and includes many different areas of architectural practice, several courses are included as an ***"Introductory, Developing, or Reinforcing" (Introductory)*** course. Three courses are included in this report as ***NAAB assessment points***. In summary:

- ***"Introductory, Developing, or Reinforcing"*** courses:
    - EGDT2100 – Architectural Materials and Methods
    - ARC3220 – Passive Environmental Systems
    - ARC4120 – Active Environmental Systems
    - ARC4220 – Building Envelope & Science
    - ARC4530 – Culture and Behavior in Architecture
    - ARC4610 – Studio VIII Capstone
- ***NAAB Assessment Points***:
    - EGDT2610 – Applied Structures II
    - ARC4210 – Studio VI – Integrated II
    - ARC4510 – Studio VII

Introductory and Developing courses prepare students for the upper-level courses where they are assessed as to their proficiency of subjects that directly affect human health, human safety, and human welfare. ***NAAB Assessment Point*** classes focus on areas that experts – including the AIA, NCARB, and state licensing boards – agree have a deep impact on these issue. These include the structural integrity and soundness of a building and building site, environmental concerns, urban design, and aspects of design that address building users' physical, emotional, and mental health. ***Reinforcing*** courses are a final check internally for UVU to assess whether students are retaining the information and skills that were taught.

ARC4510 Studio VII was added to the matrix because of its particular focus on how urban design impacts the health and welfare of people at the community and regional level. This studio helps students understand the impacts of city planning and urban design on human health, safety, and welfare by engaging them in projects that analyze and respond to real-world urban challenges. Students explore the relationships between the built environment and human well-being at the city scale, such as the effects of walkability, green spaces, public transit, and zoning on physical and mental health. In this studio, students engage directly with cities on projects that include main streets, historic neighborhoods, and transit-oriented development so they can gain a deeper understanding of the real-world impacts of design decisions.

SC.5 Design Synthesis

NAAB DECISION LETTER (QUOTE)
Not Met. The program did not provide sufficient information to meet the requirements of this Condition. The program needs to provide evidence of how the program achieves and assesses student ability to make design decisions within architectural projects while demonstrating synthesis of the missing sub criteria: accessible design and consideration of the measurable environmental impacts of their design decisions. Student work must be provided as evidence that the program ensures through an effective assessment process that students develop this ability.

Program Response and Progress:
To assess and demonstrate our students' skills in this area, we are ensuring that our design studio courses place a greater emphasis on meeting each of the sub-criteria, including accessible design and consideration of the measurable environmental impacts of their design decisions mentioned in the previous report. Increased emphasis has been placed especially in the last two years of the curriculum.

While SC.5 is introduced and reinforced in other studios, the faculty chose ARC4210 Studio VI as the primary ***NAAB Assessment Point*** for this criteria along with the concurrent technical class ARC4220 Building Envelope and Science. Selecting one studio allowed more focus to be placed on meeting all the sub-criteria in a single project and ensuring that expectations and assessment methods are clear. Project details and design critiques in this studio focus explicitly on synthesis, with regular reviews that assess whether students have integrated these sub-criteria effectively. In previous NAAB visits, we had incorporated several different studios as assessment points (including Studio VI and others), with each studio focusing on different sub-criteria. After discussions with NAAB and internally as faculty, it was decided that this approach did not assess the ability of students to synthesize all sub-criteria as effectively as focusing on a single project in one studio. Although it places more pressure on Studio VI, students and faculty responded positively to the added focus. The results will be evaluated each year moving forward to determine what improvements need to be made in the future.

SC.6 Building Integration

NAAB DECISION LETTER (QUOTE)
Not Met. The program did not provide sufficient information to meet the requirements of this Condition. The program needs to provide evidence of how the program achieves and assesses student 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. Student work must be provided as evidence that the program ensures through an effective assessment process that students develop this ability.

Program Response and Progress:
The ability to incorporate building systems – structural, environmental, life safety – and measurable building performance has always been important in our curriculum, and has been re-emphasized and strengthened since the last visit. To address this criterion, similar to SC.5, we have coordinated our efforts in design studios and technical classes and placed the focus of assessment on one studio, ARC4210 Studio VI, and one additional class, ARC4220 Building Envelope and Science. While SC.6 is introduced and reinforced in other studios, the faculty chose these two courses as the primary assessment points in order to ensure that expectations and assessment methods are clear and demonstrated together in a single project. Similar to SC.5, in previous NAAB visits, we had incorporated several different studios as assessment points (including Studio VI and others), with each studio focusing on different sub-criteria. After discussions with NAAB and internally as faculty, it was decided that this approach did not assess the ability of students to synthesize all sub-criteria as effectively as focusing on a single project in one studio. The assignments in ARC4220 are coordinated and aligned with the design project in ARC4210 so that the courses support and reinforce the learning in both. The results of the update to the NAAB

Matrix will be evaluated each year moving forward to determine what improvements need to be made in the future.

5.4 Human Resources and Human Resource Development

NAAB DECISION LETTER (QUOTE)
Not Yet Met. The program provided evidence that it is making appropriate progress for its stage of development in all elements of this Condition but does not yet meet the Condition. In order to meet the requirements of this Condition, the program needs to provide evidence of appropriate full- and part-time instructional faculty and adequately funded resources for faculty to pursue scholarly achievement and professional development.

Program Response and Progress:

The UVU Architecture Program has made significant progress in human resources to support student learning and achievement since the last visit in 2023. Additional detail is provided in section 5.4 of this report.

To enhance teaching quality, the program continues to invest in resources for teaching development, ensuring that faculty can continuously refine their instructional methods. Despite a university-wide hiring freeze, the program successfully secured a new full-time faculty position, demonstrating its high prioritization within the College of Engineering and Technology. Additionally, the hiring of new adjunct faculty has expanded instructional capacity and brought fresh perspectives to the classroom.

Several full-time faculty have made progress towards achieving tenure at UVU. A major milestone is Brandon Ro receiving his tenure review in spring 2025. Both Program Coordinator Paul Monson and Assistant Program Coordinator Dr. Aliki Milioti are advancing steadily on their tenure tracks, as well as other full-time faculty, demonstrating the program's commitment to fostering long-term faculty development. Faculty have been actively engaged in scholarly and professional growth, enriching both their expertise and the learning experiences of their students. Dr. Milioti's international research projects in Bolivia and Greece reflect the program's global perspective, while Professor Ro's contributions at professional conferences and journal articles, and Professor Felix's exhibition of his work and upcoming book publication highlight the diverse avenues of faculty achievement. Professors Monson, Montoya and MacKay are also publishing papers and speaking at professional conferences, which underscores the faculty's leadership in the field.

Finally, this APR clarifies the roles of other tenured faculty within the department that teach architecture classes but were not accounted for in previous NAAB visits. These efforts collectively demonstrate the program's commitment to progress in meeting accreditation standards.

Program Changes

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

Program Response:

Although several NAAB criteria have been changed recently, this report is based on criteria as they were during the majority of the reporting period (2023 – February, 2025). During discussions with NAAB in preparation of this APR, Program Coordinator Paul Monson asked for clarification regarding which criteria the program should assess in this report. On December 10, 2024 during a NAAB "Office Hours" Q&A, it was clarified that any pending changes at that time should not be included in the current APR. The program was encouraged to begin planning for how we might respond to pending changes in future reports, but were instructed to focus on the criteria as they were at that time.

NARRATIVE TEMPLATE

1—Context and Mission

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

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

Program Response:

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

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

In 1963, the school's name was changed to Utah Trade Technical Institute to reflect its growing role in technical training. The name again changed in 1967 to Utah Technical College at Provo. The institution was approved in 1966 to grant Associate of Applied Science degrees, in 1967 to offer general education courses, in 1971 to grant Associate of Science degrees (discontinued in 1974 and reinstated in 1981), and in 1987 to grant Associate of Arts degrees. With its expanded degree offerings, the institution's name changed again to Utah Valley Community College in 1987. In 1993, the institution's name changed to Utah Valley State College and the mission was expanded to include the offering of bachelor's degrees. On July 1, 2008, the institution underwent another mission and name change to Utah Valley University (UVU) and began offering master's degree programs. Throughout its history, UVU has responded to its service region's (Utah, Wasatch, and Summit counties) population changes and business/industry needs. This responsiveness is evidenced in its mission, program offerings, degree levels, and enrollment changes.

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

UVU consistently ranks as the largest university in the state of Utah, joining with both the University of Utah and Brigham Young University in large enrollments. In fall 2024, 46,809 students enrolled at UVU, a 4.8% increase over the previous year, showing continued growth. UVU boasts low tuition rates and one of the lowest rates of accepting federal assistance. In the words of University President Astrid S. Tuminez: "Utah Valley University provides accessible and equitable educational opportunities for every student who wants to receive a rewarding postsecondary education. UVU's approach to education enables all students to come as they are. We are committed to small class sizes, low tuition, and learning experiences that prepare students to enter Utah's robust job market." Approximately one third of the students are non-traditional students and more than one third are first generation students. Seventy-eight percent (78%) of the students are employed and more than half work more than 21 hours per week. Thirty-five percent (35%) of the students are married or in a domestic partnership and fourteen percent (14%) have dependent children.

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

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

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

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

Program Response:

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

The interdisciplinary nature of architecture helps to tie different disciplines together and encourage collaboration. Housed within the College of Engineering and Technology, the Architecture Program collaborates with Construction Management, Digital Media, Civil Engineering, Surveying, Mechanical Engineering, and Transportation Technologies through projects, sharing space, outside reviews, developing study abroad programs,

and collaborative design projects. Interdisciplinary engagement is a primary goal of the College of Engineering and Technology as the university seeks to change the culture from one of teaching-only to teaching and research. As a new program, the B. Arch degree has embraced the University's core tenets of community engagement, engaged learning, interdisciplinary cooperation, and job ready graduates and is a leading example for other departments in the college. Architectural projects in the studios are designed specifically to contain elements of community engagement and involvement, encouraging students to improve their neighborhoods and cities, serve in various capacities, cultivate leadership, and foster a desire for lifelong learning. Likewise, the University has a strong desire to promote interdisciplinary learning opportunities for students as they collaborate with other disciplines within the College.

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

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

Program Response:

The university's size and regional reputation offer the program prestige and instant credibility which has been very useful for industry support including funding scholarships, grants, and a lecture series. Regional professionals have acted as external program reviewers and written letters to administrators and legislators. The Architecture Program has built on the strength of the existing Engineering Design Technology (Drafting) program and its job-ready graduates such that 100% of graduating seniors (May 2022 and 2023) were employed or accepted to graduate schools after graduation. A majority of the third and fourth cohorts of B.Arch students (graduating May 2025 and 2026 respectively) are already employed in architecture firms. The University's emphasis on technical skills and job-ready graduates has translated into industry relationships with AIA Central Utah, the National Organization of Minority Architects (NOMA), the Institute of Classical Architecture and Art (ICAA), and the Utah County Home Builders Association (HBA).

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

Summary Statement of 1 – Context and Mission

This paragraph will be included in the Visting Team Report; limit 250 words.

Program Response:

Building on UVU's dual mission model, the architecture program seeks to skillfully weave together current technologies, timeless design principles, and industry-based coursework to produce "master builder" practice-

ready graduates. The program at UVU emphasizes education in traditional, vernacular, and classical architecture of all cultures. Students from diverse backgrounds research traditional principles and philosophies of history to encourage cultural empathy, respect for our natural environment, and wise use of limited resources and energy. Program coursework studies the past to inform the future, incorporating enduring standards and ideas into cutting edge technologies and solutions for modern society.

2—Shared Values of the Discipline and Profession

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

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

Each spring semester, a survey is conducted with the UVU Architecture Industry Advisory Board that asks industry leaders in the region to rate the UVU Architecture Program on these six values and suggest ways that the program could improve. The **2025 Industry Advisory Board Assessment of Program Values** can be found here: Document Link. Values are rated 1-7 and the benchmark goal for each value is a minimum 5.0 on this scale. The long-term aspirational goal for each value is a 6.0 on this scale.

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

Program Response:

SUMMARY: The design curriculum of the architecture program achieves the dual mission of the University through a 2+3-year stackable credential that prepares graduates for the real-world process of architectural design. Students receive an Associate's Degree after the second year, and a B.Arch degree at the end of five years. First and second-year students are given a solid foundation in architectural drafting and modeling, applied structures, materials, specifications, and construction documents. Design studios build upon these practice-ready skill sets through design projects that emphasize enduring design principles found in traditional and classical architecture and theory. Years 3-5 of the program explore increasingly complex issues of design and integrate building codes, sustainability, life safety, urban context, culture and history into the design process. Feedback from industry and from students indicates strong performance and progress in this area.

INDUSTRY ADVISORS' SCORE:
6.30 out of 7 (2025 Survey) – Aspirational goal met

Previous scores:
2024 – 5.8
2023 - 5.7

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

- **Aesthetic Sensibility**: We celebrate the creative process by teaching our students to cultivate their imagination, refine their craft, and design with beauty in mind. This is accomplished when a building's composition (i.e., the whole and parts) reveals an inner harmony and unity. We do this by grounding

our students in timeless and tested design principles, patterns, proportions, sacred geometry, and spatial relationships inherent in nature and the classical tradition. We encourage students to produce lasting, beautiful, and functional architecture that moves beyond prose and into poetry – an architecture that transforms chaos into cosmos and inspires the human spirit.

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

In addition to the above four key program values influencing the design education at UVU, the following is a general overview of the design curriculum and its level of design synthesis for each academic year.

First and second-year students are given a solid foundation in classical architecture and theory. Beginning with the foundations of the Classical Architecture Workshop (ARC 1010), students learn about timeless design principles, patterns, proportions, sacred geometry, and spatial relationships inherent in nature and global classical traditions and how to apply them to design problems. Second-year design studios (ARC 2110, ARC 2210) continue to build upon this foundation as students apply the classical orders to a series of projects investigating the relationships of space, form, site, and context. All three design courses deal with the fundamental level of design where architectural principles and elements are explored in two and three-dimensional design problems. Included in these first two years are also several courses focused on increasing the technical skills of students, from architectural drafting and modeling to applied structures, materials, specifications, and construction documents, students cultivate practice-ready skill sets.

Third-year students embark further into a rigorous and investigative design process. Design studios (ARC3110 and ARC3210) begin to explore issues dealing with assessing user and client needs through programming, addressing relevant building codes, and responding to different historical and urban contexts. Students are taught that buildings must not ignore their context but rather adopt a cultural sensitivity and an anthropological perspective regarding the spirit of the place. As a result, students learn how to honor a place's culture, tradition, memory, and

history. Students also learn how sustainable design strategies are affected by climate, site, and building typology. Supplemental coursework in Environmental Systems (ARC 3220; ARC 4120), Codes and Construction law (ARC 3130), Architectural Graphic Communications (ARC 3120), a second course in Applied Structural Systems (EGDT 2610), and Global Architectural History to 1700 (ARC 3230) help students understand the interconnected and increasingly complex problems inherent in architectural design.

In the fourth-year, students address increasingly complex systems on the building integration design level in studio (ARC 4110, ARC 4210). Students learn how to integrate structural, mechanical, electrical, acoustic, environmental, building enclosure, and life safety systems into their designs. ARC 4210 Studio VI is a fully integrated design studio and is the NAAB Assessment point for SC5 and SC6. Students also grapple with the ethics and aesthetics of architecture by exploring the built environment's effect on human perception, behavior, emotion, and cognition. As in earlier design studios, precedent analysis is a vital part of the design process. Students are able to build upon the best ideas of the past, give authority and meaning to their own designs, avoid mistakes by learning how their predecessors solved problems, and design sensitively by relating their proposal to existing contexts. Supplemental coursework includes Architectural Theory (ARC 4520), Global Architectural History from 1700 (ARC 4130), Culture and Behavior in Architecture (ARC 4530), and Building Envelope Science (ARC 4220).

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

PLANS FOR CONTINUED IMPROVEMENT: Incorporate feedback from faculty, students and industry advisors in planning and adjustments to curriculum in design studios, including:

- Improve and balance abilities in hand drawing, digital rendering, and 3d visualization
- Emphasize the practicality and versatility of classical design to the real world
- Visit and study new and old communities where good design has demonstrated value
- Encourage innovation, critical thinking, and collaboration
- Stress holistic design rather than pre-approved solutions
- Analyze modern and traditional approaches
- Help students understand building tectonics and building envelope

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

Program Response:

SUMMARY: Sustainability, by definition, is the longevity and impact of buildings over long periods of time. UVU teaches environmental stewardship through time-tested and enduring traditional methods and materials combined with proven innovations. UVU's traditional approach to design teaches students to be stewards of the environment by looking beyond the contemporary aesthetics of consumerism and instead focus on the durability, longevity, and adaptive-reuse potential of buildings. Students are taught to think critically about the claims made in the green building industry which can fixate on trends and superficial aspects of architecture that in fact accelerate obsolescence and create ephemeral buildings with a negative impact on the natural world. At UVU,

"building for our time" is viewed as a sustainable practice of wise resource management and aims at carbon-neutral architectural design. Professional responsibility is emphasized throughout the degree, with a particular focus in ARC4540 Architecture Professional Practice. Architectural ethics, responsibilities to their communities, and the standard of care scaffolds the instruction throughout all courses.

INDUSTRY ADVISORS' SCORE:
6.00 out of 7 (2025 Survey) – Aspirational goal met

Previous scores:
2024 – 5.2
2023 - 5.3

DETAIL:

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

The curriculum is also focused on teaching environmental stewardship and sustainable design strategies that minimize a building's carbon footprint within UVU's Environmental Systems courses (ARC 3220; ARC 4120). As architecture students study precedents and principles in the Building Science and Envelope course (ARC 4220) they gain a critical understanding of building enclosure strategies from historic structures with their preservation methods as well as innovative new technology. These lessons are put into practice in the design studio.

Sustainability by definition is the longevity of buildings over time. UVU teaches a balance between innovations in technology and environmental stewardship through time-tested enduring traditional methods and materials. While innovation is important in design, an unbalanced preoccupation with novelty can potentially undermine a long-term understanding of the dynamic between built and natural environments. Sustainable practices require a deep understanding of ecological systems and a commitment to enduring principles, which may be overshadowed by a hyper-focus on innovations that have unknown and even potentially negative future impacts on the natural environment. Enduring principles such as durability, longevity, adaptive reuse, and carbon neutral design are each important principles that contribute to ecological awareness and appreciation for resilience in architectural education.

Regarding professional responsibility, as shown on the PC/SC matrix, this value is a primary focus of ARC4540 Architecture Professional Practice. Professional responsibility is taught through readings, assignments, class discussions, and exams in this class. In addition to these overt instances of specific, detailed class instruction and work in this area, the subjects of architectural ethics, responsibilities to their community, and the standard of care scaffolds the instruction throughout the entire course as well as many other courses.

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

GOALS FOR CONTINUED IMPROVEMENT: Incorporate feedback from faculty, students and industry advisors in planning and adjustments to curriculum to improve environmental stewardship and professional responsibility, including:

- Take advantage of unique opportunities in Utah, including lessons learned in urbanism from bad examples of sprawl and short-sighted building practices
- Strengthen coursework in contracts, codes, and project management
- Expand offerings of guest lectures from architects focusing on sustainability
- Focus on holistic design
- Incorporate adaptive reuse and green building design principles
- Explore materials such as mass timber, thermal mass, masonry, and other building practices that emphasize durability

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

Program Response:

SUMMARY: UVU is committed to fairness and inclusion among current and prospective faculty, staff and students in its distribution of human, physical and financial resources. First, the architecture program offers an extremely low-cost degree through an open enrollment university, reducing or eliminating the most difficult barriers that students often face in higher education. The cost of the entire 5-year B.Arch degree is less than the cost of one semester at the average private university, making it a unique value. In addition, the program is committed to creating a work environment and organizational culture that teaches students to become respectful and responsible professionals. We aim to achieve the university's vision: "Grow, nurture and sustain an inclusive culture, where differences drive innovation and learning, to meet the needs of UVU's community, where members can bring their authentic selves to campus." Decisions regarding resources of the program are aimed at preparing students for success in an increasingly diverse and global world.

INDUSTRY ADVISORS' SCORE:
6.40 out of 7 (2025 Survey) – Aspirational goal met

Previous scores:
2024 – 5.50
2023 - 5.56

DETAIL:

UVU is committed to preparing all students and employees for success in an increasingly complex, diverse, and globalized society. Both in and out of the classroom, faculty at UVU promote civility and respect for the dignity of each individual and for diverse perspectives. UVU values and promotes collegial relationships and mutual respect among students, faculty, and staff. UVU seeks to address the needs of populations who are underrepresented and students with varying levels of academic preparation, providing access and support for all students and employees in ways that are culturally relevant and responsible. 41% of students at the university overall are first-generation students in their families.

Architecture students at UVU are trained to be socially responsible professionals who create humane places and livable communities. Students gain an understanding of the importance of defending the authenticity of the human experience by honoring and preserving the spirit of a place, its culture, traditions, memory, and history. In both studio and history, students study architectural precedents to learn from the past. Faculty emphasize the need to address design challenges in a culturally and contextually sensitive way by approaching each project with empathy and compassion for the specific building users, rather than homogenized forms without cultural

expression. Contextual traditional architecture celebrates and preserves cultural diversity, respecting the unique historical, cultural, and environmental characteristics of a place. By emphasizing craftsmanship and local artistry, traditional architecture creates distinct, authentic spaces that honor heritage while meeting contemporary needs.

Being within a university with lower percentages of women and minorities compared to national averages, the architecture program recognizes that it needs to take concrete steps to be inclusive. The program recruits students from high schools across the region, many with vocational programs as well as minority and less affluent populations. At several high schools, UVU Architecture offers concurrent enrollment credit for drafting classes where students can be introduced to architectural design. These high school students are invited to attend design studio reviews on campus and meet architecture majors at UVU. These efforts help lower the perceived barriers to entry. Once they have arrived at UVU, students are encouraged to participate in the chapter of NOMAS that was started in 2023. NOMAS regularly brings in speakers from a wide spectrum of cultures and backgrounds, including the Executive Director of NOMA, Tiffany Brown, and international architects from Greece to Guatemala. NOMAS also provides mentoring for students regardless of race or background. The University provides a wide array of support resources for students to overcome challenges from childcare to housing. See section 5.4.4 for more details.

In order to continually improve performance in this area, we seek feedback from both students and industry advisors through an annual survey. **When asked, "Agree or disagree? The UVU Architecture Program is an environment that is inclusive of students from any background, regardless of race, ethnicity, gender, or other factors," students scored the program *6.84 out of 7***. This underscores UVU's commitment to fostering an inclusive, diverse, and supportive environment that prepares architecture students to thrive as empathetic, socially conscious professionals in a globalized world.

The link below defines related university policies.
https://www.uvu.edu/equityandtitleix/policies.html#:~:text=UVU%20Policy%20165%20defines%20and,genetic%20information%2C%20or%20any%20other

GOALS FOR CONTINUED IMPROVEMENT: Incorporate feedback from faculty, students and industry advisors in planning and adjustments to ensure that the architecture program is supportive and inclusive of all students, including:

- Explore these issues and apply lessons from diverse global cultures in design studios
- Emphasize the importance of hard work, persistence, and meritocracy regardless of identity
- Have students and professionals of diverse backgrounds mentor younger generations
- Continue to build and support a diverse student population
- Utilize strengths of diverse faculty members
- Promote diversity of ideas rather than identity politics

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

Program Response:

SUMMARY: UVU Architecture encourages students to innovate and discover new knowledge while also looking to the lessons of the past to inform the future of the profession. Through a robust curriculum, we help students integrate technical knowledge and architectural research into design. Students learn construction materials and methods, environmental systems, building science, and structures in early courses and apply this knowledge in advanced design studios, while also engaging in research through courses like Architectural Theory, Culture and Behavior in Architecture, and the Capstone Project Research course, which emphasize innovative, interdisciplinary, and applied methodologies.

INDUSTRY ADVISORS' SCORE:
5.80 out of 7 (2025 Survey) – Benchmark goal met

Previous scores:
2024 – 5.5
2023 - 5.6

DETAIL:

UVU's architecture program combines technical expertise with research, teaching materials, systems, and building science early on, and applying them in advanced studios. Technical knowledge is addressed at UVU across several courses, including:

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

Students then demonstrate in design studios in the fourth and fifth years that they can incorporate knowledge of these systems and assemblies from previous courses. Studio VI (ARC 4210) has a particular emphasis on design synthesis and building integration and is the studio which is assessed for NAAB criteria SC.5 and SC.6. Other studios prior to this prepare and build a foundation for this studio. Studio VIII Capstone (ARC 4610) reinforces the technical knowledge students have acquired and is assessed internally as a final checkpoint to insure that students have internalized it.

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

Another course that enables students to engage in yet a further type of architectural research is within the Culture and Behavior in Architecture course (ARC 4530). This course reinforces cross-disciplinary aspects of architectural research dealing with related fields such as environmental psychology, anthropology, behavioral science, sociology, and neuroscience. Students participate in several assignments that enable them to learn first-hand through observation and case study research as to how the built environment affects human health, behavior, cognition, emotion, and well-being. Students also submit an original research poster related to the topics mentioned above to a conference of their choice as part of the class. In the past few years, students have presented innovative projects that advances new disciplinary knowledge at the Intermountain Engineering

Technology and Computing Conference as well as the annual Utah Academy of Sciences, Arts, and Letters conference.

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

GOALS FOR CONTINUED IMPROVEMENT: Incorporate feedback from faculty, students and industry advisors in planning and adjustments to curriculum to strengthen student knowledge and innovation, including:

- Explore how AI software can complement student learning and design
- Expose students to innovators in all fields
- Encourage students to question norms and propose innovative solutions
- Create more workshops with artisans, contractors, and fabricators
- Maintain a rational approach rather than overemphasizing creativity alone
- Incorporate design-build projects into the curriculum
- Encourage analysis of the pros and cons of new materials and methods
- Use virtual reality walk-throughs of projects

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

Program Response:

SUMMARY: Architecture students at UVU are provided with ongoing opportunities to develop collaboration and leadership skills throughout their education. UVU's architecture program emphasizes interdisciplinary collaboration with related fields like engineering and digital media. Students also gain leadership and community engagement skills through design charrettes, public projects, and student organizations like AIAS, NOMAS, and ICAA-Emerging Professionals, with faculty modeling collaboration and scholarship.

INDUSTRY ADVISORS' SCORE:
5.90 out of 7 (2025 Survey) – Benchmark goal met

Previous scores:
2024 – 6.1
2023 – 6.0

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

Architecture faculty lead by example and demonstrate the value of collaboration and leadership. Architecture faculty have assumed leadership roles on College and University-wide committees that include the CET Inclusion Committee, Campus Planning and Sustainability Committees, Faculty Senate, and the Committee for Academic

Standards. Faculty also serve on local levels of the AIA and ICAA (Institute of Classical Architecture & Art). Likewise, architecture faculty remain engaged in creative practice and scholarship, resulting in peer-reviewed publications, presentations, awards, and exhibitions.

Students enjoy a number of leadership opportunities outside of the core curriculum in organizations such as AIAS, NOMAS, and the Institute of Classical Architecture and Art - Emerging Professionals group (ICAA-EP) known as the "Rising Vitruvians." These organizations initiate and execute their own events to support and mentor other students. Events include design competitions, guest lectures, sketching excursions, skills workshops, building tours, and small group discussions.

Examples of positively engaging with the community and cultivating social responsibility can be witnessed in recent urban design charrettes in Studio VII (ARC4510) with regional cities such as Springville, Payson, and a real clients such as a hospital client in downtown Salt Lake City. Proposals are developed directly with the communities and clients and include public input and engagement. Other examples of having students positively influence the development of the built environment by considering diverse user needs and perspectives can be seen in the third-year studio projects (ARC 3210) where students have worked with cities like the Spanish Fork to create design proposals for a new public library or other civic projects. Students have also collaborated with other departments at the university on projects. For example, working with the digital media to create immersive 3D visualization of student proposals provides experience collaborating with other disciplines.

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

GOALS FOR CONTINUED IMPROVEMENT: Incorporate feedback from faculty, students and industry advisors in planning and adjustments to improve leadership, collaboration, and community engagement, including:

- Provide community service opportunities
- Use collaboration and teamwork in design studios
- Continue to emphasize community-engaged projects
- Encourage students to get involved in local planning and government
- Incorporate hands-on design and build practical projects
- Guest lectures on leadership and collaboration
- Cross-discipline collaboration with other UVU departments

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

Program Response:

SUMMARY: The UVU Architecture Program fosters lifelong learning by providing students with a foundation in integrating design, history, theory, and hands-on practice. Through a curriculum that connects academic learning to professional practice, the program equips students with the skills and mindset needed to continually grow and adapt within the architectural profession. As an open admission university which welcomes students of all backgrounds, age groups, and levels of academic preparedness, the UVU Architecture Program strives to accommodate non-traditional students who work and/or have families. Students interact frequently with industry professionals as they receive a practical education focused on becoming practice-ready designers.

INDUSTRY ADVISORS' SCORE:
6.20 out of 7 (2025 Survey) – Aspirational goal met

Previous scores:
2024 – 6.0
2023 - 5.6

DETAIL:

The UVU Architecture Program actively cultivates a culture of lifelong learning by emphasizing the importance of both academic depth and professional adaptability. Grounded in a curriculum that integrates historical and theoretical studies with practical design skills, the program ensures that students develop a broad understanding of architecture's cultural, social, environmental, and economic dimensions. This foundational knowledge is reinforced through hands-on experiences such as traditional drafting, model-building, and fieldwork, which instill a deep respect for craftsmanship and materiality.

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

UVU architecture students are thoroughly prepared for architectural practice. In the first two years of their experience at UVU, the curriculum of the architecture program focuses on courses that offer students a breadth of education. Over the last three years of their education, architecture students gain a depth of study by focusing on the core architecture curriculum as well as architectural electives. In total, students take 31 credit hours of general education coursework, 103 credit hours of core architecture coursework, and 15 credit hours of architectural electives for a total of 150 credit hours for the Bachelor of Architecture professional degree. Throughout the five years of the program, students are given ample opportunities to interact with local professionals during guest lectures, studio critiques, and career fairs. The Architecture and Engineering Department also has an active Industry Advisory Board that informs students of professional opportunities.

UVU's emphasis on history and theory connects students with architecture's rich legacy, fostering an appreciation for its evolving role in society. By engaging students in community projects, study abroad opportunities, and interdisciplinary collaboration, the program highlights the dynamic relationship between education and practice. Students learn to see architectural challenges as opportunities for growth, preparing them to respond thoughtfully to emerging issues such as sustainability, technological innovation, and cultural preservation.

In recognition of architecture's demand for ongoing professional development, the program encourages a mindset of curiosity and self-improvement. Alumni are equipped to pursue continued education, certifications, and engagement with professional organizations, ensuring their ability to thrive in an ever-changing field. Through this holistic approach, the UVU Architecture Program demonstrates a steadfast commitment to lifelong learning as an integral part of architectural practice.

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

GOALS FOR CONTINUED IMPROVEMENT: Incorporate feedback from faculty, students and industry advisors in planning and adjustments to improve lifelong learning, including:

- Continue to emphasize lessons from history and tradition
- Clearly articulate the benefits and reasons for the traditional/classical approach
- Provide students with opportunities to interact with leaders in other disciplines outside of architecture
- Encourage and sponsor travel
- Allow students to drive their learning experience and have multiple opportunities for presentations, critiques, and group projects
- Emphasize learning from doing and building
- Teach students the "why" – teach timeless design principles and when/how to break the rules
- Promote curiosity and trying new approaches rather than just the "safe" answer.

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)

The program must provide:

- A narrative description of how the program achieves each criterion.
- Evidence that each criterion is assessed by the program on a recurring basis, and
- A summary of the modifications made to its curricula and/or associated program structures and materials based on findings from these assessment activities since the previous review.

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.

Responses which are applicable to both programs can be included as 'Overall' statements, with any information which is distinct to the respective programs included separately.

Program Response:

Narrative:

Overview:

UVU architecture's top goal is to create practice-ready graduates by equipping them with the requisite discipline skills and knowledge for success. We aim to prepare our graduates for their path to licensure in the United States as well as the diversity of alternate career paths found within the profession. The program seeks to inform students about PC.1 Career Paths in both coursework and non-curricular activities. As one measurable achievement of these efforts, the first two cohorts of graduating students (2023 and 2024) had 100% placement in employment or graduate schools upon completion of their degree.

NAAB Assessment Coursework:

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

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

Once students have been admitted formally into the Bachelor of Architecture degree in the third year of the program, students learn about more specific details regarding the path to licensure during an annual NCARB presentation made by the program's Architect Licensing Advisor. This includes a more in-depth discussion about the jurisdictional requirements in the State of Utah, reciprocity across states, Architect Experience Program (AXP), Architect Registration Examination (ARE), and NAAB accredited degree programs. This presentation also explores other career opportunities that are available with an architecture degree as a result of acquiring discipline related skills and knowledge.

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

The last series of events that expose students to a variety of different career paths is through a well-rounded and multidisciplinary annual lecture series. The annual lecture series is held at the university and is co-sponsored by the American Institute of Architects Utah Central section, UVU's AIAS chapter, the Institute of Classical Architecture & Art Utah chapter, The National Organization of Minority Architecture Students (NOMAS), and the UVU architecture program. Invited speakers have included architects, art historians, urban planners, archaeologists, illustrators, homebuilders, and historic preservationists among others.

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

As the primary direct assessment measure, student performance is assessed in the following classes:

Course	**Benchmark**	**2024/25 Result**
ARC4540 Professional Practice	75% of students pass with a minimum of C- grade	Benchmark met

As indirect assessment measures, student participation and engagement with non-curricular activities is tracked each year for the following:

Non-curricular Activity	Benchmark	2024/25 Result
Career & Internship Fair	High attendance by students in years 2-5	110 students – benchmark met
Portfolio Workshop	High attendance by all students	140 students – benchmark met
NCARB Architect Licensing Advisor Presentation	High attendance by students in years 3-5	36 students – benchmark met
Lecture Series	High attendance by all students	Attendance varies between 60-140 – benchmark met

Attendance at non-curricular activities is communicated to students as being mandatory, although it is understood that circumstances may prevent a small percentage of students from attending. While 100% attendance at every non-curricular activity is not practical in all cases, that is the goal. Students who are not able to participate due to health or other conflicts are provided video recordings where possible. The program considers the benchmark met if attendance is high and students are actively engaged with and benefiting from the non-curricular activities provided.

As additional indirect assessment measures, the following survey questions are asked annually of students. Note: The benchmark goal is 5/7 for student survey questions. Long-term aspirational goal is 6/7.

1. How satisfied are you with the career development resources provided by UVU overall, including course instruction, resume workshops, access to career counselors, etc? (1-very unsatisfied ---- 7-very satisfied)
    - 2024 Result: **5.76/7** – benchmark goal met

2. How would you rate the Architecture Career Fair at UVU? (1-very poor ---- 7-excellent)
    - 2024 Result: **6.24/7** – aspirational goal met

3. Agree or disagree? The UVU Architecture Program provides adequate access and involvement of industry professionals through studio design critiques, adjunct professors in the classroom, lectures, career fairs, and other means. (1-very poor ---- 7-excellent)
    - 2024 Result: **6.36/7** – aspirational goal met

As a result of the broader program-wide self-assessment for PC.1 in AY 2024-2025, it was determined that the benchmark goals have been met. These are summarized in the "NAAB Program Criteria Assessment Matrix." The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide" (see appendix).

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

Summary of Modifications:

This criterion was assessed as **met** in the previous 2023 Continuing Candidacy review by the NAAB Board decision letter. Benchmark goals continue to be met by the program. The focus for this criterion is to maintain this success and to strengthen and improve student understanding over time. The program has continued to improve and adapt since the previous visit, including in the following areas:

- 100% of students in the first two years of graduates found employment or graduate school placement upon completion of their degree
- 2 alumni have obtained licensure in states that allow for alternative paths without an accredited degree
- Increase in variety and number of firms at the annual Career & Internship Fair
- Addition of new course in the curriculum – EGDT2850R Lecture Series is a 1-credit course now offered to students in the first year of the program. This lecture series features professionals from a variety of professions that are related to architecture, including engineering, construction, interior design, and other similar disciplines.

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

Program Response:
Narrative:

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

Coursework:
The architecture program at UVU begins early to instill within students the important role of the design process. The first two and a half years of the curriculum focus on the fundamentals of design to inform two-dimensional and three-dimensional design. These early courses are foundational and introduce topics and skills that are assessed in years 4 and 5 to ensure that students have the competence they need for the profession. Design studio performance is assessed for accreditation purposes in ARC 4110 (Studio V), ARC 4210 (Studio VI), and ARC 4610 (Studio VIII). Earlier design studios and classes are considered ***introductory and developing*** courses to prepare for these assessment points. ARC 4510 (Studio VII) is a ***reinforcing*** course that focuses on urban design and city/regional context for design, emphasizing and deepening understanding these topics that are assessed in Studio V, VI, and VIII.

***Introductory and Developing* Courses:**

In the Classical Architecture Workshop (ARC 1010), students gain an understanding of the fundamental principles and ordering systems that inform classical architecture that are found in the order, proportion, geometry, and patterns of nature. Students learn by constructing patterns with geometry and composing with the classical orders, creating measured drawings, and studying precedents. The students apply this knowledge in a fast-paced charrette style design process to small design problems, such as a creating an entry gate to a formal garden.

In the second year, Architecture Studio I (ARC 2110) remains on the fundamental design level but shifts its focus to craft and the building arts. Students continue learning from architectural precedents with a focus on building elements and details. Students learn about these details through a process of imitation to first draw in two-dimensions and then to bring the drawings to life in three-dimensions through sculpting, rubber molds, and plaster casts. Students engage in slightly larger design problems than before, such as a lakeside pavilion or a garden café building. Students create the orthographic drawings by hand and then learn to build a physical model of their

design. In Architecture Studio II (ARC 2210), students continue their explorations on the fundamental design level and address new questions related to form and site conditions. Students learn how to design different types of residential projects ranging from a single-family home to a large estate with formal gardens on a site with challenging contours.

Once students are formally admitted to the Bachelor of Architecture degree in the third year, design studios begin to shift their attention away from the fundamentals of design to more investigative issues. Architecture Studio III (ARC 3110), for instance, emphasizes architectural programming for smaller commercial typologies to help students learn how to assess client and user needs and adjacency requirements. Students are also engaged with contextual issues as they gather, assess, and evaluate information to support design decisions. Architecture Studio IV (ARC 3210) continues its focus on the investigative level with program and context. Students engage in preparing programs and analyzing space requirements for increasingly more complex building typologies and scales of construction related to cultural and civic architecture. Students also begin applying their knowledge in the design studio from related coursework that deals with issues surrounding building codes, historical fabric, structures, urban context, climate, and passive design strategies. In the Architectural Graphic Communications course (ARC 3120) students gain additional hand and computational skills that prepare them for the rigor of presenting their design ideas in a clear and concise graphic manner.

***NAAB Assessment* Courses:**

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

In the fifth year, students take Studio VIII (ARC 4610) which serves as the culminating comprehensive design studio focused on building integration. Students prepare for this final studio with a semester of research and analysis in ARC 4230 Capstone Project Research. Through this preparation in ARC 4230 and the design work completed and assessed in ARC 4610, students demonstrate their knowledge and their ability to prepare a comprehensive architectural program that meets client and user needs, analyze the site and climatic conditions, apply applicable codes, conform to local zoning and planning regulations, and integrates environmental, structural, life safety, and building envelope systems.

***Reinforcing* Courses**:

During the fifth and final year, students take the urban design focused Architecture Studio VII (ARC 4510). This course helps students approach design on an investigative level again through an extensive analysis of site conditions and issues at an urban and regional scale. From assessing the historical fabric, urban context, and developmental patterning, students work as a team to create a single masterplan. Afterwards each team member works on designing an architectural solution and building type appropriate for a specific part of the masterplan.

Non-curricular Activity:
Students are also exposed to varying perspectives on architectural and urban design through a well-rounded and multidisciplinary annual lecture series. The annual lecture series is held at the university and is co-sponsored by the American Institute of Architects Utah central section, Institute of Classical Architecture & Art Utah chapter, and

the UVU architecture program. Invited speakers have included architects, art historians, urban planners, archaeologists, illustrators, homebuilders, and historic preservationists among others.

Self-Assessment:

Long term planning and assessment efforts for PC.2 – Design ensure that students understand the role of the design process and its effect on the built environment. We use indirect assessment measures for our non-curricular activities, such as the lecture series, and direct grade-based assessments for our coursework. The coursework associated with this criterion is also evaluated by faculty during annual self-assessments. Metrics for these program criteria are tracked on an annual basis and compared to the benchmark goals to see if the learning outcomes are being met.

As the primary direct assessment measure, student performance is assessed in the following classes:

Course	Benchmark	2024/25 Result
ARC4110 Studio V	75% of students pass with a minimum of C- grade	Benchmark met
ARC4210 Studio VI	75% of students pass with a minimum of C- grade	Benchmark met
ARC 4610 Studio VIII	75% of students pass with a minimum of C- grade	Benchmark met

As indirect assessment measures, student participation and engagement with non-curricular activities is tracked each year for the following:

Non-curricular Activity	Benchmark	2024/25 Result
Lecture Series	High attendance by all students	Attendance varies between 60-140 – benchmark met

Attendance at non-curricular activities is communicated to students as being mandatory, although it is understood that circumstances may prevent a small percentage of students from attending. While 100% attendance at every non-curricular activity is not practical in all cases, that is the goal. Students who are not able to participate due to health or other conflicts are provided video recordings where possible. The program considers the benchmark met if attendance is high (near 100%) and students are actively engaged with and benefiting from the non-curricular activities provided.

As additional indirect assessment measures, the program conducts annual surveys.

The following survey questions are asked of students. Note: The benchmark goal is 5/7 for student survey questions. Long-term aspirational goal is 6/7.

1. How satisfied are you with the extracurricular activities available in the architecture program, such as sketch club, ICAA lectures, workshops, career fair, study abroad, etc.? (1-very disappointed ---- 7-very satisfied)
    - 2024 Result: 5.76/7 – benchmark goal met
2. How would you rate the opportunities architecture students have in design studios and other classes to engage with communities and/or real world clients to understand outside perspectives? (1-very poor ---- 7-excellent)
    - 2024 Result: 6.16/7 – aspirational goal met

The following survey questions are asked of members of the Industry Advisory Board. Note: The benchmark goal is 5/7 for student survey questions. Long-term aspirational goal is 6/7.

1. UVU is preparing students to design better, safer, more equitable, resilient, and sustainable built environments (1-strongly disagree --- 7-strongly agree)
    - 2024 Result: 5.8/7 – benchmark goal met

As a result of the broader program-wide self-assessment for PC.2 in AY 2024-2025, it was determined that the benchmark goals have been met in every studio. These are summarized in the "NAAB Program Criteria Assessment Matrix." The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide."

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

Summary of Modifications:

This criterion was assessed as **met** in the previous 2023 Continuing Candidacy review by the NAAB Board decision letter. Benchmark goals continue to be met by the program. The focus for this criterion is to maintain this success and to strengthen and improve student understanding over time. The program has continued to improve and adapt since the previous visit, including in the following areas:

- Reduction of the number of classes that are assessed for accreditation in order to focus on courses later in the curriculum where the integration of multiple factors and scales is most important to assess. Other courses are assessed internally as introductory, developing, or reinforcing courses.
- Based on feedback from students and industry, design studios are increasingly including direct engagement with communities, professionals, and real clients
- Strengthening early training in hand drawing, drafting and rendering in EGDT 1720 to prepare students better for success in design studios

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

Program Response:
Narrative:

Overview:
Architecture students at UVU learn ecological responsibility, stewardship, and sustainable practices throughout their education. UVU's traditional approach to design teaches students to be stewards of the environment by looking beyond the contemporary aesthetics of consumerism and instead focus on the durability, longevity, and adaptive-reuse potential of buildings. Building for time is viewed as a sustainable practice of wise resource management and aims at carbon-neutral architectural design.

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

As students continue their studies of architectural precedents in the Building Science and Envelope course (ARC 4220) they gain a critical understanding of building enclosure issues in both new construction and historic structures from a preservation perspective. Students also learn how performative-based developments affect building facade systems. Durability, longevity, adaptive reuse, and carbon neutral design are each important advanced building principles taught in the classroom and practiced in design studios.

Self-Assessment:

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

As the primary direct assessment measure, student performance is assessed in the following classes:

Course	**Benchmark**	**2024/25 Result**
ARC3220 Environmental Systems I	75% of students pass with a minimum of C- grade	Benchmark met
ARC4120 Environmental Systems II	75% of students pass with a minimum of C- grade	Benchmark met
ARC 4220 Building Envelope and Science	75% of students pass with a minimum of C- grade	Benchmark met

As indirect assessment measures, the following survey questions are asked of members of the Industry Advisory Board. Note: The benchmark goal is 5/7 for student survey questions. Long-term aspirational goal is 6/7.

1. UVU is preparing students to be ethical and take responsibility for the impact of their work on the natural world and on public health, safety, and welfare (1-strongly disagree --- 7-strongly agree)
    - 2024 Result: 5.2/7 – benchmark goal met

As a result of the broader program-wide self-assessment for PC.2 in AY 2024-2025, it was determined that the benchmark goals have been met. These are summarized in the "NAAB Program Criteria Assessment Matrix." The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide."

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

Summary of Modifications:

This criterion was assessed as **met** in the previous 2023 Continuing Candidacy review by the NAAB Board decision letter. Benchmark goals continue to be met by the program. The focus for this criterion is to maintain this success and to strengthen and improve student understanding over time. The program has continued to improve and adapt since the previous visit, including in the following areas:

- Closer integration of ARC4220 with the integrated studio ARC4210 Studio VI to ensure that students not only understand the concepts but are able to apply them to the design process

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

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

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

In the Architectural Theory course (ARC 4520) students consider multiple perspectives from the past two thousand years as they focus on key figures, movements, and texts. This includes ancient treatises such as Vitruvius to Alberti as well as more contemporary writings from Le Corbusier to Juhani Pallasmaa. Although UVU's architecture program focuses on traditional and classical architecture, students are introduced to broader modern interpretations and theories on both sides of the argument. For instance, the module on architectural education

compares writings from both the Bauhaus and Beaux-Arts. The module on form and function contrasts the writings of Louis Sullivan, Andrea Palladio, Le Corbusier, and Colin Rowe. Whereas the module on ethics, authenticity, and deception contrasts theories from John Ruskin, Robert Venturi, Juhani Pallasmaa, Demetri Porphyrios, and Alberto Perez-Gomez. The course is set up as a forum for debate and students lead discussion sessions as they consider multiple perspectives. Student learning is assessed through a research project on an aspect of architectural theory, critical writing assignments, discussion leader presentations, and a final exam.

Reinforcing Course: *ARC4530*
Although not included in the NAAB documentation, *ARC4530 Culture and Behavior in Architecture* is assessed internally at UVU to evaluate how students are retaining the knowledge they have gained in previous courses. This class further explores not only the cultural and social impact of architecture, but also its psychological, behavioral, and cognitive effects on human health and well-being. It focuses on contemporary architectural theory that is informed by interdisciplinary research methods found in sociology, neuroscience, psychology, behavioral science, and anthropology. Student learning is assessed through a research project, weekly exercises, and exams.

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

Self-Assessment:

Long term planning and assessment efforts for PC.4 – History and Theory will ensure that all UVU students understand the histories and theories of architecture and urbanism along with their interrelationships with social, cultural, economic, ecological, and political forces. We use indirect assessment measures for our non-curricular lecture series and direct grade-based assessments for our coursework. The coursework associated with this criterion is also evaluated by faculty during annual self-assessments. Metrics for these program criteria are tracked on an annual basis and compared to the benchmark goals to see if the learning outcomes are being met.

As the primary direct assessment measure, student performance is assessed in the following classes:

Course	Benchmark	2024/25 Result
ARC3230 Global History of Architecture to 1700	75% of students pass with a minimum of C- grade	Benchmark met
ARC4130 Global History of Architecture since 1700	75% of students pass with a minimum of C- grade	Benchmark met
ARC 4520 Architectural Theory	75% of students pass with a minimum of C- grade	Benchmark met

As indirect assessment measures, student participation and engagement with non-curricular activities is tracked each year for the following:

Non-curricular Activity	Benchmark	2024/25 Result
Lecture Series	High attendance by all students	Attendance varies between 60-140 – benchmark met

Attendance at non-curricular activities is communicated to students as being mandatory, although it is understood that circumstances may prevent a small percentage of students from attending. While 100% attendance at every non-curricular activity is not practical in all cases, that is the goal. Students who are not able to participate due to

health or other conflicts are provided video recordings where possible. The program considers the benchmark met if attendance is high (near 100%) and students are actively engaged with and benefiting from the non-curricular activities provided.

As additional indirect assessment measures, the following survey questions are asked of students. Note: The benchmark goal is 5/7 for student survey questions. Long-term aspirational goal is 6/7.

1. How satisfied are you with the extracurricular activities available in the architecture program, such as sketch club, ICAA lectures, workshops, career fair, study abroad, etc.? (1-very disappointed ---- 7-very satisfied)
    - 2024 Result: 5.76/7 – benchmark goal met

As a result of the broader program-wide self-assessment for PC.4 in AY 2024-2025, it was determined that the benchmark goals have been met. These are summarized in the "NAAB Program Criteria Assessment Matrix." The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide."

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

Summary of Modifications:

This criterion was assessed as **met** in the previous 2023 Continuing Candidacy review by the NAAB Board decision letter. Benchmark goals continue to be met by the program. The focus for this criterion is to maintain this success and to strengthen and improve student understanding over time. The program has continued to improve and adapt since the previous visit, including in the following areas:

- Reduction of the number of classes that are assessed for accreditation to improve focus
- Exploration of important topics of historical and theoretical importance through the lecture series, with invited guest scholars and professionals

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

Program Response:
Narrative:

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

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

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

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

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

Self-Assessment:

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

As the primary direct assessment measure, student performance is assessed in the following classes:

Course	Benchmark	2024/25 Result
ARC4520 Architectural Theory	75% of students pass with a minimum of C- grade	Benchmark met
ARC4530 Culture & Behavior	75% of students pass with a minimum of C- grade	Benchmark met
ARC4230 Capstone Project Research	75% of students pass with a minimum of C- grade	Benchmark met

As indirect assessment measures, the following survey questions are asked of students. Note: The benchmark goal is 5/7 for student survey questions. Long-term aspirational goal is 6/7.

1. Agree or Disagree? The UVU Architecture Program provides good opportunities for student academic research and publication/presentations. (1-strongly disagree ---- 7-strongly agree)

- 2024 Result: 6.31/7 – aspirational goal met

As a result of the broader program-wide self-assessment for PC.5 in AY 2024-2025, it was determined that the benchmark goals have been met. These are summarized in the "NAAB Program Criteria Assessment Matrix." The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide."

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

Summary of Modifications:

This criterion was assessed as **met** in the previous 2023 Continuing Candidacy review by the NAAB Board decision letter. Benchmark goals continue to be met by the program. The focus for this criterion is to maintain this success and to strengthen and improve student understanding over time. The program has continued to improve and adapt since the previous visit, including:

- Encouraging students to present their research at new conferences, such as NCUR, IETC, and UASAL.

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

Program Response:
Narrative:

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

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

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

organization, firm management, financial management, professional liability, and the ethics of professional conduct.

Non-curricular Activity:
Students enjoy a number of leadership opportunities outside of the core curriculum in organizations such as AIAS, NOMAS, and the Institute of Classical Architecture and Art - Emerging Professionals group (ICAA-EP) known as the "Rising Vitruvians." These organizations initiate and execute their own events to support and mentor other students. Events include design competitions, guest lectures, sketching excursions, skills workshops, building tours, and small group discussions.

Self-Assessment:

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

As the primary direct assessment measure, student performance is assessed in the following classes:

Course	**Benchmark**	**2024/25 Result**
ARC3110 Studio III	75% of students pass with a minimum of C- grade	Benchmark met
ARC4510 Studio VII	75% of students pass with a minimum of C- grade	Benchmark met
ARC4540 Professional Practice	75% of students pass with a minimum of C- grade	Benchmark met

As indirect assessment measures, the program evaluates student participation and engagement with the three non-curricular student organizations: ICAA Emerging Professionals, AIAS, and NOMAS. Annual elections are held for officers of these organizations and a faculty mentor is assigned to each one. The benchmark goal for these organizations is to have a full presidency that is organizing meaningful events for students. All three student organizations are currently meeting this benchmark goal.

As additional indirect assessment measures, the program conducts annual surveys.

The following survey questions are asked of members of the industry advisory board. (Note: The benchmark goal is 5/7 for student survey questions. Long-term aspirational goal is 6/7.)

1. Agree or Disagree? UVU is preparing students to practice architecture as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, communities, and clients (1-strongly disagree ---- 7-strongly agree)
    - 2024 Result: 6.10/7 – aspirational goal met

The following survey questions are asked of students. (Note: The benchmark goal is 5/7 for student survey questions. Long-term aspirational goal is 6/7.)

1. How would you rate the opportunities architecture students have in design studios and other classes to engage with communities and/or real-world clients to understand outside perspectives? (1-very poor ---- 7-excellent)
    - 2024 Result: 6.16/7 – aspirational goal met

As a result of the broader program-wide self-assessment for PC.6 in AY 2024-2025, it was determined that the benchmark goals have been met. These are summarized in the "NAAB Program Criteria Assessment Matrix." The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide."

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

Summary of Modifications:

This criterion was assessed as **met** in the previous 2023 Continuing Candidacy review by the NAAB Board decision letter. Benchmark goals continue to be met by the program. The focus for this criterion is to maintain this success and to strengthen and improve student understanding over time. The program has continued to improve and adapt since the previous visit, including in the following areas:

- Reduction of the number of classes that are assessed for accreditation to improve focus
- Creation and expansion of student organizations for AIAS and NOMAS

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

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

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

***NAAB Assessment Coursework*:**
From a curricular standpoint, the learning and teaching culture is emphasized in all of the design and studio-based coursework throughout the five years of the program, with a focus on NAAB assessment during years 3 and 4 as

students are beginning the intense final 3 years of the B.Arch program. ARC 3210, ARC 4110, and ARC 4210 are assessment points for this criterion. Other studios are assessed internally but not included on the NAAB matrix, including earlier studio classes which are *introductory and developing courses* (ARC 1010, ARC 2110, ARC 2210, and ARC 3110) and studios in the fifth year of the program which are reinforcing courses (ARC 4510 and ARC 4610). The LTCP is distributed and discussed amongst students and faculty at the beginning of each academic year. All faculty regularly review and aim to put into practice the LTCP.

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

Self-Assessment:

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

As the primary direct assessment measure, student performance is assessed in the following classes:

Course	Benchmark	2024/25 Result
ARC3210 Studio IV	75% of students pass with a minimum of C- grade	Benchmark met
ARC4110 Studio V	75% of students pass with a minimum of C- grade	Benchmark met
ARC4210 Studio VI	75% of students pass with a minimum of C- grade	Benchmark met

As an indirect assessment measure, the program regularly distributes and emphasizes the UVU Architecture Teaching and Learning Culture Policy. This document is reviewed with students and updated based on ongoing feedback from students.

As a result of the broader program-wide self-assessment for PC.7 in AY 2024-2025, it was determined that the benchmark goals have been met. These are summarized in the "NAAB Program Criteria Assessment Matrix." The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide."

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

Summary of Modifications:
This criterion was assessed as **met** in the previous 2023 Continuing Candidacy review by the NAAB Board decision letter. Benchmark goals continue to be met by the program. The focus for this criterion is to maintain this success

and to strengthen and improve student understanding over time. The program has continued to improve and adapt since the previous visit, including in the following areas:

- Reduction of the number of classes that are assessed for accreditation to improve focus

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

Program Response:
Narrative:

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

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

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

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

Non-curricular Activity:
Extracurricular offerings also seek to promote social equity and inclusion. This can be demonstrated through the selection of speakers for the annual lecture series whose backgrounds are diverse and bring perspectives informed by differences in age, gender, race, ethnicity, sexual orientation, country of origin, and culture. These speakers have included Executive Director of NOMA, Tiffany Brown, as well as international scholars and practitioners, including Dr. Vasillis Ganiatsas from the National Technical University of Athens and Maria Sanchez and Pedro Gadoy of Estudio Urbano in Guatemala. UVU students initiated a chapter of NOMAS for the architecture program,

which provides events and mentoring for students as well as increased opportunities for collaboration with professionals.

Self-Assessment:

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

As the primary direct assessment measure, student performance is assessed in the following classes:

Course	Benchmark	2024/25 Result
ARC3230 Global History of Architecture to 1700	75% of students pass with a minimum of C- grade	Benchmark met
ARC4130 Global History of Architecture since 1700	75% of students pass with a minimum of C- grade	Benchmark met
ARC 4110 Studio V	75% of students pass with a minimum of C- grade	Benchmark met

As indirect assessment measures, student participation and engagement with non-curricular activities is tracked each year for the following:

Non-curricular Activity	Benchmark	2024/25 Result
Lecture Series	High attendance by all students	Attendance varies between 60-140 – benchmark met

Attendance at non-curricular activities is communicated to students as being mandatory, although it is understood that circumstances may prevent a small percentage of students from attending. While 100% attendance at every non-curricular activity is not practical in all cases, that is the goal. Students who are not able to participate due to health or other conflicts are provided video recordings where possible. The program considers the benchmark met if attendance is high (near 100%) and students are actively engaged with and benefiting from the non-curricular activities provided.

As additional indirect assessment measures, the program conducts annual surveys.

The following survey questions are asked of students:

1. Agree or disagree? The UVU Architecture Program is an environment that is inclusive of students from any background, regardless of race, ethnicity, gender, or other factors. (1-strongly disagree ---- 7-strongly agree)
    - 2024 Result: 6.84/7 – aspirational goal met

The following survey questions are asked of members of the industry advisory board:

1. UVU is preparing students to seek fairness, diversity, respect, and social justice in the profession (1-strongly disagree ---- 7-strongly agree)
    - 2024 Result: 5.5/7 – benchmark goal met

As a result of the broader program-wide self-assessment for PC.8 in AY 2024-2025, it was determined that the benchmark goals have been met. These are summarized in the "NAAB Program Criteria Assessment Matrix." The program will continue collecting data and reassess during its next long-term curricular planning and assessment

cycle in three years (AY 2025-2026). These procedures are outlined in "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide."

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

Summary of Modifications:

This criterion was assessed as **met** in the previous 2023 Continuing Candidacy review by the NAAB Board decision letter. Benchmark goals continue to be met by the program. The focus for this criterion is to maintain this success and to strengthen and improve student understanding over time. The program has continued to improve and adapt since the previous visit, including in the following areas:

- Reduction of the number of classes that are assessed for accreditation to improve focus
- Creation and expansion of student organization for NOMAS
- Lecture series speakers from diverse and international backgrounds, including:
    - Tiffany Brown – Executive Director for NOMA "The Architecture of Change: Belonging, Inclusion, and Resilience in Design"
    - Philip Smith – "The African American Contribution to Classical Architecture in Charleston"
    - Vasillis Ganiatsas (National Technical University of Athens) – "Traditional, Classical, and Modern Paradigms in Architectural Design"
    - Pedro Gadoy and Maria Sanchez (Estudio Urbano in Guatemala) "Cayala and the Renaissance of the Traditional City

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.

For SC.1-SC.4: The program must provide the following:

- A narrative description of how the program achieves and evaluates each criterion;
- Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis; and
- A summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review.

Supporting materials demonstrating how the program accomplishes its objectives related to each criterion, including course syllabus, course schedule, and instructional materials, are due as digital exhibits at least 45 days prior to the visit.

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

Program Response:

Narrative:

UVU's program teaches the importance of architecture's need to protect the public's health, safety, and welfare. This is accomplished through a number of courses that teach students the role of structural design and building

envelope on safety as well as environmental systems on health. Likewise, we teach our students that welfare extends to the realm of producing inspiring environments that enrich the human experience by promoting healing and well-being. Students address the ethical function of architecture by understanding the built environment's phenomenological effect on human perception, behavior, emotion, and cognition through new breakthroughs in neuroscience, psychology, and sociology.

***Coursework*:**

Curricula for the architecture program at UVU addresses learning objectives related to the health, safety, and welfare of the built environment in multiple courses. Assessment points for this criterion focus on areas that experts, including the AIA, NCARB, and state licensing boards agree have a deep impact on these issue. These include the structural integrity and soundness of a building and building site, environmental concerns, and aspects that address building users physical, emotional, and mental health. The assessment point course for SC.1 include Applied Structures II – Strength of Materials (EGDT 2610), Studio VI (ARC 4210), and Studio VII (ARC 4510). Other courses prepare students for assessment in these courses but are not included in the NAAB assessment. These *Introductory and developing courses* include: EGDT2100 – Architectural Materials and Methods, ARC3220 – Passive Environmental Systems, ARC4120 – Active Environmental Systems, and ARC4220 – Building Envelope & Science. To ensure that the principles of HSW are retained by students, two classes are assessed internally as *reinforcing courses*: ARC4530 – Culture and Behavior in Architecture and ARC4610 – Studio VIII Capstone

NAAB Assessment Courses

Applied Structures II – Strength of Materials (EGDT 2610) teaches students about the impact of a building's structural design on human safety. Special attention is focused on lateral, wind, seismic, and snow loads as well as the thermal, sheer, and moment forces of different materials and scales of construction. Course objectives are assessed through assignments and examinations. Integrated assignments from technical courses are found in the sequence of integrated studios (ARC 4110 and ARC 4210), with the NAAB Assessment focused on ARC 4210 Architecture Studio VI – Integrated II. Each design studio learning objective related to health, safety, and welfare is assessed through project-based learning. Studio VI requires students to design and measure the structural, mechanical, and envelope systems. Understanding of HSW impacts at the city scale is assessed most directly through Design Studio VII (ARC4510), which was taught previously but not included in the previous NAAB Matrix or emphasized in the previous APR. Collaboration with industry experts and communities continues to play a crucial role in this initiative. We regularly invite professionals to conduct workshops and guest lectures to provide students with real-world insights and practical knowledge that can be directly applied to their projects. Additionally, we organize site visits to buildings and cities that exemplify best practices in HSW. ARC4510 Studio VII helps students understand the impacts of city planning and urban design on human health, safety, and welfare by engaging them in projects that analyze and respond to real-world urban challenges. Students explore the relationships between the built environment and human well-being, such as the effects of walkability, green spaces, public transit, and zoning on physical and mental health. In this studio, students engage directly with cities on projects that include main streets, historic neighborhoods, and transit-oriented development so they can gain a deeper understanding of the real-world impacts of design decisions.

Introductory and Developing Courses

Because this criterion is broad and includes many different areas of architectural practice, several courses are included as Introductory and Developing Courses to prepare students for the assessment points. The NAAB assessment point courses along with other supporting courses such as Architectural Design Studios, Building Technology, and Environmental Systems ensure that HSW considerations are treated as central to the students' design process.

Applied Structures I – Statics (EGDT 2600) introduces students to the basic principles of statics including force systems, moments, resultants of force systems, analysis of structures, centroids and centers of gravity, and

moments of inertia. The course prepares students to be able to calculate and understand lateral, wind, seismic, and snow loads.

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

Reinforcing Courses

To ensure that the principles of HSW are retained by students, two classes are assessed internally as *reinforcing courses*: ARC4530 – Culture and Behavior in Architecture and ARC4610 – Studio VIII Capstone. ARC 4530 further explores the effects of the built environment on human health and well-being from a psychological, behavioral, and cognitive perspective. ARC 4610 is the final studio of the degree and reinforces the principles integrated into previous studios through project-based learning.

Self-Assessment:

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

As the primary direct assessment measure, student performance is assessed in the following classes:

Course	**Benchmark**	**2024/25 Result**
ARC2610 Applied Structures II	75% of students pass with a minimum of C- grade	Benchmark met
ARC4210 Studio VI	75% of students pass with a minimum of C- grade	Benchmark met
ARC4510 Studio VII	75% of students pass with a minimum of C- grade	Benchmark met

As indirect assessment measures, the following survey questions are asked of members of the Industry Advisory Board. Note: The benchmark goal is 5/7 for student survey questions. Long-term aspirational goal is 6/7.

1. UVU is preparing students to be ethical and take responsibility for the impact of their work on the natural world and on public health, safety, and welfare (1-strongly disagree --- 7-strongly agree)
    - 2024 Result: 5.2/7 – benchmark goal met

As a result of the broader program-wide self-assessment for SC.1 in AY 2024-2025, it was determined that the benchmark goals have been met. There is only one year in which both structures courses (EGDT 2600 and EGDT 2610) did not meet the benchmark. These are summarized in the "NAAB Program Criteria Assessment Matrix." The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide."

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

Summary of Modifications:

Recognizing the vital importance of health, safety, and welfare (HSW) in architectural design, our priority has been to enhance the curriculum in ways that deepen students' understanding and application of these principles. The NAAB Continuing Candidacy Report specifically mentioned ensuring that students understand the HSW impacts at the city scale. This is addressed in our curriculum most directly through Design Studio VII (ARC4510), which was taught previously but not included in the previous NAAB Matrix or emphasized in the previous APR. This course has now been added to the matrix as evidence that the HSW impacts of urbanism are emphasized in the curriculum. This course has also been strengthened along with other supporting courses such as Architectural Design Studios, Building Technology, and Environmental Systems to ensure that HSW considerations are treated as central to the students' design process. Collaboration with industry experts and communities continues to play a crucial role in this initiative. We regularly invite professionals to conduct workshops and guest lectures to provide students with real-world insights and practical knowledge that can be directly applied to their projects. Additionally, we organize site visits to buildings and cities that exemplify best practices in HSW.

Updated Matrix – Because this criterion is broad and includes many different areas of architectural practice, several courses are included as an "Introductory, Developing, or Reinforcing" course. Three courses are included in this report as assessment points. In summary:

- **"Introductory, Developing, or Reinforcing"** courses:
  - EGDT2100 – Architectural Materials and Methods
  - ARC3220 – Passive Environmental Systems
  - ARC4120 – Active Environmental Systems
  - ARC4220 – Building Envelope & Science
  - ARC4530 – Culture and Behavior in Architecture
  - ARC4610 – Studio VIII Capstone
- **NAAB Assessment Points**:
  - EGDT2610 – Applied Structures II
  - ARC4210 – Studio VI – Integrated II
  - ARC4510 – Studio VII

Foundational courses prepare students for the upper-level courses where they are assessed as to their proficiency of subjects that directly affect human health, human safety, and human welfare.

ARC4510 Studio VII was added to the matrix because of its particular focus on how urban design impacts the health and welfare of people at the community and regional level. This studio helps students understand the impacts of city planning and urban design on human health, safety, and welfare by engaging them in projects that analyze and respond to real-world urban challenges. Students explore the relationships between the built environment and human well-being, such as the effects of walkability, green spaces, public transit, and zoning on physical and mental health. In this studio, students engage directly with cities on projects that include main streets, historic neighborhoods, and transit-oriented development so they can gain a deeper understanding of the real-world impacts of design decisions.

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

Program Response:
Narrative:

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

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

Self-Assessment:

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

As the primary direct assessment measure, student performance is assessed in the following classes:

Course	Benchmark	2024/25 Result
ARC3130 Codes and Construction Law	75% of students pass with a minimum of C- grade	Benchmark met
ARC4220 Architectural Professional Practice	75% of students pass with a minimum of C- grade	Benchmark met

As a result of the broader program-wide self-assessment for SC.1 in AY 2024-2025, it was determined that the benchmark goals have been met. These are summarized in the "NAAB Program Criteria Assessment Matrix." The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide."

SC.2	Links to Associated Materials
Related Evidence & Assessment Documentation	SC.2 Professional Practice Folder
Related APR Information	See §5.2 – Planning and Assessment See §5.3 – Curricular Development

SC.2	Links to Associated Materials
Related APR Appendices	• Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide • UVU Architecture - NAAB Program & Student Criteria Matrix • UVU Architecture - NAAB Student Criteria Assessment Matrix

Summary of Modifications:

This criterion was assessed as **met** in the previous 2023 Continuing Candidacy review by the NAAB Board decision letter. Benchmark goals continue to be met by the program. The focus for this criterion is to maintain this success and to strengthen and improve student understanding over time. The program has continued to improve and adapt since the previous visit, including in the following areas:

- 100% of students in the first two years of graduates found employment or graduate school placement upon completion of their degree
- 2 alumni have obtained licensure in states that allow for alternative paths without an accredited degree
- Increase in variety and number of firms at the annual Career & Internship Fair – 12 in 2023, 15 in 2024, 21 in 2025
- Addition of new course in the curriculum – EGDT2850R Lecture Series is a 1-credit course now offered to students in the first year of the program. This lecture series features professionals from a variety of professions that are related to architecture, including engineering, construction, interior design, and other similar disciplines.

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

Program Response:
Narrative:
The architecture program at UVU assesses the student criteria for regulatory context across three courses as ***NAAB Assessment Points*** (ARC 3130, ARC 4230, and ARC 4510), with two additional courses that are evaluated internally as ***reinforcing courses*** (ARC 4210 and ARC 4610).

Principles and laws surrounding life safety, accessibility, zoning, and other regulatory requirements are addressed first and foremost in the Building Codes and Construction Law course (ARC 3130). These knowledge areas are assessed through examinations, quizzes, and assignments.

Application-based project assessments relating to regulatory context can be found in several design studios. Architecture Studio VII (ARC 4510) focuses on land use and zoning regulations from an urban planning and design perspective. Lastly, the Capstone Project Research course (ARC 4230) requires students to perform code and regulation research for a site and building type of their choice. These studios demonstrate the student's ability to apply the fundamental principles of life safety, land use, and laws or regulations relating to their building and site.

Reinforcing courses include Architecture Studio VI (ARC 4210) and Studio VIII (ARC 4610) where students perform code analysis in conjunction with producing egress plans for their project to demonstrate that they have retained the information that was assessed.

Self-Assessment:

Long term planning and assessment efforts for SC.3 – Regulatory Context will ensure that students understand building codes, laws, land use, and life safety. We use direct grade-based assessments for our coursework. The coursework associated with this program criteria is also evaluated by faculty during annual self-assessments.

Metrics for these program criteria are tracked on an annual basis and compared to the benchmark goals to see if the learning outcomes are being met.

As the primary direct assessment measure, student performance is assessed in the following classes:

Course	Benchmark	2024/25 Result
ARC3130 Codes and Construction Law	75% of students pass with a minimum of C- grade	Benchmark met
ARC4510 Studio VII	75% of students pass with a minimum of C- grade	Benchmark met
ARC4230 Capstone Project Research	75% of students pass with a minimum of C- grade	Benchmark met

As a result of the broader program-wide self-assessment for SC.1 in AY 2024-2025, it was determined that the benchmark goals have been met. These are summarized in the "NAAB Program Criteria Assessment Matrix." The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide."

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

Summary of Modifications:

This criterion was assessed as **met** in the previous 2023 Continuing Candidacy review by the NAAB Board decision letter. Benchmark goals continue to be met by the program. The focus for this criterion is to maintain this success and to strengthen and improve student understanding over time. The program has continued to improve and adapt since the previous visit, including in the following areas:

- Reduction of the number of classes that are assessed for accreditation to improve focus. ARC4210 Studio VI is no longer a NAAB assessment point, but it is assessed internally as a reinforcing course to ensure that students retain the knowledge and skills they have gained in previous classes and are prepared for Studio VII and Capstone Research.

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

Program Response:
Narrative:

Coursework:
Curricula for the architecture program at UVU addresses technical knowledge in multiple courses. Assessment points for this criterion focus on advanced areas where students demonstrate that they understand technical subjects at a high level of complexity and can evaluate innovative technologies and a wide range of building

construction methods and their performance compared to other, more traditional methods. The ***NAAB Assessment Point*** courses for SC.4 are Active Environmental Systems (ARC 4120) and Building Envelope & Science (ARC 4220). Other courses prepare students for assessment in these courses but are not included in the NAAB assessment. These ***introductory and developing courses*** include: EGDT2100 – Architectural Materials and Methods, EGDT 2610 – Applied Structures II Strength of Materials, ARC3220 – Passive Environmental Systems, and ARC 4110 – Architecture Studio V Integrated I. To ensure that technical knowledge is retained and integrated into projects by students, two classes are assessed internally as ***reinforcing courses***: ARC4210 – Architecture Studio VI Integrated II and ARC4610 – Studio VIII Capstone.

NAAB Assessment Point Courses

Active Environmental Systems (ARC 4120) helps students understand the established and emerging building service systems for mechanical, plumbing, fire protection, electrical, lighting, communication, security, acoustics, and vertical transportation. Knowledge in these areas are assessed through examinations, assignments, and project-based exercises. The Building Envelope and Science course (ARC 4220) continues the theme of established and emerging building enclosure systems which includes curtain wall systems, building assemblies, energy performance, moisture transfer, thermal resistance, etc. Students demonstrate their ability to research and evaluate new building materials and methods of construction. These are assessed through projects and assignments.

Introductory and Developing Courses

Students begin learning about construction materials and assemblies in the Architecture Materials and Methods course (EGDT 2100). Students learn about typical details and construction methods for materials such as wood, masonry, concrete, steel, glass, assemblies, and finishes. In the Applied Structures II – Strength of Materials course (EGDT 2610) students gain additional technical knowledge regarding the properties of materials as well as their fabrication and construction processes. This knowledge is assessed through exams and assignments. The Passive Environmental Systems course (ARC 3220) introduces passive heating and cooling strategies, natural ventilation, solar geometry, daylighting, climate considerations, thermal comfort, and mechanical systems.

Reinforcing Courses

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

Self-Assessment:

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

As the primary direct assessment measure, student performance is assessed in the following classes:

Course	Benchmark	2024/25 Result
ARC4120 Environmental Systems II	75% of students pass with a minimum of C- grade	Benchmark met

ARC4220 Building Envelope and Science	75% of students pass with a minimum of C- grade	Benchmark met

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

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

Summary of Modifications:

This criterion was assessed as **met** in the previous 2023 Continuing Candidacy review by the NAAB Board decision letter. Benchmark goals continue to be met by the program. The focus for this criterion is to maintain this success and to strengthen and improve student understanding over time. The program has continued to improve and adapt since the previous visit, including in the following areas:

- Reduction of the number of classes that are assessed for accreditation to improve focus. ARC2100, EGDT2610, ARC3220, ARC4110, and ARC4210 are no longer NAAB assessment points, but are assessed internally as introductory, developing, or reinforcing courses to ensure that students retain the knowledge and skills they have gained in previous classes and are prepared for NAAB Assessment point courses.

For SC.5 and SC.6: Programs may design their curricula to satisfy these criteria via a single course or a combination of courses.

The program must provide the following:
- A narrative description of how the program achieves and evaluates each criterion;
- Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis; and
- A summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review.

Supporting materials demonstrating how the program accomplishes its objectives related to each criterion, including course syllabus, course schedule, and instructional materials, are due as digital exhibits at least 45 days prior to the visit. Student work samples (see 2020 Conditions) are due at the time of the site 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.

Program Response:
Narrative:

Coursework:
UVU teaches design synthesis throughout the curriculum, ensuring that students are able to make design decisions based on considerations of all the sub-criteria. Particular emphasis is made in the last two years of the curriculum. Assessment of students for NAAB review occurs in ARC4210 Studio VI and ARC 4220 Building Envelope and Science, which are taken in the same semester.

NAAB Assessment Point Courses

While SC.5 is introduced and reinforced in other studios, ARC4210 Studio VI is the primary assessment point for this criteria, which allows focus to be placed on meeting all the sub-criteria in a single project and ensuring that expectations and assessment methods are clear. ARC4210, an advanced studio in year 4 of the program, challenges students to design an educational building (an elementary school or similar) while synthesizing user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. Students are given a program and challenging site for the building and are required to evaluate each of these sub-criteria throughout the design process. Beginning with a rigorous site analysis, students balance complex factors including zoning requirements for building setbacks, massing, and height, along with topography, climate, and accessibility. Throughout the semester, students proceed through design by considering each of the sub-criteria in an iterative process. A series of reviews with faculty and technical experts in the field creates multiple checkpoints for student ability to be assessed. Students ensure that user requirements are met by implementing the building program, including functional zoning, room sizes, adjacencies, and project goals. Regulatory requirements are addressed by each project, including building codes, zoning codes, seismic, and fire codes. Student designs consider site conditions, including topography, existing vegetation, climate, orientation, access, utilities, wind, and other factors. For accessible design, students comply with all applicable laws and standards, including accessible parking stalls, accessible ramps, toilet rooms, and clearances throughout the building. Finally, measurable environmental impacts of design decisions are considered through material selections, energy use estimates, water management strategies, and renewable energy analysis.

Student understanding is assessed in ARC4210 through evaluation of drawings, diagrams, calculations, and written narratives.

ARC4220 Building Envelope and Science is taught concurrently with ARC 4210 and covers technical information and calculations that are implemented in Studio VI. While these subjects are introduced in previous classes, having an advanced technical course taught concurrently with Studio VI ensures that the knowledge of technical subjects is retained and that students gain the ability to synthesize this information into their design project. For SC.5, ARC4220 covers many topics from site considerations to code analysis, but an emphasis in assessment is placed on measurable environmental impacts of their design decisions.

Student understanding is assessed in ARC4220 through evaluation of quizzes and tests that include calculations that are directly related to their studio projects.

Introductory and Developing Courses

Students begin learning about design synthesis considerations from the outset of the program, and these topics are reinforced repeatedly in an iterative curriculum that includes both lecture-based classes to gain knowledge and rigorous studios where this knowledge is implemented and practiced through projects. ARC4110 (Studio V – Integrated I) is the first studio where student ability to synthesize all SC.5 sub-criteria is evaluated internally at UVU. This studio prepares students for Studio VI the following semester, which is the NAAB assessment point course.

Reinforcing Courses

The design studios in the final (fifth) year of the curriculum reinforce design synthesis principles and confirm that students have retained the ability to incorporate user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. ARC4610 Studio VIII – Capstone is the final checkpoint for students prior to graduation. While not included in the NAAB PC/SC matrix as evidence, student work in this course is evaluated internally at UVU and held to similar standards as Studio VI in order to identify and close any gaps in student understanding.

Self-Assessment:

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

As the primary direct assessment measure, student performance is assessed in the following classes:

Course	Benchmark	2024/25 Result
ARC4210 Studio VI	75% of students pass with a minimum of C- grade	Benchmark met
ARC4220 Building Envelope and Science	75% of students pass with a minimum of C- grade	Benchmark met

As a result of the broader program-wide self-assessment for SC.5 in AY 2024-2025, it was determined that the benchmark goals have been met. These are summarized in the "NAAB Program Criteria Assessment Matrix." The program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in "Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide."

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

Summary of Modifications:

After receiving the previous NAAB decision letter on May 24, 2024 that indicated SC.5 was unmet, faculty began planning improvement to the curriculum to better meet each of the SC.5 sub-criteria. Each of the sub-criteria were addressed in these discussions, with emphasis on the topics of accessible design and environmental impacts, which were specifically mentioned in the NAAB decision letter.

In addition to curriculum improvements, we discussed how to clarify the NAAB SC/PC matrix to address concerns and issues from the previous visit. During the previous NAAB visit, unexpected changes to the program's NAAB SC/PC matrix were requested by the visiting team to reduce the number of courses shortly before the visit. The

timing of the requested changes created inconsistencies between the reduced matrix and the APR (already published previously), causing uncertainty regarding assessment strategies, which may have contributed to the criteria being evaluated as unmet. During the visit and through training and office hours with NAAB staff, it was clarified that focusing on a single studio project for SC.5 assessment might be a more successful strategy to avoid similar issues in the future. UVU faculty met during the summer and fall of 2024 to determine which studio would best meet this criteria. Student representatives from each cohort were invited to special planning meetings in order to incorporate recommendations from student perspectives. Through these strategy meetings, ARC4210 Studio VI was selected as the primary assessment point for SC.5. Although the topics are introduced and reinforced in several other studios, Studio VI has always been the second of two "integrated" studios in the curriculum that focus on meeting SC.5 sub-criteria, and was determined to be the best assessment point. Project details and design critiques in this studio focus explicitly on synthesis, with regular reviews that assess whether students have integrated these sub-criteria effectively.

In the past, SC.5 sub-criteria were taught and assessed in three separate studios: Studio V, VI, and VIII, with each studio emphasizing different sub-criteria. With the renewed focus on Studio VI alone for NAAB assessment, faculty worked on improvements to this studio to ensure all sub-criteria are met in a single project. Deliverables for each sub-criterion along with assessment measures and benchmark goals were clarified in an updated SC.5 matrix. This matrix was distributed to students along with the course syllabus, which outlines when and how each of the sub-criterion is assessed. Grading in this course was updated to put a stronger emphasis on technical requirements. A series of reviews with technical experts helps students find deficiencies and correct them prior to the final review. These updates to Studio VI do not fundamentally change the studio project or the deliverables in a major way compared to past semesters. However, the new assessment tools and clarity of focus on this studio help students and faculty address all sub-criteria more effectively.

In addition to the improvements made to Studio VI, the content and assessment of ARC4220 Building Envelope and Science were strengthened to complement what is implemented into the studio projects. Students receive lectures and practice tools in ARC4220 and are evaluated through regular quizzes and tests to assess their understanding. Specific assignments regarding the measurable environmental impacts of design decisions are integrated into the studio project. Although these updates to ARC4220 do not fundamentally change the course in a major way compared to past semesters, the new assessment tools and clarity of focus on this class and Studio VI help students and faculty address each sub-criterion more effectively. Both Studio VI and ARC4220 are assessed in the same semester to determine whether we are meeting benchmark goals of student understanding and ability. The results of the update to the NAAB Matrix will be evaluated each year moving forward to determine what improvements need to be made in the future.

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

Program Response:
Narrative:

Coursework:
UVU has implemented focused changes in its curriculum to ensure students develop the ability to integrate technical systems and requirements into architectural projects comprehensively. While this skill is developed throughout the program, it is most thoroughly addressed in the latter stages of the curriculum. NAAB assessment for SC.6 occurs in ARC4210 Studio VI and ARC4220 Building Envelope and Science, the same courses highlighted in the response to SC.5. These courses are taught concurrently to emphasize the integration of technical systems into advanced architectural design projects. More details about the general framework of these courses can be found in the explanation for SC.5, though the emphasis for SC.6 shifts to technical systems and their application.

NAAB Assessment Point Courses

In ARC4210 Studio VI, students are tasked with designing a complex educational building. As part of this design process, they are required to address and integrate structural systems, environmental systems, life safety requirements, and building envelope systems. Specific deliverables include structural diagrams, mechanical and electrical layouts, and envelope assembly details, all of which are developed iteratively throughout the semester. Regular critiques and reviews with faculty and industry experts provide checkpoints to ensure that students are meeting these sub-criteria effectively. The studio emphasizes real-world challenges, requiring students to balance competing technical and design considerations, with integration of systems serving as a key focus of project outcomes.

The concurrent ARC4220 Building Envelope and Science course complements the studio by providing the technical foundation necessary for integration. Students engage with detailed studies of building envelopes, including material performance, assembly techniques, and thermal efficiency. This course reinforces structural concepts and environmental systems while introducing advanced technical tools for life safety and energy analysis. Assignments in ARC4220 are explicitly tied to the studio project to ensure seamless integration of theoretical knowledge with practical application.

Introductory and Developing Courses

The principles of building integration are introduced early in the curriculum and reinforced throughout a series of lecture and studio courses. In ARC4110 Studio V – Integrated I, students engage with integration concepts in a systematic way, preparing them for more advanced integration challenges in Studio VI. ARC4120 Active Environmental Systems is taught concurrently with Studio V and covers the topics that are integrated into the studio project. This is similar to how Studio VI and ARC4220 are integrated, but in a preparatory and less advanced way. This iterative approach ensures that students develop a foundational understanding before moving to advanced applications.

Reinforcing Courses

Building integration concepts are revisited and reinforced in the capstone year. In ARC4610 Studio VIII – Capstone, students are required to demonstrate mastery of technical integration as part of their final projects. While this course is not directly used for NAAB assessment, it serves as an internal checkpoint to evaluate students' comprehensive understanding of SC.6 criteria.

Self-Assessment:

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

As the primary direct assessment measure, student performance is assessed in the following classes:

Course	Benchmark	2024/25 Result
ARC4210 Studio VI	75% of students pass with a minimum of C- grade	Benchmark met
ARC4220 Building Envelope and Science	75% of students pass with a minimum of C- grade	Benchmark met

As a result of the broader program-wide self-assessment for SC.6 in AY 2024-2025, it was determined that the benchmark goals have been met. These are summarized in the "NAAB Program Criteria Assessment Matrix." The

program will continue collecting data and reassess during its next long-term curricular planning and assessment cycle in three years (AY 2025-2026). These procedures are outlined in “Long-term Curricular Planning for NAAB Program & Student Criteria Assessments Guide.”

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

Summary of Modifications:

Following the previous NAAB accreditation decision indicating SC.6 was unmet, UVU faculty and staff initiated a comprehensive review of the curriculum. While the changes to address SC.6 overlap with those made for SC.5, they specifically focused on ensuring technical systems integration is prioritized. The decision to consolidate the assessment of SC.6 in ARC4210 Studio VI provides a clearer framework for evaluating student performance. Faculty refined project deliverables and assessment methods to include a greater focus on technical documentation and required iterative reviews of system integration throughout the semester. These modifications were paired with updates to the ARC4220 Building Envelope and Science course, which now places more emphasis on evaluating technical systems in direct relation to studio projects. The updated NAAB SC/PC matrix clarifies the relationship between these courses and SC.6 sub-criteria, aligning assessment tools with benchmark goals. These changes are evaluated annually to ensure continuous improvement.

4—Curricular Framework

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

4.1 Institutional Accreditation

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

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

4.2 Professional Degrees and Curriculum

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

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.

Program Response: UVU's Bachelor of Architecture Program requires 150 credit hours, consisting of 31 hours of General Education courses, 103 hours of Core Architectural courses, and 16 hours of Elective courses. In the previous APR, these numbers were 36 GE, 102 Core, 15 Elective (153 total). In 2024 the university reduced the number of required General Education hours from 36 to 31. In response, the Core classes were increased by 1 credit (adding EGDT2850R) and Elective classes were also increased by 1 credit. This results in a current total of 150 credits. The table under section 4.2.4 contains a list of courses required of all students enrolled in the B. Arch degree program at UVU. The degree map is available here: Document Link

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

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

Program Response: General Education provides the skills of analysis, problem-solving, creative thinking, and critical thinking that prepare students for an unknown and ever-changing future. GE courses at UVU are a shared academic experience that provides students with the opportunity to explore new subjects, intellectual traditions, and perspectives; expands their awareness of the wider world; and prepares them with foundational knowledge, skills, and abilities that are expanded on in their disciplines of study to be successful learners and professionals positioned to contribute to their broader communities. UVU, the state of Utah, and the regional accreditor currently require 31 GE credit hours. Students declaring architecture as their major are encouraged to complete the 31 GE credit requirements in their first 2 years of study as part of the A.S. in Engineering Design Technology Architectural Drafting Track. To assist students in preparing for industry success, we recommend students take specific GE classes when offered a choice between multiple options:

- EGDT 1720 Architectural Rendering (Fulfills the Fine Arts GE)

- COMM 1050 Introduction to Speech Communication (Fulfills the Social/Behavioral GE)
- BIOL 1010 General Biology (Fulfills the Biology GE)
- ENGL 2030 Writing for Social Change (Fulfills Humanities GE)

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

Program Response: The B. Arch degree program allows for 16 or more credit hours of elective classes. We encourage students to enroll in ARC 4590R *Special Topics in Architecture* and ARC 4810R *Architecture Internship*. We also encourage students to enroll in an annual study abroad program to Greece and Rome to study architectural history and graphic communication. On study abroad they receive credit for an elective course, ARC 3550R *Architectural Explorations through Study Abroad*. Other elective courses come from a large pool of inter-disciplinary programs on campus.

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

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

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

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

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

Students start with the A.S. degree (Architectural Drafting and Design Track) to build a solid foundation in architectural drafting and design. This includes courses that build technical and software skills, including building codes, Revit, AutoCAD, structures, and architectural design. A portfolio and application are required to be admitted to ARC 2110 Studio 1, which is required to complete the A.S. degree. Students should anticipate a minimum of 2 years of study to obtain this degree. Once completed, the A.S. degree allows a student to pursue entry level employment in the architectural industry. Upon completion of the A.S. degree, students interested in practicing architecture as a professional career are also eligible to matriculate into the Bachelor of Architecture (B. Arch) degree program. Admission to the B.Arch degree program is also done through a merit-based portfolio and application process. Students should anticipate a minimum of 3 years of study beyond the A.S. degree to obtain

the B. Arch. In total, students should expect a minimum of 5 years of education to obtain both the A.S. and B. Arch degrees.

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

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

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

Program Response:

A.S. Engineering Design Technology (Architectural Drafting & Design Track)					
Required Prof Courses		**Elective Prof Courses**		**General Studies**	
Course #s & titles	crds	Course #s & titles	crds	Course #s & titles	crds
EGDT 1020 3D Architectural Modeling	3	None		ENGL 1010	3
EGDT 1100 Architectural Design and Drafting	3			ENGL 2010	3
EGDT 2100 Architecture Materials and Methods	3			MATH 1050	4
EGDT 2600 Applied Structures I-Statics	3			AMERICAN INST. GE	3
EGDT 2850R AEC Design Lecture Series	1			PHYS 1010	3
EGDT 1040 Fundamentals of Technical Engineering Drawings	3			BIOLOGY GE	3
ARC 1010 Classical Architecture Workshop	3			HUMANITIES GE	3
ARC 2110 Architecture Studio I	4			SOCIAL/BEHAVIOR GE	3
ARC 2210 Architecture Studio II	4			FINE ARTS GE	3
ARC 2220 Construction Documents and Specs	3			PERSONAL GROWTH	3
Total Number of Credits	30				31
Credits Required to Complete A.S. Degree					**61**
Students enter industry as architectural drafters if desired Students may matriculate into the 3 years of the B. Arch Degree Program					

B. Arch Degree Program					
Required Prof Courses		**Elective Prof Courses**		**General Studies**	
Course #s & titles	crds	Course #s & titles	crds	Course #s & titles	crds
EGDT 2610 Applied Structures II	3	ARC 459R Special Topics in Arch	3	None	
		EGDT 1040 Technical Eng Drawing	3		
ARC 3110 Architecture Studio III	6	EGDT 1050 Intro to 3D printing	2		
ARC 3120 Architectural Graphics	3	EGDT 1070 3D Modeling Solidworks	3		

ARC 3210 Architecture Studio IV	6	EGDT 1071 3D Modeling Inventor	3		
ARC 3220 Passive Environmental Systems	3	EGDT 1200 Mechanical Drafting	3		
ARC 3230 Global History of Arch. to 1700	3	EGDT 1300 Structrual Drafting	3		
ARC 3130 Codes & Construction law	3	EGDT 1400 Survey Applications	3		
ARC 4110 Architecture Studio V	6	EGDT 1720 Architectural Rendering	3		
ARC 4120 Active Environmental Systems	3	EGDT 2300 Advance Structural CAD	3		
ARC 4130 Global History of Arch. Since 1700	3	EGDT 2310 Structural Steel Modeling	3		
ARC 4520 Architectural Theory	3	EGDT 2400 Surveying Field Application	3		
ARC 4210 Architecture Studio VI	6	ART 1810 Intro to Interior Design	3		
ARC 4220 Building Envelop and Science	3	ART 1820 Interior Space Design	3		
ARC 4530 Culture & Behavior in Architecture	3	ART 18230 Residential Interior Design	3		
ARC 4510 Architecture Studio VII	6	ART 2815 Historical Architecture	3		
ARC 4230 Capstone Research	3	ART 2825 Modern Architecture	3		
ARC 4540 Professional Practice	3	ARTH 2710 History of Art to Renaissance	3		
ARC 4610 Architecture Studio VII Capstone	7	ARTH 2720 History of Art from Renaissance	3		
		ARTH 3010 History of Design and Visual Arts	3		
		ARTH 3015 Ancient Art of Egypt and Near East	3		
		ARTH 3020 Classical Art and Architecture	3		
		ARTH 3030 Medieval Art and Architecture History	3		
		ARTH 3040 Renaissance Art History	3		
		ARTH 3050 Baroque Art and Architecture History	3		
		ARTH 3060 Nineteenth-Century Art History	3		
		ARTH 3080 History of Architecture	3		
		ARTH 3100 History of American Art and Arch.	3		
		CAW 1100 Artistic Wood Design	3		
		CMGT 1190 Concrete and Framing Lab	3		
		CMGT 1010 Introduction to Construction Mngt.	3		
		CMGT 1220 Finishing Lab	3		
		CMGT 1020 Construction Materials and Methods I	3		
		CMGT 2010 Construction Materials and Methods II	3		
		CMGT 2080 Principles of Const. Scheduling	3		
		CMGT 3030 Principles of Const. Estimating	3		
		CMGT 3140 Construction Real Estate	3		
		CMGT 3160 Building Information Modeling	3		
		CMGT 4010 Construction Contracts	3		
		DGM 1220 Digital Design Essentials	3		
		DGM 1620 Survey of Animation	3		
		DGM 1660 Introduction to 3D Modeling	3		
Total # of degree Credits	73		16		
Credits Required to Complete B. Arch Degree (60 credits from AS degree count towards B.Arch degree total)					**150**

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

Program Response: NA

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

Program Response: NA

4.3 Evaluation of Preparatory Education. 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.

Program Response: Admission to all lower-division classes (1st and 2nd year EGDT and ARC courses) is open admission except for second year studios: ARC 2110 Studio I and ARC 2210. Due to growing student demand from 2019 to 2021, an application process was instituted so that admission to Studio I and II would be merit based. The application requirements (found on the UVU Architecture webpage: https://www.uvu.edu/aed/architecture/) include an application form, portfolio of creative work, statement of intent, university transcript, and a resume. Each application is evaluated by the Architecture Program Admissions Committee comprised of full-time faculty and representatives from the Industry Advisory Board.

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

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

Program Response: Transfer students typically come from Salt Lake Community College, Weber State University, Brigham Young University-Idaho, Snow College, and other regional or technical schools. On Jan 19, 2023 UVU held an articulation summit that was attended by representatives from Weber State, BYU-Idaho, Snow College, and Davis Technical College. Interest has been expressed by these schools to create a formal articulation agreement, however nothing has been finalized to date. As the program grows in reputation and accreditation is secured, we anticipate more students coming to UVU not only from regional schools but also nationally and internationally due to UVU's open enrollment policy.

Applications for transfer credits for General Education classes are handled through the UVU Registrar's Office (https://www.uvu.edu/transfer/). Transfer credits for architecture courses and electives are reviewed on a case-by-case basis by the Architecture Program Coordinator and AED Department Chair. The transfer of classes is only considered for those such as drafting in years one and two. Studio courses and other classes on the NAAB course matrix are not transferrable to UVU due to the difficulty in determining whether they meet NAAB and UVU curriculum requirements. Any upper division coursework in years three through five is not considered transferrable. As policy, the architecture program requires transcripts and a portfolio of work from any student wishing to transfer any courses into the program. These courses are evaluated according to course descriptions and syllabi from the UVU Architecture program for quality and appropriateness. In cases where students cannot demonstrate either comparable coursework content, the course will not transfer. On occasion, some students can successfully demonstrate competence of the coursework through employment in the industry. To evaluate a transfer student in this case we ask that they take and complete the final course project in the software and take the final written exam. Experiential credit is awarded if students can successfully complete the project and exam.

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

Program Response:

Explained in 4.3.1

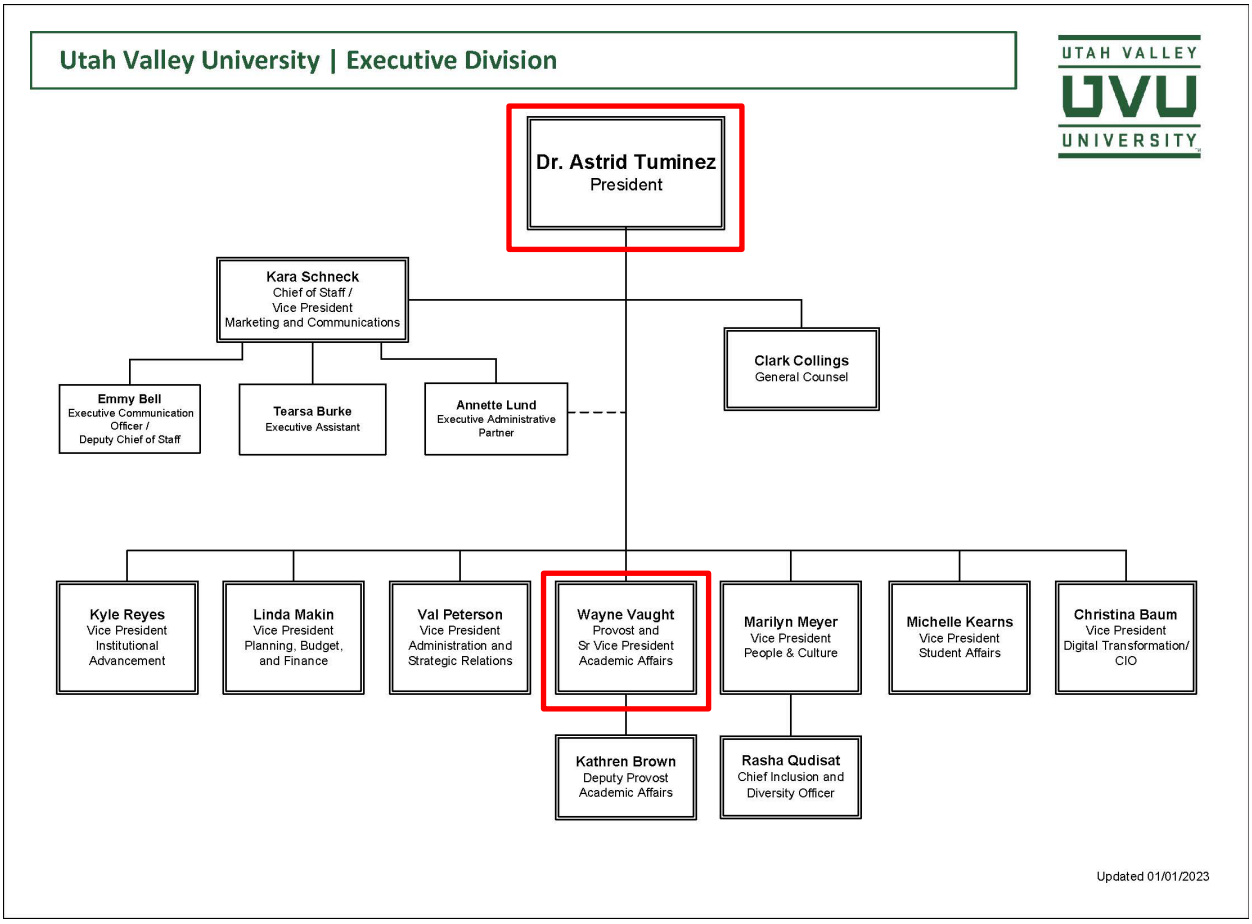
5—Resources

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

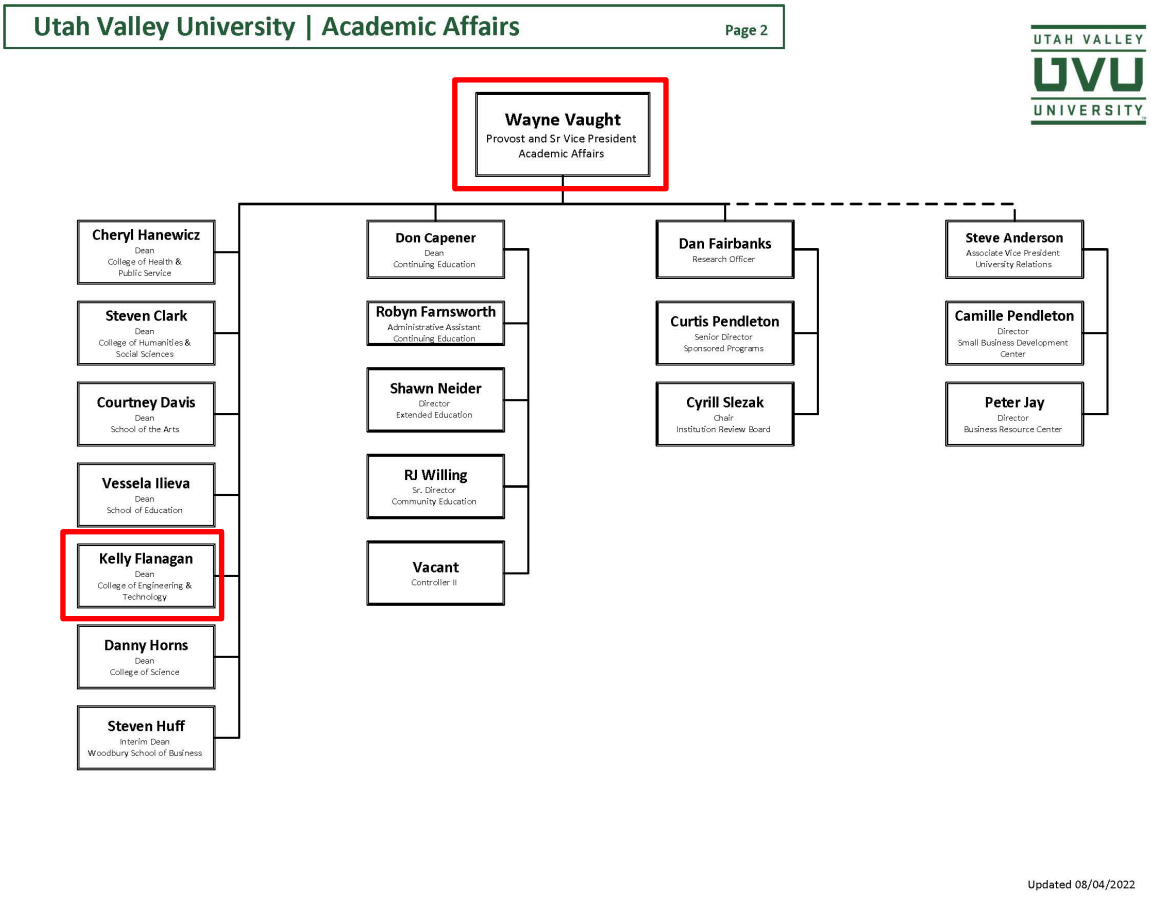
5.1.1 Administrative Structure. Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:

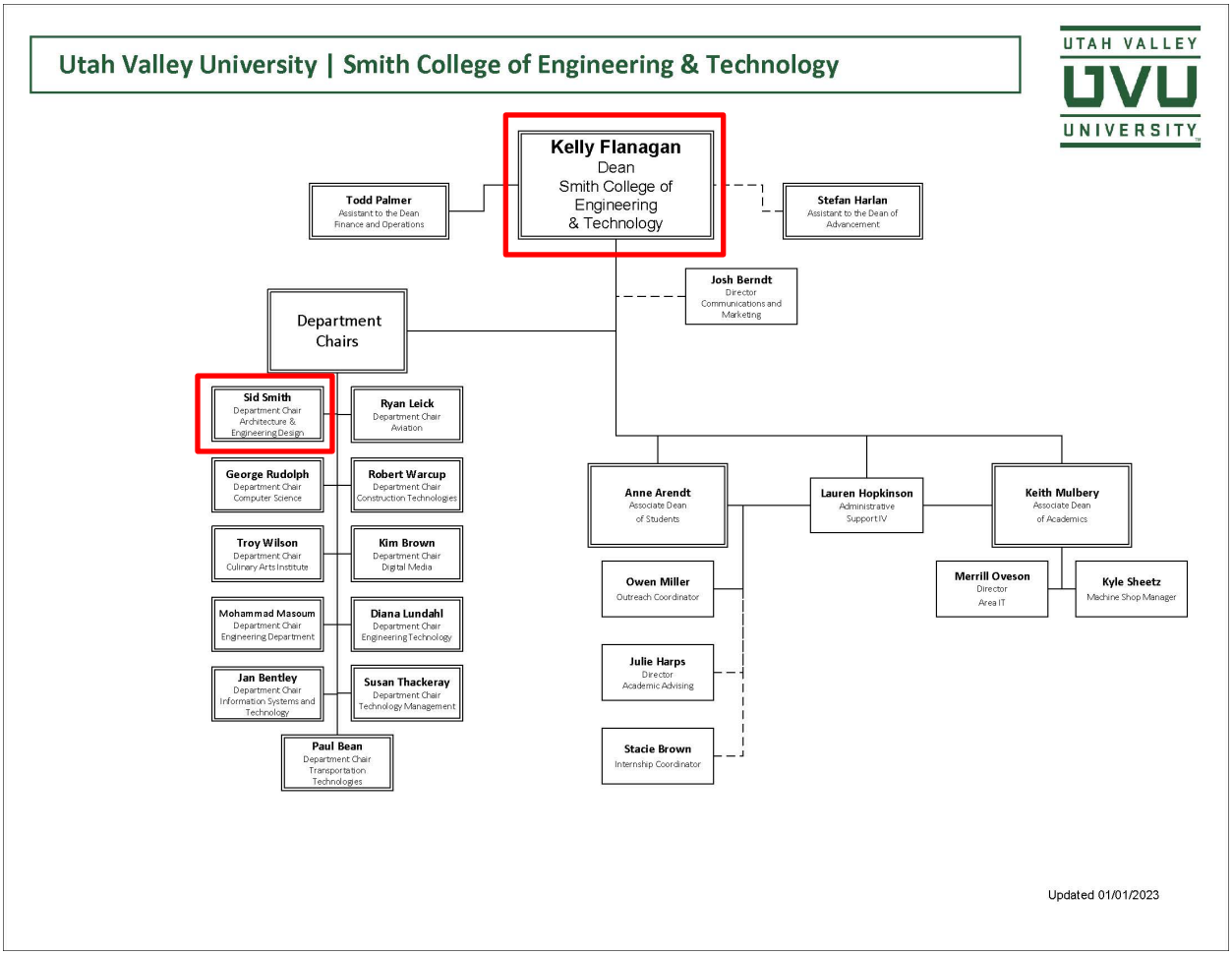
As part of a multi-disciplinary university that excels in teaching, service, and scholarship, the UVU Architecture Program benefits from a close relationship with faculty and administrators who are invested in the success of programs throughout the university. The university is led by President Astrid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



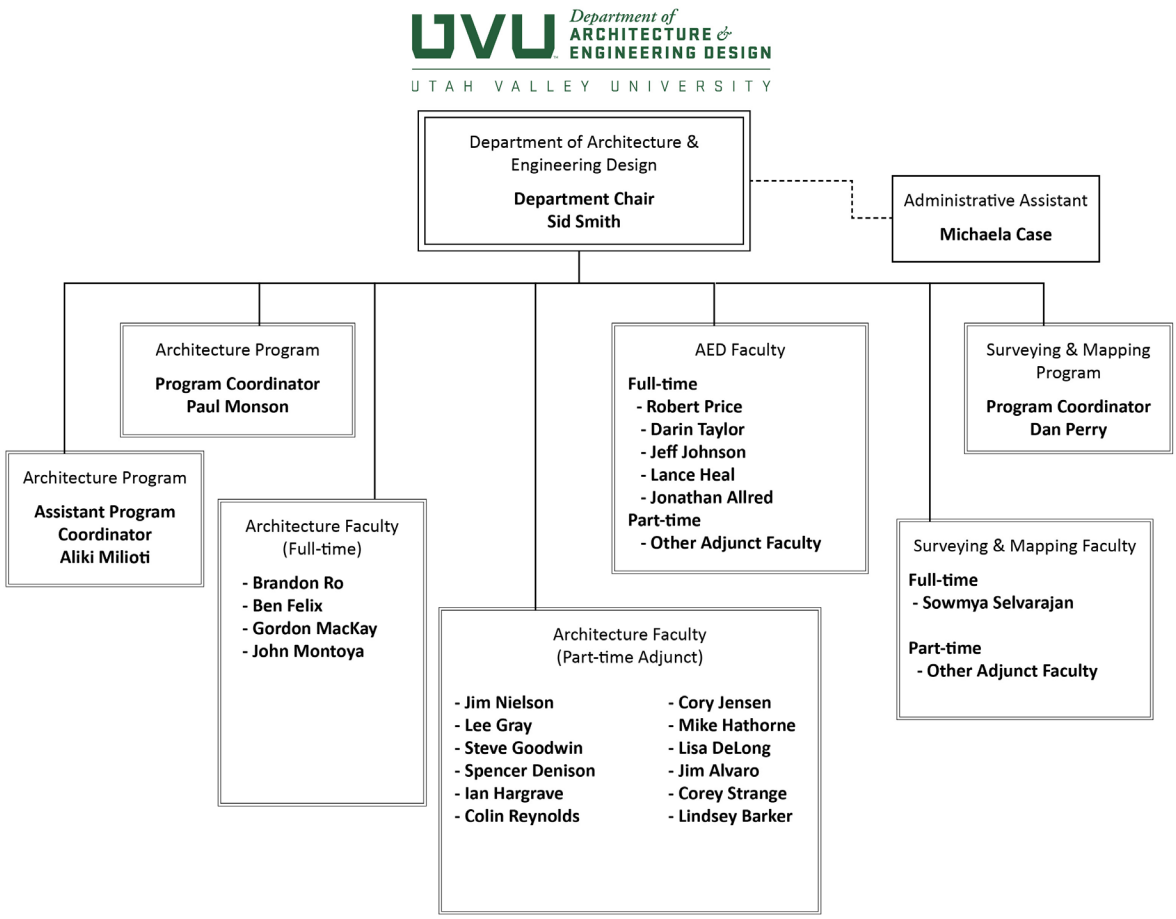
Wayne Vaught, Provost and Sr Vice President for Academic Affairs, oversees the academic programs offered by the university, which include 59 Associate Degrees, 101 Bachelor's Degrees, 14 Master's Degrees, and other programs that are all administered through seven different academic colleges and schools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



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



As of spring, 2025, the CET Dean is Kelly Flanagan and the AED Department Chair is Sid Smith. The CET College Dean is responsible for providing academic leadership, managing budgets and human resources, directing research and innovation, and building relationships with industry and community partners for the college. Department chairs oversee similar responsibilities within each department. They ensure that the department is in compliance with university policies and provide the academic leadership needed for student and faculty success. Departments offer and manage programs that are overseen by a program coordinator. The current program coordinator for architecture is Assistant Professor of Architecture Paul Monson. In collaboration with the department chair, the program coordinator provides academic leadership for the program and oversees the full-time and part-time architecture faculty and staff, coordinating their schedules and ensuring they have the necessary resources to be effective in and out of the classroom. The architecture program also shares faculty with the AED Department. These faculty teach classes primarily in the first two years of program. See chart below:



Program coordinator Paul Monson works with the assistant coordinator Aliki Milioti to manage the architecture program. They meet regularly to assess current program needs and discuss curriculum and future planning. In addition to these meetings, other strategic and planning meetings are held regularly with faculty to seek input and accomplish the work. Architecture faculty are organized into committees that include:

- Marketing
- NAAB Accreditation
- Curriculum
- Industry and Community Engagement
- Admissions
- Student Organizations (AIAS, NOMAS, and ICAA)

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

Program Response:

The Architecture Program Coordinator provides academic and administrative leadership for the architecture program under the direction of the Department Chair, who reports to the Dean. The Program Coordinator and Department Chair perform duties including, but not limited to: supervising the operation of the program, administering program budgets, overseeing student recruitment efforts, fundraising, lecture series scheduling, hiring part-time and temporary faculty, managing faculty workload, assigning office, lab, and studio space,

evaluating faculty, presiding over program meetings, representing the program in College and University affairs, informing the faculty of events affecting the program or welfare of the faculty, and performing such duties as assigned by the University or the Dean. Architecture Program Coordinator Term: Renewable 3-year appointment voted by the architecture faculty.

Since the last NAAB visit, the faculty and administration structure at UVU has grown and evolved in response to the increasing student numbers. Three new full-time faculty – Gordon MacKay, Ben Felix, and John Montoya – and additional adjunct faculty have been hired in the last two years. In addition, one new faculty position was opened in December, 2024. The search committee is in process of filling this position. Adjunct faculty numbers have also increased, from 9 in 2023 to 12 in 2025.

The full-time architecture faculty along with the Department Chair meet monthly to make decisions regarding program direction and strategy. In addition to these monthly meetings, strategic and planning input is sought from adjunct professors, students, and industry leaders in pursuit of continual improvement. The program coordinator meets as needed throughout the semester with individual faculty members to discuss their classes and responsibilities, which include: teaching, grading, curriculum development, meetings with students, and professional development. Concerns or discussion items from these interviews are brought to the monthly faculty meetings as agenda items for resolution. Communication of decisions by the program is generally made through emails to other faculty, staff, and students.

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

The AED Department Chair meets with the Dean of the College of Engineering & Technology and the chairs of other departments within the college.

Coordination and input with governance at the larger university level is done primarily through the faculty senate, for which Dan Perry is the department representative. The Faculty Senate at Utah Valley University (UVU) serves as the representative body for the university's faculty. Its primary role is to provide a means of communication between the faculty and the university administration, as well as to facilitate faculty participation in shared governance.
More specifically, the Faculty Senate at UVU has the following roles and responsibilities:

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

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

- At the University level, architecture students are represented in student government through the UVUSA Student Senate. The Student Senate works directly with the Deans of each school/college to represent the student body on department steering committees. Each senator also serves as a representative for students within their school/college during student council processes, including student fee hearings. The current student representing the architecture program and the college is Emma Bauman.

- At the architecture program level, the presidencies of student organizations (ICAA-EP, AIAS, and NOMAS) are major voices for the student body. These organizations develop their own extra-curricular events such as sketching outings, lectures, and workshops to enrich the academic and social experience at the school. The presidencies are consulted each semester in planning the calendar of events and understanding the student perspective. Elections for new officers in student organizations are held each year.
- Each semester the architecture faculty holds an all-student meeting, which is a forum for sharing important information about upcoming events, applications to the program, AXP, and other topics.
- A specific presentation about NCARB and licensure is held each year by the NCARB representative, which is currently Brandon Ro.
- Students complete electronic feedback surveys called the SRI (Student Ratings of Instruction) at the end of each semester. The purpose of the SRI is to help improve the quality of instruction at the university. The SRI includes an evaluation of the instructors' teaching methods, course content, and overall effectiveness. SRI results are also used by department chairs, deans, and other administrators to evaluate the effectiveness of courses and programs and to identify areas where additional resources or support may be needed.
- Studio courses are concluded at the end of each semester with a one-on-one interview where students can voice their concerns, ideas, and feedback about the course.
- Students complete the annual Student Survey (Document Link) in April in conjunction with the Career and Internship Fair. Results are evaluated by faculty and program leadership.
- While students do not have authority or a vote in ultimately deciding program or university policy, they make many important contributions to the academic well-being of the program.

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

5.2 Planning and Assessment

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

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

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

Critical strategic meetings and mechanisms for planning and assessment include:

- Annual Faculty Retreat – Prior to each fall semester, full-time faculty meet to discuss strategic goals and the strengths, weaknesses, and opportunities of the program
- Regular Leadership Meeting – Program Coordinator meets with AED Chair and Assistant Program Coordinator regularly to discuss curriculum and other strategic initiatives

- Monthly Architecture Faculty Meetings
- Annual Course Assessment Reports
- Annual surveys and meetings with the UVU Industry Advisory Board
- Student input through SRI (Student Rating of Instruction) evaluations, other surveys, and discussions with student representatives
- Ongoing feedback and discussions with University leadership, including the Dean of the College, and Executives of the University.

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

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

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

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

The planning and assessment cycle is three years, with 2022/23 as the start of the first cycle. Direct and indirect measures will be used in annual reviews to assess individual courses and the program as a whole to ensure we meet our key performance indicators which align with NAAB conditions and program and student criteria. Feedback from faculty, students, industry, and NAAB is incorporated into annual adjustments to the strategic plan. A full cycle of program assessment will be completed every three years, with the next cycle beginning in 2025/26.

5.2.2 Key performance indicators used by the unit and the institution.

Program Response: For each strategic objective (**Include, Engage, and Achieve**), the following key performance indicators are being measured and tracked:

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

- **"Engage"** – Strengthen student learning and societal impact through collaboration with community and industry and through relevant research.

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

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

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

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

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

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

<u>Key Performance Indicators</u>

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

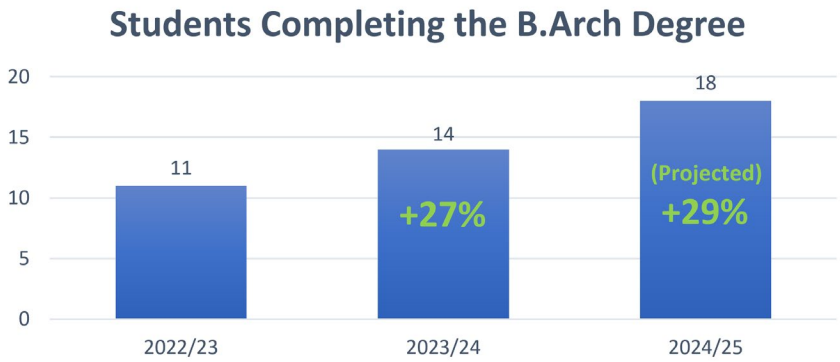
Progress Report: The Architecture & Engineering Design Department is the fastest growing department in the College of Engineering & Technology at UVU because of the rapid growth in architecture majors. The number of architecture majors has grown from 25 in 2019 to 292 today. The first cohort of students graduated in May 2023, a major milestone for the program. Because the program was new and not yet well known, this first cohort of graduates was a small group of only 11 students. Student numbers were also limited at first due to the Covid-19 pandemic and small faculty numbers. Subsequent numbers have grown steadily, although cohort size in the B.Arch program is currently limited to 20 students due to faculty and space constraints, NAAB criteria, and University policy. In the future, if additional faculty and physical resources can be acquired, the program would like to add additional students to the graduating cohort numbers. Growth in student numbers will depend on availability of resources from UVU administration. The metrics being tracked for this KPI are:

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

- Cohort 1 (Class of 2023): 11 students

- Cohort 2 (2024): 14 students
- Cohort 3 (2025): 18 students*
- Cohort 4 (2026): 21 students*
- Cohort 5 (2027): 23 students*
- FUTURE GOAL:
    - Scenario A – 20 students if faculty and physical resources do not increase
    - Scenario B – 40 students if faculty and physical resources do increase

*Anticipated graduation number



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

- 2019/20: 21 students
- 2020/21: 29 students
- 2021/22: 36 students
- 2022/23: 47 students
- 2023/24: 50 students
- The program goal is to accept 60 students annually if faculty and physical resources stay the same. If faculty and physical resources increase, the program will increase the number of A.S. students to 80 per year. Currently 150+ students complete the pre-requisites needed to apply each year

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

- Cohort 1 (Class of 2020): 13 students*
- Cohort 2 (2021): 17/19 students (89%)
- Cohort 3 (2022): 36/45 students (80%)
- Cohort 4 (2023): 47/65 students (72%)
- Cohort 5 (2024): 50/66 students (76%)

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

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

- 2022 – 76 applicants, 86% accepted (65/76)
- 2023 – 90 applicants, 73% accepted (66/90)
- 2024 – 107 applicants, 64% accepted (69/107)

It is anticipated that the number of applications will continue to increase (and acceptance rates will decrease).
FUTURE GOAL: 100-120 applications per year

E. Finally, the **number of students enrolling in ARC 1010** to become eligible to apply to the A.S. Degree has also increased. The numbers have increased as follows

- 2019/20 – 24*
- 2020/21 – 82
- 2021/22 – 122
- 2022/23 – 161
- 2023/24 – 162
- FUTURE GOAL: Maintain 150-200 student enrollment per year

* In 2019/20 this course was taught under a different catalog number, EGDT 2740
NOTE: Other metrics we would like to track in the future:

- Number of students transferring to UVU after completing some or all of the A.S. Degree Design Studios (ARC 1010, Studio I, and Studio II) at other schools. Articulation agreements are not yet in place for this to occur. Transfer students may receive credit for GE or other EGDT classes, but in the future we anticipate that other schools such as Snow College and BYU-Idaho will begin to offer the equivalent of ARC1010 and Studio I and II so their students can transfer to UVU to finish the B.Arch Degree

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

- ***150-200 students enroll in ARC 1010 annually and become eligible to apply for admission to the A.S. Degree***
- ***100-120 applications to the A.S. Degree***
- ***60-80 accepted to the A.S. Degree***
- ***20-40 accepted to the B.Arch Degree***

2. Attract students from diverse backgrounds and ensure that the learning environment is truly inclusive for all.
Progress Report: UVU is an open enrollment university with very low tuition, which makes the B.Arch degree a viable option for students from any background, regardless of race, ethnicity, gender, or other factors. While federal law prohibits discrimination in acceptance to the program based on these factors, we want to ensure equal opportunity for all students and an environment that is truly inclusive for all. The metrics being tracked for this KPI are:

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

Cohort	A.S. Degree	B.Arch Degree
Cohort 1 (Graduation Year 2023)	N/A*	27% (3/11)
Cohort 2	53% (9/17)	50% (7/14)
Cohort 3	28% (10/36)	11% (2/18)**
Cohort 4	57% (27/47)	57% (12/21)**
Cohort 5	30% (16/53)	39% (9/23)**
AVERAGE	41% (62/153)	38% (33/87)

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

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

Cohort	A.S. Degree	B.Arch Degree
Cohort 1 (Graduation Year 2023)	N/A*	0% (0/11)
Cohort 2	12% (2/17)	14% (2/14)
Cohort 3	19% (7/37)	17% (3/18)**
Cohort 4	13% (6/47)	24% (5/21)**
Cohort 5	13% (7/53)	4% (1/23)**
AVERAGE	14% (22/153)	13% (11/87)

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

C. Ratings by students and industry leaders: Each year two surveys are conducted, one with architecture students and one with the industry advisory board. Survey questions are on a scale of 1-7. The program's benchmark goal is 5/7 on each question. The aspirational goal is 6/7 on each question.

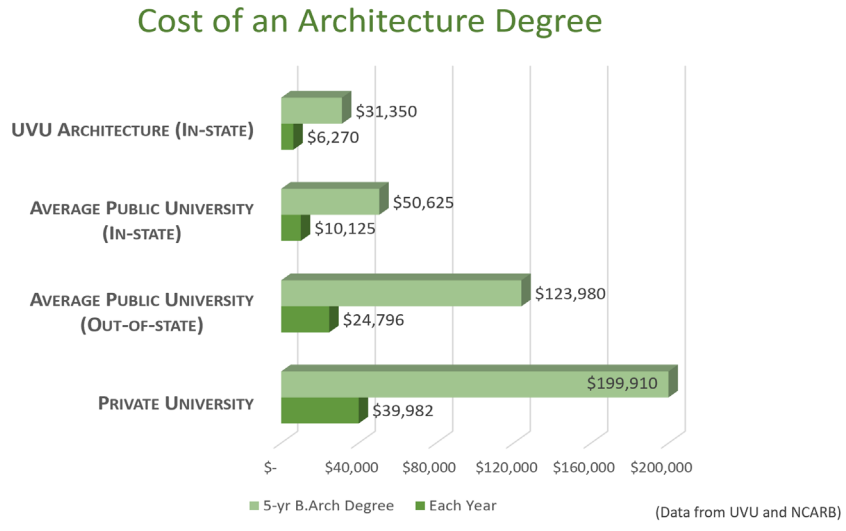
Student Survey: "Agree or disagree? The UVU Architecture Program is an environment that is inclusive of students from any background, regardless of race, ethnicity, gender, or other factors profession (1 – strongly disagree ------ 7 – strongly agree)."

- 2023 Student Survey: 6.60/7
- 2024 Student Survey: 6.84/7 (Aspirational goal met each year)

Industry Advisory Board Survey: "NAAB Value: Equity, Diversity, and Inclusion – UVU is preparing students to seek fairness, respect, and social justice in the profession (1 – strongly disagree ----- 7 – strongly agree)"

- 2023 Industry Survey – 5.56/7
- 2024 Industry Survey – 5.50/7 (Benchmark goal met)

D. Annual cost of tuition – the current cost of tuition is $6,270 per year, which is substantially lower than alternative options for a degree in architecture (data from current NCARB and UVU websites). Goal: continue to offer low-cost tuition in accordance with university policy



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

Progress Report: Utah Valley University (UVU) offers a wide range of support services to help students succeed academically, personally, and professionally. Historically marginalized groups and minorities are provided an array of resources to improve their chances for success and help to foster an inclusive environment. More information on these services and how students are made aware of them is found in Sections 5.4.4 and 5.5. In an effort to determine the awareness and impact of these services, questions are included in the annual student survey. Survey questions are on a scale of 1-7. The program's benchmark goal is 5/7 on each question. The aspirational goal is 6/7 on each question.

A. "Agree or disagree? I am aware of the student services at UVU, including academic advising, financial aid, health services, tutoring, career development, wellness, etc. and how to access them (1-strongly disagree ---- 7-strongly agree)"

- 2023 Student Survey: 5.64/7 (Benchmark goal met)
- 2024 Student Survey: 6.25/7 – 11% increase (Aspirational goal met)

B. "Agree or disagree? I regularly use the student services at UVU, including academic advising, financial aid, health services, tutoring, career development, wellness, etc. (1-strongly disagree ---- 7-strongly agree)"

- 2023 Student Survey: 3.86/7
- 2024 Student Survey: 4.51/7 – 17% increase (Benchmark goal not met)

NOTE: Although the benchmark goal has not been met, we have seen significant improvement in the last two years with students using the student services provided by UVU. The benefits of student services are regularly emphasized to students at all-student meetings and in classes to improve these numbers.

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

A. Money raised annually for the UVU Foundation Architecture Account

Year	Total Amount	Detail
2020/21	$20,000	$17,000 Library donation shipping and shelving $3,000 Community engagement Murray, UT
2021/22	$7,000	$7,000 Studio VII Community engagement trip to San Francisco
2022/23	$12,500	$5,000 Study Abroad $6,500 Industry Advisory Board $1,000 Student Design Competition
2023/24	$17,500	$5,000 Study Abroad $6,000 Student research presentations at national conventions $6,500 Industry Advisory Board
2024/25	$41,500	$5,000 Study Abroad $30,000 Study Abroad scholarships $6,500 Industry Advisory Board

B. Grants applied for and awarded

Year	Total Amount	Detail
2019/20	$5,000	Woodshop equipment
2020/21	$0	
2021/22	$0	
2022/23	$0	
2023/24	$90,340	$33,000 Drafting tables and equipment $5,940 Student research presentations at national conventions $17,000 Studio V Engaged learning trip to Washington DC $20,000 Student research in Greece $2,000 NOMA visiting lecturer – Tiffany Brown $2,400 MacKay conference in Michigan $10,000 Studio VII Community engagement trip to San Francisco
2024/25	$94,000	$20,000 Student research in Greece $10,000 Studio VII Community engagement trip to San Francisco $50,000 Historic preservation research in Bolivia ($250k Ambassador Grant total with $50k for UVU students) $4,000 Visiting lecturers from Guatemala $2,000 NOMA visiting lecturer – Philip Smith $8,000 internships for Bolivia $10,000 Los Angeles Disaster Relief Service Learning Project

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

Year	PBA – Architecture Program	PBA – AED Department
2024/25	$15,000	$30,498

For additional information, see Section 5.7 Financial Resources.

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

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

<u>Key Performance Indicators</u>

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

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

A. **Meet NAAB criteria for Section 5.4** Human Resources and Human Resource Development, including achieving workload balance for faculty, providing an active NCARB Licensing Advisor for

students, encouraging professional development, and making support services available. See Section 5.4

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

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

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

2. Seek involvement and input from industry partners.

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

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

Year	Board Meeting Attendance	Feedback Survey Completion Rate
2022/23	93% (14/15)	53% (8/15)
2023/24	86% (12/14)	71% (10/14)
2024/25	72% (16/22)	79% (11/14)
GOAL	75%	60%

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

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

Year	Number of professionals who participated in studio design critiques	Number of professionals actively teaching as adjunct professors
2020/21	29	2
2021/22	66	3
2022/23	75	9
2023/24	92	12
2024/25	TBD	11
GOAL	50	Grow as needed in the future

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

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

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

- Year 1
  - Currently not provided
  - GOAL: Add 1 design studio project that includes community and/or client involvement
- Year 2
  - Provided: 1 (ARC2210 Studio II – Estate and Farm in Birdseye, UT)
  - GOAL: Increase community and/or client involvement
- Year 3
  - Provided: 2 (ARC 3110 Studio III - Beit Lehi Israel Visitor Center; ARC 3210 – National Museum of American Religion)
  - GOAL: Continue to provide at least 1 design studio project that includes community and/or client involvement
- Year 4
  - Provided: 1 (ARC 4210 Studio VI - Elementary School)
  - GOAL: Continue to provide at least 1 design studio project that includes community and/or client involvement
- Year 5
  - Provided: 2 (ARC 4510 Studio VII – Urban Design; ARC 4610 – Capstone)
  - GOAL: Continue to provide at least 1 design studio project that includes community and/or client involvement

B. Ratings by students and industry leaders as measured by annual survey results and input at Board meetings (See Section 2).

Student Survey: "Agree or disagree? The UVU Architecture Program provides adequate access and involvement of industry professionals through studio design critiques, adjunct professors in the classroom, lectures, career fairs, and other means (1 – strongly disagree ------ 7 – strongly agree)."

- 2023 Student Survey: 6.24/7
- 2024 Student Survey: 6.36/7 – 2% increase (Aspirational goal met each year)

Industry Advisory Board Survey: "NAAB Value: Leadership, Collaboration, and Community Engagement: UVU is preparing students to practice architecture as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, communities, and clients (1 – strongly disagree ----- 7 – strongly agree)"

- 2023 Industry Survey – 6.0/7
- 2024 Industry Survey – 6.10/7 – 2% increase (Benchmark goal met)

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

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

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

- Survey Question: "How often do you participate in the extracurricular activities available in the architecture program, such as sketch club, ICAA lectures, workshops, career fair, study abroad, etc.? (1-never ----- 7-very frequently)
  - 2023 Student Survey – 3.93/7

    - 2024 Student Survey – 4.32/7 – 10% increase (Benchmark goal not yet met)
- Survey Question: "How satisfied are you with the extracurricular activities available in the architecture program, such as sketch club, ICAA lectures, workshops, career fair, study abroad, etc? (1-very disappointed ----- 7-very satisfied)
    - 2023 Student Survey – 5.50/7
    - 2024 Student Survey – 5.76/7 – 5% increase (Benchmark goal met)

B. Leadership of student organizations

- Current: Executive Officers for 3 student organizations
    - ICAA Emerging Professionals Club "Rising Vitruvians"
    - AIAS
    - NOMAS
- Goal: Continue to develop student leadership skills through these student organizations. Include students in NAAB planning and evaluation team

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

- Student research included in coursework
    - Current: Students participate in research primarily through the following courses: ARC 3230 (History 1), 4130 (History 2), 4230 (Capstone Research), and 4520 (Theory). ARC 4520 students present their research at the annual UCUR Conference and national conferences where possible.
    - Goals: Increase and improve participation in research
        - Raise grant money for students in Capstone Research to pursue travel and independent research.
        - Increase students participating in research conferences
        - Hold conferences at UVU to expose students to academic research presentations
- Student Survey Question: "Agree or Disagree? The UVU Architecture Program provides good opportunities for student academic research and publication/presentations. (1-strongly disagree ----- 7-strongly agree)
    - 2023 Student Survey – 5.66/7 (Benchmark goal met)
    - 2024 Student Survey – 6.31/7 – 11% increase (Aspirational goal met)

"<u>Achieve</u>"

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

Progress Report

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

<u>Key Performance Indicators</u>

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

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

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

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

Progress Report: The architecture program has 3 PC/SC categories that have not yet been met in previous reviews: SC.1 Health, Safety, and Welfare in the Built Environment; SC.5 Design Synthesis; SC.6 Building Integration

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

3. Help students reach graduation. Track graduation rates by percentage of students who enter the B.Arch Program in year 3 and continue on to reach graduation on time.

Progress Report: The first cohort of 11 students reached graduation in 2023 and the second cohort of students in 2024. It is anticipated the number of students reaching graduation will steadily increase over the next few years. Many circumstances affect graduation rates, including life changes that are outside of the program's control, but the program is committed to doing everything it can to help students achieve the academic standards required for graduation.

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

- Cohort 1: 85% (11/13)
- Cohort 2: 82% (14/17)
- Cohort 3: 86% (18/21) – anticipated
- Goal: 85%

4. Help students find meaningful employment.

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

A. Job placement or graduate school rate immediately after graduation – GOAL 100%

- Cohort 1: 100% (11/11)
- Cohort 2: 100% (14/14)
- Goal: 100%

B. Job placement rate during school for B.Arch students (years 3-5) – GOAL 75%

- Cohort 3 (2025) – Year 5: 80% (16/18)
- Cohort 4 (2026) – Year 4: not known
- Cohort 5 (2027) – Year 3: not known

C. Student satisfaction with career resources. Student Survey Question: "How satisfied are you with the career development resources provided by UVU overall, including course instruction, resume workshops, access to career counselors, etc.? (1-very unsatisfied ---- 7-very satisfied)

- 2023 Student Survey – 5.34/7
- 2024 Student Survey – 5.76/7 – 8% increase (Benchmark goal met)

D. Student satisfaction with current employment. Student Survey Question: "If you are currently employed, are you satisfied with the job you have? (1-very unsatisfied ---- 7-very satisfied)

- 2023 Student Survey – 5.00/7
- 2024 Student Survey – 5.13/7 – 3% increase (Benchmark goal met)

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

Program Response:

Faculty and industry advisors have analyzed strengths, challenges, and opportunities regularly throughout the development of the program. The most recent analysis by the Industry Advisory Board in January, 2025 identified the following as top issues:

Strengths

- Strong design and practical foundation with classical underpinnings.
- Diverse student population and supportive environment.
- Low fees, low student-to-professor ratios, and cost-effective education.
- Dedicated and invested faculty and professional community.
- Growth in program quality and student engagement.
- Unique value as an alternative to Utah's only other accredited program.
- Appreciation for classical architecture and innovation.

Challenges

- Economic instability and limited funding.
- Failure to achieve accreditation could harm reputation.
- Physical facility and faculty retention challenges.
- Balancing classical and modern architectural approaches.
- Need of support and investment from the university.
- High cost of living and limited housing affecting student and faculty recruitment.

Opportunities

- Resurgence of traditional design in the region.
- Accreditation and increased funding for growth.
- Expanding faculty with diverse backgrounds to broaden perspectives.
- High demand for architects in the intermountain west.
- Filling voids left by discontinued University of Utah programs (e.g., preservation, acoustics).
- Building a talent pool to support regional firms.
- Continued innovation and community engagement.

This analysis highlighted the program's strong foundation and potential for growth while addressing challenges in accreditation, diversity, and resource constraints.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

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

UVU Industry Advisory Board			
Name	Industry	Company	Position
Vern Latham, Chair	Architect	VCBO	Principal
Steve Goodwin, Vice Chair	Architect	FFKR	Principal
Curtis Miner, Secretary	Architect	CORE Architecture	Owner
Bruce Fallon, Chair Emeritus	Architect	WPA Architecture	Principal
Tanya Davis, Chair Emeritus	Architect	Church of Jesus Christ LDS	Architect
Chris Westaway,	Interior Design	Edifice	Principal
Katie Boyer	Architect	Establish	Architect
Brandon Leroy	Contractor	Jackson & Leroy	Owner
Steve Cornell	Architect	FFKR	Architect
Jason Bright	Architect	Method Studio	Principal
Clayton Vance	Architect	Clayton Vance	Owner
Sean Thompson	Architect	Elliott Work Group	Principal
Roger Hansen	Architect	CRSA Architects	President
Eric Magleby	Developer	Goodboro / Brad Houston	Owner
Stephanie DeMott	Interior Designer	GSBS Architects	Designer
Steve Tiek	Home Builder	Tiek Design Group	Owner
Brandy Strand	Historic Preservation	Preservation Utah	Chair
Jarod Maw	Architect	FFKR	Associate
Coreen Crouch	Interior Designer	VCBO	Designer
Josh Fenn	Contractor	Jacobsen Construction	VP
Chad Brown	Architect	Edifice Design	Owner
Noah Jewkes	Home Designer	Jewkes Design	Owner

The Industry Advisory Board plays a critical role in the ongoing growth and development of the architecture program at UVU. The Board meets once per semester with the full-time faculty and once annually with student representatives alone. At the meeting with faculty, the Board is updated on the latest news and information about the program and then given an opportunity to give input and guidance from the practitioner's point of view. The minutes of the 2025 spring meeting can be found here: (Document Link). Prior to the meeting in the spring, Board members complete a survey evaluating the program's performance in each of the six shared values of the discipline and profession identified in section 2 of this report. This feedback from the Board helps the program

leadership to identify areas of strengths, weakness, and opportunity, which guides strategic planning. The Board also strengthens our professional network, connecting us to professionals in the region. Many members of the Board employ UVU students, creating a mutually beneficial long-term relationship.

The Industry Advisory Board By-Laws were updated in 2023 and approved with input from the board. Document Link

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

Program Response:
The NAAB accreditation process is ensuring that program self-assessment is driving change at all levels of administration from the program to the department, college, and university. Self-assessments are used extensively for setting measurable goals to improve, as outlined in Section 5.2.3. Program leadership meet regularly to discuss these goals and how to incorporate feedback into meaningful change in curriculum and extracurricular activities.

5.3 Curricular Development. The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.
Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response:

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

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

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

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

Program Response:

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

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

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

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

Course assessments lead to curriculum changes and/or development of new courses. The Architecture Curriculum Committee (Paul Monson, Aliki Milioti, Brandon Ro, and Ben Felix) receives input from stakeholders and proposes changes through a curriculum management program called CourseLeaf at the university level. All new and modified curriculum at UVU is governed under the curriculum office. There are multiple resources available through this office. Here is a link which outlines the Course and Program approval process for developing new curriculum. https://www.uvu.edu/curriculumoffice/

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

Program Response:

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

Name	Curriculum Committee	Primary Review	Secondary Review	Input
Paul Monson, Architecture Program Coordinator	X			
Aliki Milioti, Assistant Program Coordinator	X			
Brandon Ro, Architect Licensing Advisor	X			
Ben Felix, Assistant Professor	X			

Sid Smith, AED Department Chair		X		
Full-time Architecture Faculty		X		
Adjunct Faculty			X	
Architecture Students				X
Advisory Board				X

5.4 Human Resources and Human Resource Development

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

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

Program Response:

The primary workload activity of faculty members is teaching. Complementing this role are secondary workload activities that include scholarship and university service.

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

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

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

Examples:

- Teacher A (9 credits, 12 ICHE hours) Fall Semester
    1. ARC 4110 Studio V – 6 credits, 9 ICHE hours
    2. ARC 4520 Architectural Theory – 3 credits, 3 ICHE hours
- Teacher B (12 credits, 12 ICHE hours) Spring Semester
    1. EGDT 1700 Architectural Rendering – 3 credits, 3 ICHE hours
    2. EGDT 2100 – Architectural Materials & Methods – 3 credits, 3 ICHE hours
    3. ARC 3230 – Global History of Architecture to 1700 - 3 credits, 3 ICHE hours
    4. ARC 459R – Special Topics – 3 credits, 3 ICHE hours

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

Adjunct faculty play a critical role in allowing full-time faculty to achieve a balance of workload that promotes student and faculty achievement. With the hiring of 10 new adjunct faculty in the last 5 years, this has helped considerably lower the full-time faculty load, giving them more time to spend with students or in strategic planning or pursuing other academic interests. Adjuncts typically teach 1 or 2 classes in a semester. Studio classes are typically reserved for full-time faculty, but in a few cases adjuncts have assisted or taught a full studio, bringing in the perspective of a working professional. For example, Steve Goodwin has taught a section of ARC 2110 Studio I in 2022 and 2024, and Jim Nielsen, FAIA is an assistant instructor for ARC 4610 Studio VIII Capstone. It has also lightened the load of full-time faculty now that each course has been taught multiple times so that curriculum content has been established and refined through repetition. Curriculum development is now generally limited to reflection and improvement rather than generating new content.

Criteria 5.4 was marked as "Not Yet Met" in the 2023 continuing candidacy visit decision letter from NAAB, and the program has made several improvements since then to meet this criterion, described below.

Several full-time faculty have made progress towards achieving tenure at UVU. A major milestone is Brandon Ro receiving his tenure review in spring 2025. Both Program Coordinator Paul Monson and Assistant Program Coordinator Dr. Aliki Milioti are advancing steadily on their tenure tracks, as well as other full-time faculty, demonstrating the program's commitment to fostering long-term faculty development. To enhance teaching quality, the program continues to invest in resources for teaching development, ensuring that faculty can continuously refine their instructional methods.

Despite a university-wide hiring freeze, the program successfully secured a new full-time faculty position, demonstrating its high prioritization within the College of Engineering and Technology. Additionally, the hiring of new adjunct faculty has expanded instructional capacity and brought fresh perspectives to the classroom.

A clear picture of the faculty resources in the architecture program requires an understanding of how the program fits within the larger AED (Architecture Engineering Design) Department and shares human resources with other programs within the department. As described in section 5.1 Structure and Governance, Architecture faculty belong to the AED Department, which oversees other programs besides the B.Arch degree. Courses on the B.Arch degree map in the first 2-3 years of the program, such as architectural rendering and drafting, are frequently taught by other faculty in the AED Department. Previous APR reports have not clearly acknowledged the significant contributions that these other faculty make towards student success in the B.Arch program. These faculty include Robert Price, Lance Heal, Jonathan Allred, and Jeff Johnson. While some of them also teach non-B.Arch courses, a large percentage of their time is devoted to B.Arch courses and students. Below is a complete list of AED faculty who contribute towards the B.Arch degree (T = Tenure; *= not counted in previous APR).

Full-time ARC faculty teaching exclusively courses on the B.Arch degree map (5 total + new hire starting fall 2025):

- Paul Monson, Program Coordinator
- Aliki Milioti, Assistant Program Coordinator
- (T) Brandon Ro (Tenure expected 4/2025)
- Gordon MacKay
- Ben Felix
- (2025 new hire)

Full-time AED faculty teaching many or all of their courses on the B.Arch degree map (5):

- John Montoya
- Jeff Johnson*
- (T) Robert Price*
- Lance Heal*
- (T) Jonathan Allred*

Part-time adjunct faculty teaching courses on the B.Arch degree map (11):

- Jim Nielsen
- Lee Gray
- Steve Goodwin
- Spencer Denison
- Cory Jensen
- Colin Reynolds
- Corey Strange
- Lisa DeLong
- Mike Hathorne
- Jim Alvaro
- Lindsey Barker

In addition to these 5 full-time ARC faculty teaching exclusively B.Arch course, 5 full-time AED faculty teaching B.Arch courses, and 11 adjunct faculty, the Department Chair Sid Smith (also tenured) spends a significant percentage of his time supporting and working with B.Arch faculty and students to ensure their success.

The previous VTR compared UVU to national averages in several areas to highlight recommended areas for improvement. A summary of current statistics is included below:

- **Student/Faculty ratio for professional studies courses (National average 22:1 per 2023 NAAB Annual Report on Architecture Education, p.24)**
    - **PREVIOUS – 2022/23 UVU Program – 16.4:1**
    - **CURRENT - 2024/25 UVU Program – 17.8:1**

- **Student/Faculty ratio for professional design studio courses (National average 12:1 per 2023 NAAB Annual Report on Architecture Education, p.24)**
    - **PREVIOUS – 2022/23 UVU Program – 19.1:1**
    - **CURRENT - 2024/25 UVU Program – 19.7:1**

- **Student/faculty ratio (National average 13:1)**
    - **PREVIOUS - 2022/23 UVU Program (as counted in the VTR) – 14:1 (212/15)** Note: While this was slightly higher than the national average, it was an improvement over earlier reports in the accreditation process and is strong for a new and rapidly growing program. This ratio also did not count the four full-time faculty listed above (Johnson, Price, Heal, and Allred) who teach B.Arch degree courses much of their time. If they had been included, the ratio would have been **11:1 (212/19 instead of 212/15)**.
    - **CURRENT - 2024/25 UVU Program – 14:1 (292/21)** This ratio reflects the growing faculty numbers and rapid growth in student interest in the B.Arch program. Additional adjunct faculty have helped to maintain a student/teacher ratio close to the national average. The new full-time faculty who will be hired this fall will also strengthen the faculty numbers to counter additional anticipated growth. It should also be noted that the count of architecture majors at UVU is inflated due to the fact that students declare their own majors even if they are not enrolled in classes of that major. The number of current students actually enrolled in B.Arch courses and pursuing the degree fluctuates by semester, but is lower than the self-

reported 292.

- **Student/adjunct faculty ratio (National average 25:1)**
    - **PREVIOUS - 2022/23 UVU Program – 21:1 (212/10)** – better than national average
    - **CURRENT - 2024/25 UVU Program – 27:1 (292/11)** – additional adjunct faculty are currently being considered to meet growing student demand.

- **Percentage of adjunct faculty (National average between 40-50%)**
    - **PREVIOUS - 2022/23 UVU Program – 66% (10/15)** Note: This ratio did not count the four full-time faculty listed above who also teach B.Arch degree courses. If they had been included, the ratio would have been **53% (10/19 instead of 10/15).**
    - **CURRENT - 2024/25 UVU Program – 52% (11/21)**

- **Student/tenured faculty (National average 29:1)**
    - **PREVIOUS - 2022/23 UVU Program – (None)** Note: Although none of the faculty that were counted in the statistics in 2023 were tenured, both Robert Price and Jonathan Allred should have been counted, making the ratio **106:1**.
    - **CURRENT - 2024/25 UVU Program – 97:1 (292/3)** Note: Both Paul Monson and Aliki Milioti are on track for tenure in 2026/27, and 3 others (Felix, Montoya, and MacKay) will follow 2 years later, improving this ratio steadily over time

These numbers reflect the rapid surge in student numbers in the last 5 years along with the response by the program to hire additional faculty. UVU Administration has recognized the need for additional faculty (both full-time and adjunct) and resources. The architecture program will continue to evaluate and respond to student needs to ensure an effective educational experience.

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

Program Response:

Professor Brandon Ro, AIA was appointed as the Architect Licensing Advisor in 2020 to help students navigate the transition from the “Architectural Experience Program” (AXP) to the “Architectural Registration Examinations” (AREs). He attends the NCARB Licensing Advisor Summit or other NCARB training each year to stay up-to-date with the requirements for licensure and share this information with our students.

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

Annual workshops and presentations keep students informed about NCARB and state licensing requirements. The most recent presentation is March 6, 2025. The NCARB Licensing Advisor will continue to coordinate providing this training at least annually to architecture students. In addition to this general training to all students, graduates are prepared in depth for the demands of practice and project management - including legal, financial, and licensing issues - in the Professional Practice course (ARC 4520).

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

Program Response:

Architecture faculty members remain current in their knowledge through completing required AIA and other licensure continuing education, serving as AIA leadership, membership in professional organizations, self-study, and attending academic and professional conferences. UVU officially joined ACSA as a member in 2022 in order to take advantage of more trainings and opportunities for faculty and students. Program Coordinator Paul Monson has attended the ACSA Administrator's Conference and recently presented a peer-reviewed research paper about digital and analog design tools at the NCBDS (National Conference of the Beginning Design Student) in Raleigh, North Carolina. Paul is also actively involved in the Institute of Classical Architecture & Art as a Fellow of the National Board.

Other full-time faculty are also committed to professional development, both in ongoing professional licensure CEU courses, and other research interests. Assistant Program Coordinator Aliki Milioti has led international research trips to Bolivia and Greece in collaboration with the Digital Media Department. Brandon Ro has published three refereed journal articles, two creative works in journals/books, and five refereed conference papers/abstracts. He has also delivered ten scholarly presentations at conferences and another five guest lectures at other institutions. Gordon MacKay serves as the President of the AIA Central Utah region and recently presented at a national conference on historic building technology. Ben Felix is the President Elect of the AIA Central Utah region and was recently featured as a watercolor artist at the 2023 Conference of the Institute of Classical Architecture & Art. He is completing a book on traditional sacred architecture and preparing a paper for the Mormon Scholars in the Humanities Conference in May 2025. John Montoya is working on two articles about painting and architecture, one on Pompeii and one on Le Corbusier and polychrome architecture.

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

The Teaching Excellence Program includes faculty development opportunities that lead to certification and international recognition for teaching excellence. By engaging with these and other opportunities, UVU faculty enrich their teaching practice as they pursue tenure and promotion goals.

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

Program Response:

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

- Websites: UVU maintains webpages that provides comprehensive information about the various support services available to students. Students can visit the website to learn about services like counseling, disability services, academic advising, career services, and more.
- New Student Orientation: UVU's New Student Orientation is designed to introduce incoming students to the university and its resources. During orientation, students are given information about the different support services available to them and how to access them.
- Student Success Advisors: Each UVU student is assigned a Student Success Advisor who is there to help them navigate their academic journey. These advisors are knowledgeable about the various support services available to students and can help connect them with the services they need.

- Campus Events and Workshops: UVU regularly hosts events and workshops focused on student success and well-being. These events provide students with opportunities to learn about different support services and how they can utilize them.
- Advertising and Marketing: UVU advertises its support services through various channels such as posters, flyers, social media, and email newsletters. These marketing efforts help raise awareness among students about the available support services.
- Architecture All-Student Meetings
- Emails

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

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

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

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

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

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

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

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

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

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

Other services for students include:
- LEAD Program (https://www.uvu.edu/getinvolved/lead/)
- Center for Social Impact (https://www.uvu.edu/socialimpact/)
- Student Media (https://www.uvu.edu/studentmedia/)
- UVUSA (https://www.uvu.edu/uvusa/)
- On-Campus Food Pantry (https://www.uvu.edu/studentcare/food-pantry/index.html)
- Campus Connection (https://www.uvu.edu/campusconnection/)
- Student Rights and Accountability (https://www.uvu.edu/studentconduct/)

- Housing (https://www.uvu.edu/housing/)
- Crisis Services (https://www.uvu.edu/studenthealth/psych/crisis.html)
- Wellness Programs (https://www.uvu.edu/wellness/)
- Wee Care Center On-Campus Childcare (https://www.uvu.edu/weecare/)

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

5.5 Social Equity, Diversity, and Inclusion

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

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

Program Response:

UVU is committed to fairness and respect among current and prospective faculty, staff and students in its distribution of human, physical and financial resources. The architecture program offers an extremely low-cost degree through an open enrollment university, reducing or eliminating two of the most difficult barriers that students may face in higher education. In addition, the program is committed to creating a work environment and organizational culture that achieves the university's vision. As described on UVU's mission webpage: "We invite people to "come as you are" and let them know that "UVU has a place for you." Care means that we strive always to "see" the person in front of us — their strengths and weaknesses, struggles and triumphs, past and potential, and inherent dignity and worth." Decisions regarding resources of the program are aimed at strengthening these dynamic differences in order to prepare students for success in an increasingly diverse and global world.

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

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

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

In accordance with federal law, all application and recruitment materials at UVU include a statement of non-discrimination that reflects our policy for hiring faculty and staff and for recruiting students:
Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law in employment, treatment, admission, access to educational programs and activities, or other University benefits or services.

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

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

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

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

- **The University Office of Institutional Engagement and Effectiveness** – A central hub for information regarding the mission and values of belonging and culture at the university (https://www.uvu.edu/inclusion/)
- **Cultural Competency Workshops** – Professional development opportunity designed to help participants gain the tools and skills to improve self-reflection and awareness, communicate effectively across different experiences and cultures, foster mutual respect, and promote an inclusive campus. (https://www.uvu.edu/inclusion/training/foi.html)
- **Intercultural Engagement Women's Program** – A center providing resources, scholarships, and programs to help women succeed and graduate. (https://www.uvu.edu/wsc/)
- **Equity and Title IX Office** – Advocacy and legal office that fosters a culture of respect on campus and defends victims of dating violence, domestic violence, sexual assault, stalking, harassment, or discrimination based on gender. (https://www.uvu.edu/equityandtitleix/)
- **International Student Services** – Office to promote international student success, retention, graduation, and life-long learning. (https://www.uvu.edu/iss/)
- **Accessibility Services** – Provides accommodations for anyone on campus with disabilities including temporary conditions and pregnancy accommodations. (https://www.uvu.edu/accessibility-services/)
- **LGBTQ+ Program** – Services, support, and opportunities for personal growth, safety, and a sense of belonging for those in the LGBTQ+ community. (https://www.uvu.edu/lgbtq/)
- **Veteran Success Center** – Personalized care to help veterans, service members, and their dependents. (https://www.uvu.edu/veterans/)
- **Wee Care** – On campus childcare to help young parents and caregivers succeed in academics (https://www.uvu.edu/weecare/)
- **Office of Teaching and Learning** - Faculty development and training for success, access, and equity (https://www.uvu.edu/otl/faculty/index.html)
- **Center for Intercultural Engagement** – Programs and services that embrace and validate multicultural education, promote opportunities for intercultural learning, exchange, and appreciation. (https://www.uvu.edu/intercultural-engagement/)

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

Program Response:

Utah Valley University Human Resources is committed to creating a work environment and organizational culture based on integrity, respect, equal opportunity, and inclusion.
https://www.uvu.edu/peopleandculture/division/index.html

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

The UVU Architecture Program complies with UVU HR policies and seeks highly qualified individuals with a wide range of cultural backgrounds and expertise. All search committee members are required to participate in UVU Hire Training that includes training on diversity, inclusion, and unconscious bias. We value individuals regardless of age, gender, color, disability, ethnicity, family or marital status, political affiliation, race, religion, sexual orientation, socio-economic status, veteran status, and other unique characteristics. These are all factors that bring perspective to our workforce.

For example, as a native of Greece and an immigrant to the United States, Dr. Aliki Milioti brings a unique background including her PhD and research into ancient architecture of a different culture. Dr. Milioti applies this unique perspective to her approach in teaching history classes and design studios in the curriculum. She advocates for female students and those from immigrant and underserved communities. She leads the student chapter of NOMAS (National Organization of Minority Architecture Students) for UVU. As assistant program coordinator, Dr. Milioti participates in all planning and strategic meetings and serves on search committees for full-time faculty. Brandon Ro also brings diversity to the program leadership as an Asian-American. His research expertise in multi-cultural architecture and comparative religions broadens the scope of the curriculum and mission of the program.

<u>Current (2024/25) faculty demographics (Full-time ARC faculty):</u>

- Male 80%
- Female 20%

- White 60%
- Non-white 40%

<u>Current (2024/25) leadership demographics (Program Coordinator and Assistant Program Coordinator):</u>

- Male 50%
- Female 50%

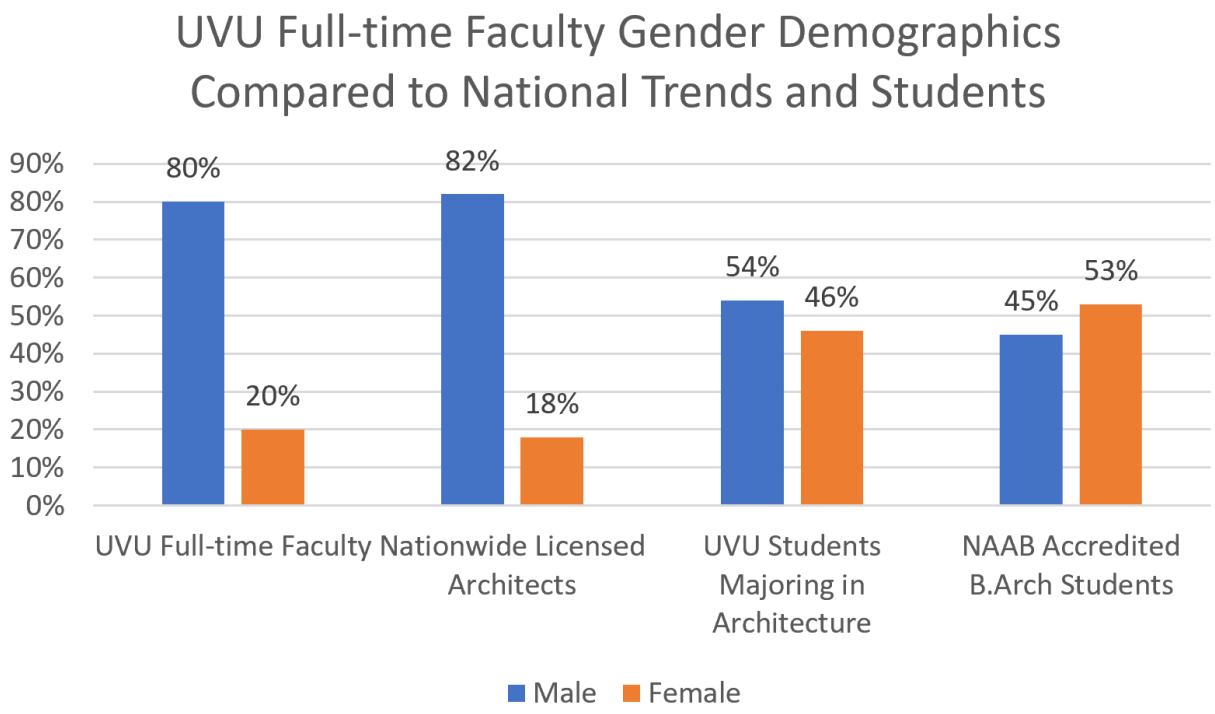
- White 50%
- Non-white 50%

The architecture program is currently conducting a search for a new full-time tenure track position. Brandon Ro is the chair of this committee and Aliki Milioti is a member of the committee. Following university policy, all search committee members received UVU Hire HR training on diversity, inclusion, and unconscious bias. The position opening was posted on job forums both nationally and internationally to cast a wide net. Every effort is being made to avoid discrimination based on race, gender, or other protected category.

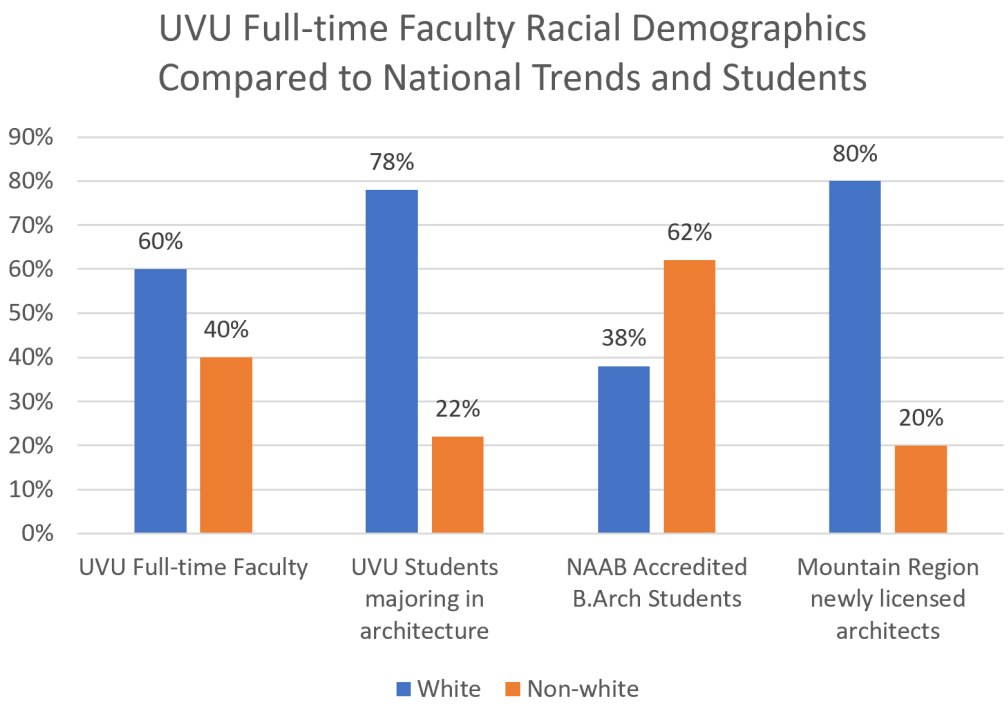
Adjunct faculty are typically working professionals in the region. Adjunct professors generally follow demographic trends in our area. However, adjunct faculty do represent a broad spectrum of backgrounds, ages, and expertise in the profession. Jim Nielson, FAIA and Lee Gray, AIA are retired architects with decades of experience designing buildings nationally and internationally, for example. Other adjunct faculty, like Lindsey Barker, are recent graduates who bring fresh and innovative ideas as members of younger generations.

Staff for the architecture program are shared with the AED Department. Michaela Case, female, is the administrative assistant. Maggie Hunter, also female, is the student employee in the office. These staff members are often the face of the department to visitors and students, and they represent the inclusive environment to which the program aspires.

Currently, students majoring in architecture are 54% male and 46% female. Here is a comparison of faculty and student gender demographics with national trends:



Looking at the racial demographics, architecture majors are 78% white and 22% non-white. Below is a comparison of faculty and student racial demographics with national trends:



Regional and national statistics are from NCARB and NAAB reports. UVU data is current data as of 2024 from the UVU Office of Institutional Research.

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

Program Response:

UVU has produced a 2024-2028 Engagement plan (https://www.uvu.edu/engagement-and-effectiveness/plan/) that outlines the following vision and mission:

Vision – UVU aspires to foster an engaging and supportive campus that empowers students, embraces all differences, and nurtures a strong sense of belonging, enabling the UVU community to grow and thrive.

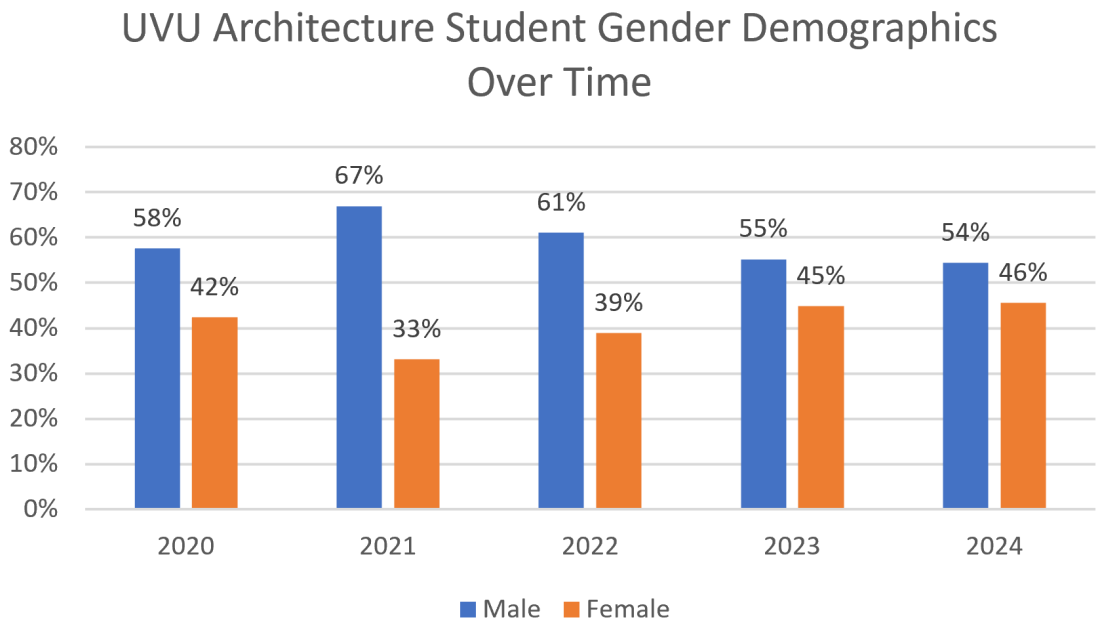
Mission – Cultivate a campus culture that exemplifies collaboration, embraces innovation, and values respect, to provide exceptional care for students, faculty, and staff.

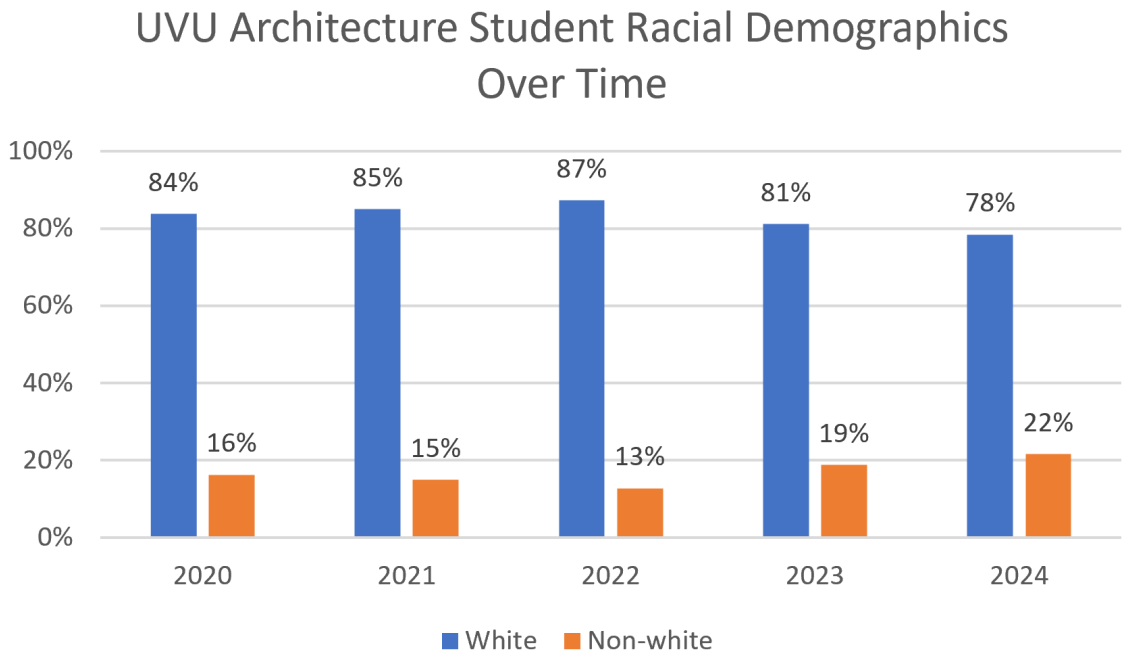
The UVU Architecture Program aligns with the Universities vision, mission, and goals. Specific goals of the plan include:

- Enhance students' and employees' experiences by prioritizing data-driven inclusion and diversity planning and collaboration to deliver exceptional results.
- Foster a welcoming learning community and workplace to create an exceptional care experience and graduate culturally competent students.
- Build a qualified talent from all backgrounds and experiences to enhance employee-student representation and improve student access to education.

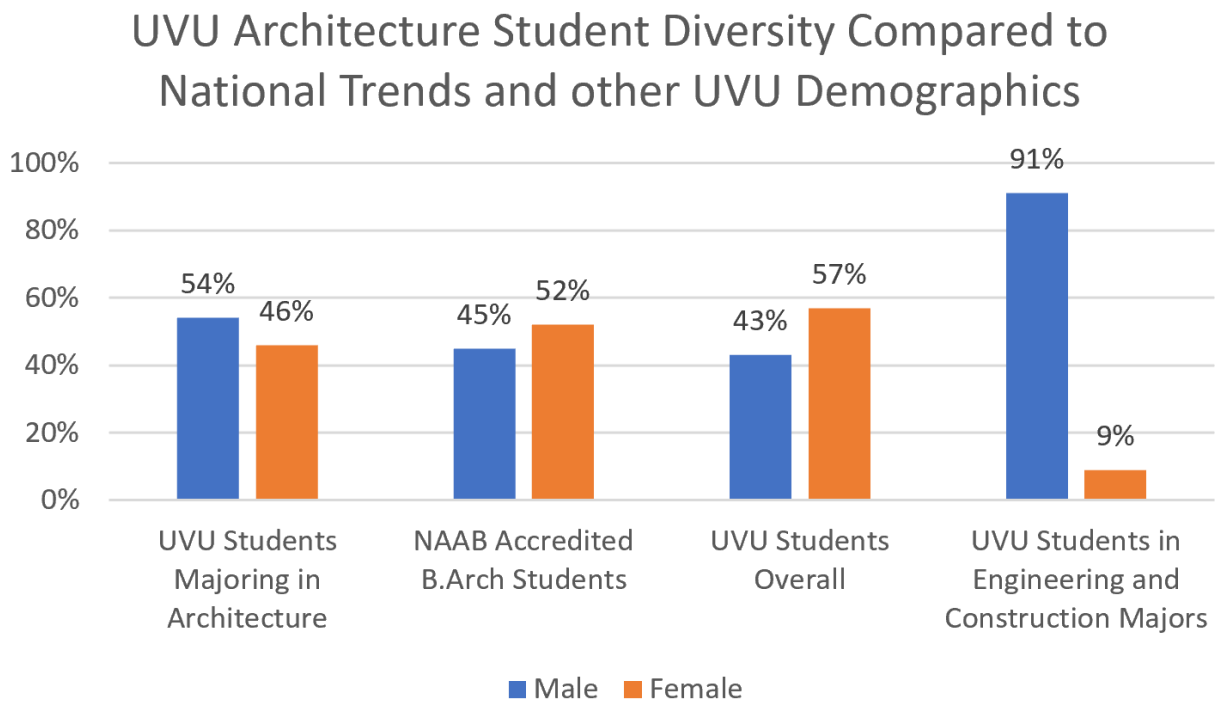
Each college at the university has organized a committee to implement the plan and champion the values of respect and inclusion within the college. Architecture Faculty member Aliki Milioti has been appointed to represent the architecture program on this committee for The College of Engineering & Technology.

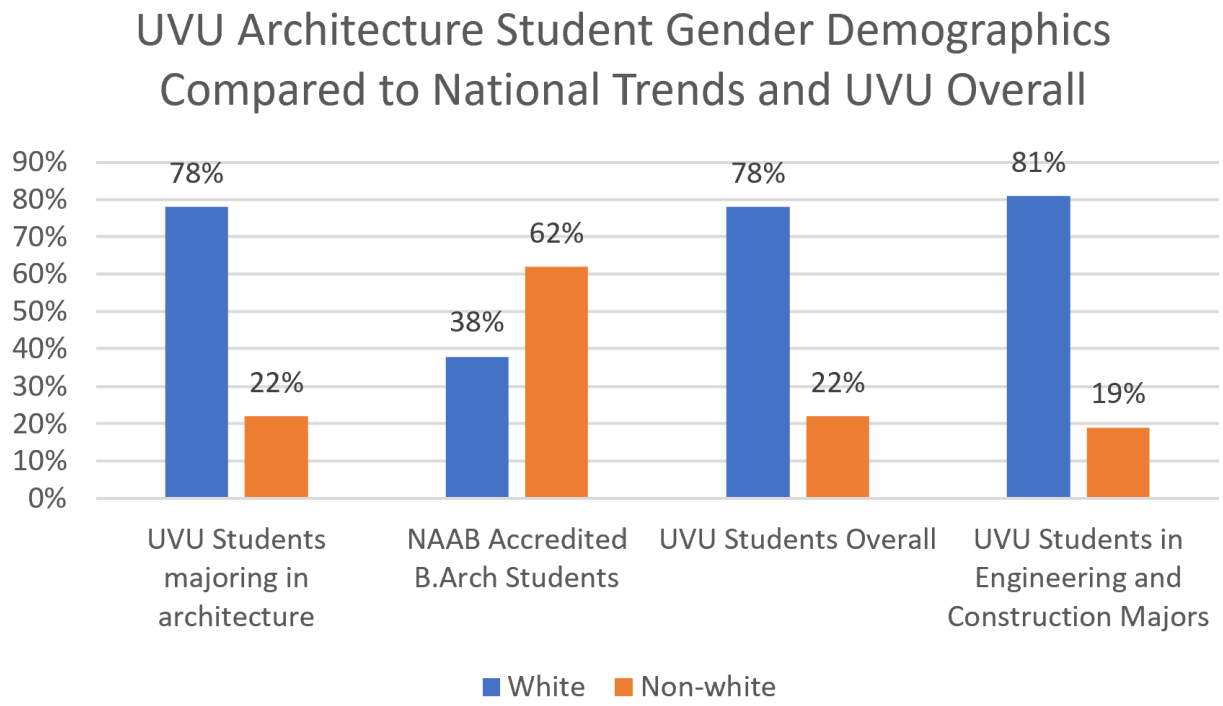
Student demographics have changed and show a higher percentage of female and minority students compared to 2020. The percentage of female students has increased by 4% and minorities by 6% in those 5 years. Below are graphs showing how these demographics have changed:





UVU Architecture has a higher percentage of female students compared to other engineering and construction programs at UVU but a lower percentage of females compared to UVU students overall. Compared to national trends and other programs at UVU and UVU students overall, UVU Architecture has a lower percentage of minority students.





Note: National data is the from NCARB statistics in 2020; UVU data is current data as of 2024 from the UVU Office of Institutional Research.

While federal law prohibits discrimination in accepting students to the program based on factors such as gender and ethnicity, we can ensure equal opportunity for students and an environment that is truly inclusive for all. The percentage of females and minorities is increasing over time. In order to continually improve performance in this area, we seek feedback from both students and industry advisors through an annual survey. When asked, "Agree or disagree? The UVU Architecture Program is an environment that is inclusive of students from any background, regardless of race, ethnicity, gender, or other factors," students scored the program 6.84 out of 7. This underscores UVU's commitment to fostering an inclusive, diverse, and supportive environment that prepares architecture students to thrive as empathetic, socially conscious professionals in a globalized world.

The program will continue outreach efforts around campus and in regional high schools that serve disadvantaged areas. Outreach efforts on campus include TecFest (a recruiting/marketing event to highlight technology programs) in August and high school open house events each fall. Program representatives also present at Career Night at local vocational high schools. The program also will work to improve student awareness of the exceptional services available on campus to minority students such as are listed above in Section 5.5.1.

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

Program Response:

In facilitating the University's diversity, inclusion, and compliance objectives, the UVU Office for Equity and Title IX (https://www.uvu.edu/equityandtitleix/) is committed to maintaining an inclusive and safe environment for its students, faculty, staff, and visitors. The Equity and Title IX Office fulfills this responsibility by providing resources and enforcing UVU policy and state and federal law to promote a campus free from discrimination, harassment, and sexual misconduct.

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

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

Program Response:

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

5.6 Physical Resources

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

5.6.1 Space to support and encourage studio-based learning.

Program Response:
In 2022 UVU Architecture acquired additional studio and classroom space in the Computer Science Building to accommodate studio-based learning, bringing the total studios to four. The program continues to utilize these four dedicated studio spaces, one for each of the four years of studio instruction. These rooms (712, 712a, 713a, and 715b) are supplemented by one classroom for history and other lecture-based curriculum (708) as well as other classrooms that are shared with drafting and surveying courses.

Total Studio space: 4,115 sq ft

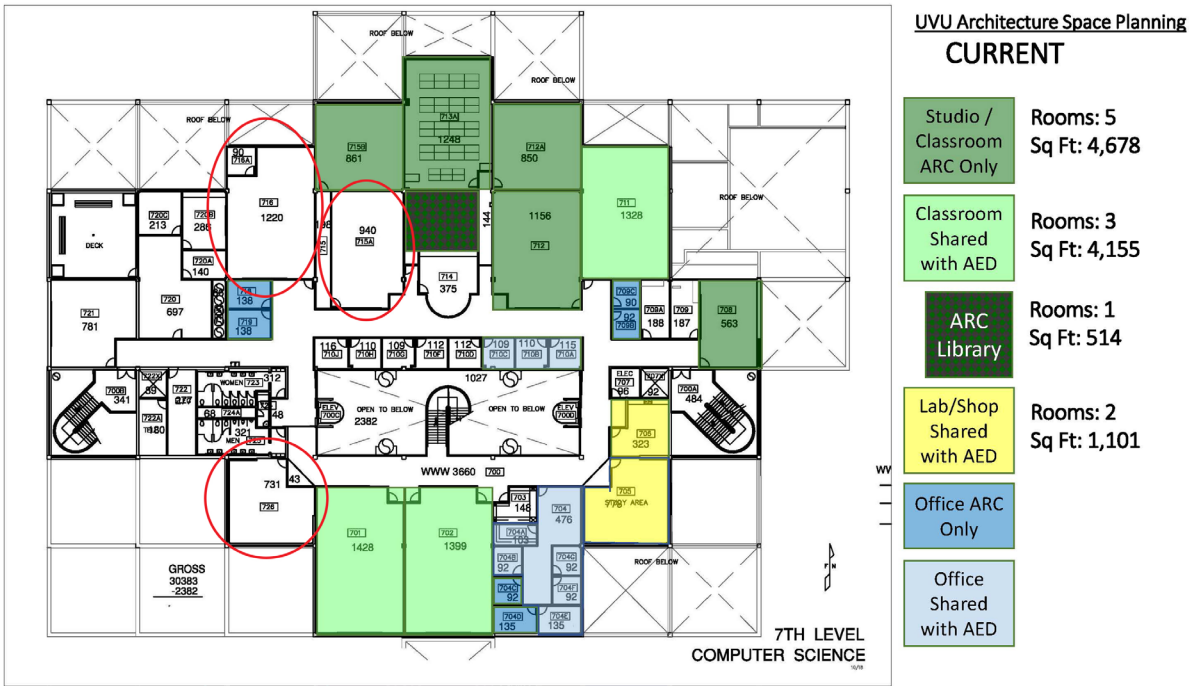
- 712 – 1,156 sq ft – Studio I and II
- 712a – 850 sq ft – Studio III and IV
- 713a – 1,248 sq ft – Studio VII and VIII
- 715b – 861 sq ft – Studio V and VI

With 20 students per cohort this equates to +/- 51 sq ft per student.

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

3 sections of Studio I and II share the same space in 712. Tables work like “hot seats” for students to come and go. Students bring their materials to studio with them each day and take their materials home at the end of class or use the storage areas at the perimeter of the studio space to store things overnight. Other studios (712a, 713a, and 715b) have only one section in the studio and therefore students are able to have assigned seats and use the same space outside of studio hours. Having dedicated space for students in years 3-5 improves the camaraderie amongst the students in their cohorts.Remote studio work is also utilized at times. Instructors are able to connect with students online through Teams or other livestream platforms and can review their work or include them in class reviews and discussions.

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



The space we have meets current capacity. Future growth beyond 20 per cohort is being considered along with various space utilization scenarios to accommodate this growth. In 2026 a new Engineering Building will be completed and it is likely that the architecture program will receive additional spaces circled on the above floor plan to accommodate student growth. 715a, 716, and 726 will provide approximately 2,900 additional square feet of space for studios and classrooms.

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.

Program Response:

A. **Lecture halls** – Room 708 is a 563 sq ft classroom used for lecture-based classes in the architecture program like history and professional practice. The room is set up with individual chairs and desks. The professor has a computer workstation, large screen, and a whiteboard at the front for instruction. Other classrooms on the floor are also used for associates-level architecture classes in the first two years of the program and are shared with other AED courses like surveying, mapping, and drafting. 701, 702, and 711 are large lecture halls (+/- 1,400 sq ft) with computer workstations and drafting tables for each student. In addition to these spaces on the 7th floor, faculty are able to schedule many other spaces in the building and on campus as needed. A large 150-seat theater-style lecture hall on the 4th floor (room 404) is frequently used for all-student meetings and large lectures. Larger spaces, including lecture and assembly spaces, can be scheduled for special classes and events. For example, final reviews for Studio VIII Capstone Studio were held in the 400-seat auditorium in room 134 of the Science Building. The Architecture Career Fair is held in a 2,700 sq ft event space in the Sorensen Student Center called Centre Stage. These and many other specialized spaces are shared with all other departments and programs on campus.

B. **Seminar spaces and small-group study rooms** – Room 714 is a 375 sq ft seminar room used for occasional small group meetings with students or faculty. Department and architecture program faculty meetings are often held in this space. Other areas of campus within a short walk from the Computer Science Buildings are frequently used for student gatherings and study areas. For example, the spring Resume Workshop hosted by the UVU Career Development Center, is held in a seminar room within their offices. Students can utilize study areas at the central Fulton Library or in other spaces on campus. All buildings on campus are accessible through conditioned indoor corridors, making it convenient to navigate even in cold or wet weather.

C. **Labs, Shops, and Equipment** - The Architecture Program currently makes use of a small wood shop (706) containing a table saw, band saw, scroll saw, sanders, and drill press for student models. This room contains dust mitigation equipment and proper ventilation for student safety. In an adjacent “maker space” (705) the department has a 24” and a 36” color plotter as well as a 36” OCE scanner and plotter. This room also has an epilog laser cutting machine and a large central table for projects. Computer workstations and scanners and printers are also available in 705 for architecture and AED students. Both the woodshop and maker space are accessed by physical keys held by the faculty, admin, and student workers. On the 6th floor of the CS building, the 3D Printing/Prototyping Lab is staffed and open to all students during business hours. The lab contains five different 3D printers, the largest of which is a manufacturing-grade printer that can print up to 14”x14”x16”. Students can make use of these resources for studio models. Many other specialized labs and shops are available for student use with advanced planning. These include large cabinet-making shops in the construction management department, welding shops used by the automotive department, art studios, theaters, ballrooms, and other indoor and outdoor spaces on campus.

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

Program Response:

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

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

Program Response:

See 5.6.2

5.7 Financial Resources

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

Program Response:

The full annual UVU Financial Report can be found here: https://www.uvu.edu/finance/docs/2023-uvu-financial-report-pp.pdf

UVU is primarily funded by the State of Utah through legislative appropriations. In the 2023 fiscal year, the state provided approximately $184 million in funding to the university. The university also receives additional revenue from tuition, grants, and private donations. In-state students typically pay lower tuition rates than out-of-state students, and there are also different rates for undergraduate and graduate programs. Grants, which come from a variety of sources such as federal agencies, private foundations, and corporate entities, can be used to fund research, support specific programs or initiatives, or provide financial aid to students. Finally, private donations from individuals, corporations, and foundations also contribute to UVU's budget. These donations can be used to support scholarships, endowments, building projects, or other areas of need identified by the university.

Over the past 10 years, Utah Valley University (UVU) has seen a steady increase in its funding from both state appropriations and tuition revenue. This increase in state appropriations has helped to support the university's growth and expansion over the past decade. Tuition revenue, grants, and private donations have also all increased over the past 10 years, which has helped support the university's continued growth and development, including the creation of new programs such as the Bachelor of Architecture Degree.

Budgeting at the College and Department Level:

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

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

In response to NAAB concerns at the initial candidacy phase that the Architecture Program have more control of budget decisions, the college created a separate index number in the department budget that is set aside for use by that program only. This account has increased over time. In addition, budget amounts from other programs within the department have been shared with the Architecture Program when needed. There is also a separate index number within the foundation account where money raised by the Architecture Program from donations is set aside exclusively for our use.

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

An example of this support occurred in 2022 when the Architecture Program needed to replace David Barker and Chris Lobas as full-time faculty members. The college quickly made funds available to start a search committee and hire new tenure-track faculty to replace them. Recognizing the growth that is happening within the program, the college also granted funding to hire a third tenure-track position to cover the growing student demand for architecture courses. The program coordinator, Paul Monson, was made chair of the search committees to lead the hiring process, and department administrative support and resources were provided as needed. At the end of 2024, an additional tenure-track position was created to accommodate the growth of the program, even as the university as a whole was on a hiring freeze and other departments were experiencing faculty and budget cuts. Recognizing the increase in student numbers and the need for additional funding, the CET increased the discretionary spending budget for the architecture program by $10,000 in 2024.

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. The Department covers licensing fees for all faculty.

Course fees are specifically tied to each course to provide for expenses for printing, equipment, materials, and guest critic honorariums.

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

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

research, equipment, and other projects. The CTE has a specific focus on 1 and 2-year technical programs, associates degrees, and certificates. The architecture program has previously secured funding through the CTE for equipment such as the wood shop, which includes a drill press, table saw, miter saw, jig saw, and other equipment for model making and other small projects.

Private donations to the architecture program for the past 2 years:
2023/24: $17,500
2024/25: $51,500

Grants applied for and awarded for the past 2 years:
2023/24: $90,340
2024/25: $94,000

Funding through donations and grants is increasing each year and will continue to be an important supplement to the budget. The program also receives teaching and personnel support from volunteers throughout the year, including nearly 100 guest critics for design reviews from the professional community. More information about donations, grants, and volunteers can be found in section 5.2

Summary of Financial Resources:

Salaries Accounts	**Allocation**	**Notes**
TOTAL	**$477,133**	**$584,580 additional for department faculty and staff who support architecture faculty and teach drafting and other similar classes (See breakdown below in each row). Total for department salaries accounts: $1,061,713**
Faculty Salary	$321,482	$333,093 additional for department
Faculty Benefits	$136,250	$204,798 additional for department
Hourly Faculty	$14,051	$18,522 additional for department
Hourly Staff	$5,350	$28,167 additional for department
Budget Accounts	**Allocation**	
TOTAL	**Variable**	
Architecture Program Expenses	$15,000	Office supplies and other program needs
Department Expenses	$30,498	Distributed to different programs based on specific needs (membership dues, events, equipment, software, etc.)
Books and other student supplies	Per class	Minimal class fees are determined for each course and cover books and other needed supplies. An additional $45 fee is charged to each student taking a class in the college to cover computers in computer labs on campus.
Other Budgets Provided by College and/or University		
Information Technology (Computers for faculty and classrooms, projectors, monitors, printers, software, etc.)	CET budget	Annual budgets for IT (approx. $350K) are appropriated to the college and shared by all programs including architecture. Repairs and maintenance are provided on an ongoing basis. Upgrades and future growth are discussed in an annual meeting with the department and IT leadership.

3D Printing Lab	Self-sustaining	A 3D printing lab with approximately $400K equipment used by architecture students is located within the college and maintained through printing fees
Other Equipment (wood shop, plotters, laser cutters, etc.)	CET budget	General maintenance of equipment is covered with department budget. Major Replacement and Repair (R&R) is done with funding from the College. Approx $350K is appropriated annually and shared by all programs, including architecture.
Physical facilities	University budget	All physical facilities expenses, including utilities, building maintenance and security, renovations, etc. are managed by the university through the Physical Facilities Division. Requests are made through the college and reviewed at regular committee meetings.
Scholarships/student aid	University and CET budgets	Scholarships and financial aid are available for incoming freshmen and continuing or transfer students. To apply for scholarships, students complete the UVU Scholarship Application available online. (https://www.uvu.edu/financialaid/scholarships/)

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

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

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

Student Tuition:

Below is a summary of tuition rates for in-state and non-resident students (as of the latest data published – 2023/24). Approximately 78% of undergraduate students receive some form of financial aid, including grants, scholarships, loans, and work-study programs. The majority of UVU Architecture students are employed while they are students, allowing them to offset costs and graduate with little or no debt.

Undergraduate Instructional Fees (Per Semester)		
	In-State Tuition and Fees	Non-Resident Tuition and Fees
12-18 Credit Hours	$3,135.00	$8,915.00
3 Credit Hours	$976.00	$2,697.00
6 Credit Hours	$1,717.00	$4,719.00
9 Credit Hours	$2,458.00	$6,885.00

5.8 Information Resources

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

Program Response:

In December 2020, the UVU Architecture Program received a 5,000 book-donation from architect Allan Greenberg that includes many rare and oversized books with architectural drawings. We subsequently received an additional donation of 800 volumes from retired University of Utah Professor Peter Atherton, increasing the collection by almost 20%. The collection is accessible to students in a central location to the architecture classrooms. In addition, students have access to the UVU Fulton Library collection on campus, which contains additional books, ebooks, and videos related to architecture and building construction. The library subscribes to JSTOR and participates in interlibrary loan as well as Art Full-Text, Architectural Digest and Architectural Record.

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

Program Response:

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

For students, the library offers:

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

For faculty, the library offers:

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

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate

public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

Each program is responsible for demonstrating compliance with each criterion. If the programs have separate webpages, responses below should clearly identify and demonstrate compliance for the respective program.

6.1 Statement on NAAB-Accredited Degrees

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

Program Response:

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

Program Response:

Access to this documentation is found on the UVU Architecture website:
https://www.uvu.edu/aed/architecture/naab-accreditation.html

6.3 Access to Career Development Information

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

Program Response:

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

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

In addition to in-class preparation, students are provided access to placement and employment services through the UVU Career and Internship Center (UVU CIC) (https://www.uvu.edu/career-internship/). Career counselors

make an annual presentation to the architecture students at a mandatory all-student meeting in the spring semester prior to the Architecture Career and Internship Fair. A group resume workshop follows this presentation. Students can also take advantage of one-on-one appointments with career counselors, which include resume and cover letter assistance, job search strategies, mock interviews, and career planning. The peer-to-peer "Career Lab" is another resource for students where they can walk in at any time without an appointment to receive mentoring and assistance. Online career resources are available 24/7 and include video tutorials on all of these topics as well. Incoming freshman are provided a copy of the "Career Development Center Student Guide" (Document Link) which informs them of resources available on campus and opportunities in the industry.

Since April 2023, the B.Arch program has held an annual Career Fair dedicated specifically to architecture majors. A survey of students and employers at the Architecture Career Fair is a primary means of assessing the success of career development services. This annual Student and Employer Career Development Surveys (Student Survey and Employer Survey) evaluate employment rates and student and employer satisfaction with the career development services provided by the university. Results of this survey are used for strategic planning by program leaders in consultation with the Industry Advisory Board and student representatives. Students connect with employers through a networking database called Handshake and through other in-person Career Fairs on campus as well. The UVU Career & Internship Center holds a dozen or more career fairs each year, including a STEM Fair, Part-time Job Fair, and others where drafting and architecture students can find employment.

Finally, students have networking opportunities and access to potential employers through professional organizations such as NCARB, AIA, ICAA (Institute of Classical Architecture & Art), NOMAS (National Organization of Minority Architecture Students) and others. NCARB makes an annual presentation to students that covers the path to licensure. The UVU student chapter of AIAS is under the leadership of faculty member Lance Heal, President of the AIA Central Utah Chapter. The ICAA connects students to employers through a nation-wide network of firms practicing contemporary classical architecture (https://www.classicist.org/membership-directory/). Students organize events through an ICAA emerging professionals club called the Rising Vitruvians, with Ben Felix as faculty mentor. Faculty member Aliki Milioti leads the student chapter of NOMAS, which provides support and resources to students from all races and cultures.

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

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

Program Response:

B.Arch.:

Requirement	Program Website Link (if applicable)
a) All Interim Progress Reports submitted since the last team visit	NA
b) All NAAB responses to any Plan to Correct (if applicable) and any NAAB responses to the program Annual Reports since the last team visit	NA
c) The most recent decision letter from the NAAB	https://www.uvu.edu/aed/architecture/naab-accreditation.html
d) The Architecture Program Report submitted for the last visit	https://www.uvu.edu/aed/architecture/naab-accreditation.html
e) The final edition of the most recent Visiting Team Report, including attachments and addenda	https://www.uvu.edu/aed/architecture/naab-accreditation.html
f) The program's optional response to the Visiting Team Report	https://www.uvu.edu/aed/architecture/naab-accreditation.html
g) Plan to Correct (if applicable)	NA
h) NCARB ARE pass rates	NA
i) Statements and/or policies on learning and teaching culture	https://www.uvu.edu/aed/architecture/naab-accreditation.html
j) Statements and/or policies on diversity, equity, and inclusion	https://www.uvu.edu/engagement-and-effectiveness/plan/

M.Arch.:

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

6.5 Admissions and Advising

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

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

Program Response:

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

Application forms and instructions are provided on our program website:
https://www.uvu.edu/aed/architecture/admissions.html

6.6 Student Financial Information

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

Program Response:
UVU provides various routes, levels, and amounts of aid to undergraduate students through the University Financial Aid Office. The AED department also provides scholarships to qualified students based on GPA. These are, at this point, largely funded by the university budget, although some funds are derived from private donors. Students must apply for these program funds and they are competitively awarded. Here is a link to the UVU Financial Aid office. https://www.uvu.edu/financialaid/aid/

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

Program Response:

The full cost for completing the NAAB-accredited degree is $37,510 and is posted on the UVU Architecture website (https://www.uvu.edu/aed/architecture/). Costs are estimated based on student experience from the past 5 years and may change as course content is updated. Tuition, room & board, transportation, and personal expenses are accounted for separately by the University Financial Aid Office (https://www.uvu.edu/financialaid/).

APPENDIX

1. PC/SC Matrix

PC/SC Matrix

2. Condition 4.2 Professional Degrees and Curriculum

Programs should complete or modify the following chart for the appropriate accredited program(s) and include as part of the APR.

See 4.2.4

B.Arch.

Required Prof. Courses	**Elective Prof. Courses**	**General Studies**	**Optional Studies**
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
ARCH 201 Prof. Practice (3)			
Total	Total	Total	Total
Total No. of SCH for Degree			

*SCH; Semester Credit Hours

M.Arch.

Undergraduate Courses if Preparatory			
Required Prof. Courses	**Elective Prof. Courses**	**General Studies**	**Optional Studies**
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
Graduate-Level Courses			
Required Prof. Courses	**Elective Prof. Courses**	**General Studies**	**Optional Studies**
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
Total	Total	Total	Total
Total No. of SCH for Degree			

*SCH; Semester Credit Hours

3. One-Page Faculty Resumés

Faculty Resumes

The APR-IA must include the following appendices:

- Plan for Achieving Initial Accreditation (documenting the program's complete implementation of the plan)
- Steps that may be taken after initial accreditation is received
- All previous VTRs
- The eligibility memorandum

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

Appendix 1: Plan for Achieving Initial Accreditation (submitted September, 2025)

UVU Architecture Program:
A Brief Assessment of the Progress Against the 2019 Plan for Achieving Initial Accreditation
September, 2024

CONTEXT AND MISSION

Over the past five years, UVU Architecture has stayed true to its original vision: to provide an architectural degree that combines modern technology with timeless design principles and industry-focused coursework to produce practice-ready "master builder" graduates. Our emphasis on traditional and classical architecture from various cultures encourages students to explore enduring historical principles from diverse backgrounds. This approach fosters cultural empathy, environmental responsibility, ethical leadership, and the wise use of resources, using lessons from the past to shape innovative solutions for 21st-century challenges.

A key reason for the growth and strength of the UVU Architecture Program has been its accessibility and affordability, making quality architectural education available to students of all backgrounds, including many non-traditional and first-generation students. The program values inclusivity and offers a supportive community that addresses the unique challenges faced by these students. At the same time, UVU's commitment to affordability does not come at the expense of quality. The program meets rigorous industry and accreditation standards and emphasizes a holistic approach of technical proficiency, critical design thinking, collaboration, and ethical responsibility. Students are encouraged to engage with real-world challenges, promoting resilience and sustainability in their designs. Since the beginning, the UVU Architecture Program has been driven by a commitment to community engagement, expanding its curriculum to address the evolving needs of local and global communities while maintaining a strong focus on preserving and understanding architectural heritage.

The Architecture Program at UVU is aligned with the university's mission as it transitions from a technical college to a dual-mission university. The program's focus on interdisciplinary collaboration, community engagement, and producing job-ready graduates makes it an exemplary program at the university. Collaboration with other departments and external industry partners has strengthened the program and provided students with valuable opportunities. UVU Architecture's alignment with the university goals, along with strong industry ties, positions it well for achieving accreditation by the initial accreditation site visit.

SHARED VALUES OF THE DISCIPLINE AND PROFESSION

Alignment with the NAAB shared values is evaluated each year by regional industry leaders familiar with the UVU Architecture Program and its students. Benchmark goals have been met in each area, preparing the program for initial accreditation in accordance with the initial 2019 plan.

- Design: The UVU architecture program offers a 2+3-year curriculum that blends classical principles with modern design needs. In the first two years, students complete an Associate's degree that builds a foundation in drafting, 3D modeling, and classical design, preparing students with technical skills to matriculate into the final three years of the B.Arch program. In years three and four, students delve into complex design issues, integrating building codes, sustainability, and cultural context. The final year focuses on urban design, a capstone project, and professional preparation. Key values include aesthetic sensibility, intercultural competence, technical skills, human well-being, timeless design, empathy, and environmental stewardship.

- Environmental Stewardship and Responsibility: This value is emphasized by prioritizing durability, longevity, and adaptive reuse over temporary fashions and consumerism. The curriculum integrates

sustainable practices, focusing on carbonneutral design and wise resource management. Students study biophilic design, biomimicry, and the impact of buildings on health through courses like Culture and Behavior in Architecture. They also explore sustainability in courses like Passive and Active Environmental Systems and apply national guidelines in projects. The program supports UVU's campus-wide sustainability efforts, including energy efficiency and recycling.

- Equity, Diversity, and Inclusion: UVU's architecture program is dedicated to equity, diversity, and inclusion by making education accessible through open enrollment, low-cost degrees and by teaching students to design with empathy and respect for cultural and historical contexts. Combined with university support such as tutoring, housing, and health services, the architecture program fosters an inclusive environment aligned with UVU's vision, promoting civility, respect, and diverse perspectives. Faculty are implementing strategies to enhance diversity among students, staff, and faculty, including recruiting from minority high schools and supporting female students in architecture.

- Knowledge and Innovation: UVU Architecture values knowledge creation and innovation, balancing new insights with lessons from the past. The curriculum integrates technical knowledge through courses like Architecture Materials and Methods, Applied Structures, and Environmental Systems. In the fourth and fifth years, students apply this knowledge in design studios and engage in architectural research. This includes evaluating innovations in Architectural Theory and exploring cross-disciplinary aspects in the Culture and Behavior in Architecture course. Students also conduct independent research for their Capstone Project.

- Leadership, Collaboration, and Community Engagement: The curriculum at UVU emphasizes interdisciplinary experiences and real-world projects. Students collaborate with peers in engineering, digital media, and construction management, exemplified by projects such as designing a visitor center at Beit Lehi, Israel. Leadership training focuses on balancing priorities, self-awareness, and empathy, preparing students for effective client and colleague interactions. Opportunities for leadership extend to involvement in student organizations such as AIAS and NOMAS as well as community projects like urban design charrettes and community-engaged design for local cities.

- Lifelong Learning: UVU's Architecture Program provides a comprehensive education that accommodates non-traditional students, including those with work and family commitments. A high percentage of students work part-time while completing their degree. The curriculum offers a broad foundation in the first two years and specialized depth in the subsequent years. Students engage with industry professionals through lectures, critiques, and career fairs, and benefit from interaction with and feedback from an Industry Advisory Board. The program also includes support for licensure through workshops and an Architect Licensing Advisor.

PROGRAM AND STUDENT CRITERIA

All Program Criteria have been met in previous NAAB evaluations. The UVU Architecture Program uses both direct and indirect assessment measures to ensure continuous improvement. Data will continue to be collected and assessed on an ongoing basis.

Achievement of all NAAB Student Criteria is a top priority for UVU Architecture. For the Continuing Candidacy visit, three remaining criteria were identified as needing further evidence for completion:

- SC.1 Health, Safety, and Welfare in the Built Environment
- SC.5 Design Synthesis
- SC.6 Building Integration

To ensure the UVU Architecture Program meets all NAAB Student Criteria (SC) and secures full accreditation, we are developing a comprehensive action plan with a focus on the three remaining criteria identified during the last

accreditation visit. This plan will build on the foundational work already accomplished within the program and take strategic steps to ensure these critical areas are fully addressed.

SC.1 Health, Safety, and Welfare in the Built Environment

Recognizing the vital importance of health, safety, and welfare (HSW) in architectural design, our priority is to enhance the curriculum in ways that deepen students' understanding and application of these principles. The NAAB Continuing Candidacy Report specifically mentioned the HSW impacts at the city scale. This is addressed in our curriculum specifically through Design Studio VII (ARC4510), which will be strengthened along with other supporting courses such as Architectural Design Studios, Building Technology, and Professional Practice to ensure that HSW considerations are treated as central to the students' design process. Collaboration with industry experts and communities will continue to play a crucial role in this initiative. We will invite professionals to conduct workshops and guest lectures to provide students with real-world insights and practical knowledge that can be directly applied to their projects. Additionally, we will organize site visits to buildings and cities that exemplify best practices in HSW.

SC.5 Design Synthesis

To demonstrate our students' skills in this area, we are ensuring that our design studio courses place a greater emphasis on meeting all of the sub criteria, including accessible design and consideration of the measurable environmental impacts of their design decisions. Particular emphasis will be made in the last 2 years of the curriculum. We are meeting as faculty to discuss methodologies that help students better integrate all aspects of design. Design critiques will be enhanced to focus more explicitly on synthesis, with regular reviews that challenge students to integrate these sub-criteria effectively.

SC.6 Building Integration

The ability to incorporate building systems – structural, environmental, life safety, and measurable building performance – has always been important in our curriculum and will be emphasized and strengthened this year. To address this criterion, we are coordinating our efforts in design studios and technical classes to ensure that students are able to make design decisions that integrate all of these considerations. We will collaborate with engineering programs and tools in a cross-disciplinary way to foster a deeper understanding of how building systems interact with architectural design.

CURRICULAR FRAMEWORK

UVU's Bachelor of Architecture (B. Arch.) program requires 153 credit hours divided into general education, core architectural courses, and electives. The program follows the accreditation standards set by NAAB covering professional, general, and optional studies. Professional courses focus on architectural content required for licensure, while general education courses provide interdisciplinary knowledge in areas like humanities and social sciences. The program encourages students to complete the state-mandated 31 general education credits within their first two years.

The program consists of two phases: first, students complete an Associate of Science (A.S.) in Engineering Design Technology (Architectural Drafting Track), which provides foundational skills in architectural drafting and software. Admission into the upper-division B. Arch. program is merit-based, requiring a portfolio and application. Elective studies, offering 15 credit hours, allow students to explore additional expertise in fields like construction management, interior design, and digital media.

The framework also includes a process for evaluating student preparatory work, particularly for transfer students, to ensure that they meet accreditation criteria. UVU works with regional institutions like Weber State and Snow College, facilitating student transfers into the program. Transfer credits are reviewed on a case-by-case basis, but studio courses and most core architectural courses are non-transferable due to the specific requirements of UVU's architecture curriculum.

RESOURCES

The UVU Architecture Program aligns with NAAB conditions for accreditation in all areas related to program and university resources, including program governance, planning and assessment, human resources, diversity and inclusion, as well as physical, financial, and information resources, ensuring a comprehensive and well-supported academic environment for students and faculty.

- Governance: The UVU Architecture Program operates within a multi-disciplinary university framework, benefiting from strong relationships between faculty and administrators. UVU is led by President Astrid Tuminez and Provost Wayne Vaught, who oversee a wide range of academic programs across seven colleges and schools. The university as a whole is accredited by the NWCCU. The Architecture Program is housed in the College of Engineering & Technology (CET) and within the Architecture and Engineering Design (AED) Department. CET Dean Kelly Flanagan and AED Chair Sid Smith advocate for the architecture program to the larger university. Leadership for the Architecture Program includes a Program Coordinator and Assistant Coordinator who serve a 3-year appointment under the AED Chair. Paul Monson and Aliki Milioti currently serve in these roles until November 2024, when the next vote will occur for program leadership. The program leadership meets regularly to discuss program direction and strategy, focusing on curriculum, accreditation, and other key topics. Faculty and students also participate in the governance process, with feedback mechanisms such as faculty committees, student surveys and strategic meetings. Input from adjunct faculty, students, and industry leaders helps shape the program's continual improvement. Additionally, students are represented at both the university and program levels and hold leadership positions in organizations like AIAS and NOMAS, which provide a platform for student engagement in the decision-making process.

- Planning and Assessment: The UVU Architecture Program prioritizes planning and assessment to ensure continuous improvement and alignment with NAAB accreditation conditions. The program's strategic objectives, guided by UVU's VISION 2030 and NAAB standards, focus on three key areas: Include, Engage, and Achieve. Key performance indicators (KPI's), which include both direct and indirect measures, are tracked for each strategic objective. These include increasing student and faculty diversity, fostering collaboration with industry and community partners, and ensuring students achieve licensure and meaningful employment, among others. The program leadership team and faculty committees meet regularly to discuss curriculum, strategic initiatives, and gather feedback from students, faculty, and industry advisors. Key planning mechanisms include an annual faculty retreat, bi-weekly leadership meetings, annual course assessments, and student input through surveys and representatives. Strategic objectives are assessed through a three-year planning and assessment cycle, which allows for flexibility and responsiveness to the evolving needs of the program and NAAB requirements. The next full-scale curricular self-assessment will occur in AY 2025-26. The program emphasizes providing accessible, affordable education, enhancing student engagement through research and experiential learning, and supporting students in overcoming challenges related to mental health, finances, and housing. Continuous feedback is integrated into the program's strategic plan to ensure alignment with both UVU's mission and NAAB accreditation milestones.

- Human Resources: Criterion 5.4 was identified in the previous Continuing Candidacy evaluation as not yet met. As stated in the evaluation, "the program needs to provide evidence of appropriate full- and part-time instructional faculty and adequately funded resources for faculty to pursue scholarly achievement and professional development." The UVU Architecture Program is committed to meeting this criterion for appropriate faculty. In the 2019 "Plan for Achieving Initial Accreditation," goals were set for faculty numbers to accommodate projected student growth at the time. Actual student growth has exceeded projections, and program leadership has responded by hiring additional adjunct faculty and lobbying for the university to create additional FTE positions for the program. For 2025 (the year we are seeking initial accreditation), the 2019 Plan projected faculty numbers and actual numbers are summarized below:
    - Projected: 5 full-time ARC faculty; Actual: 5
    - Projected: 9 part-time/adjunct ARC faculty; Actual: 13

- Projected: 7 full-time EGDT who teach in the AS program; Actual: 7

Achievement of appropriate faculty numbers and support can be measured in different ways, including student/teacher ratios, percentage of adjuncts, teaching loads, student ratings of classes, support for scholarly output, and other factors. UVU Architecture is making continuous improvement in all of these areas. As the Continuing Candidacy decision letter stated, "the program provided evidence that it is making appropriate progress for its stage of development in all elements of this Condition." While we continue to advocate for additional faculty to accommodate the stronger than expected student interest in the program, student enrollment is restricted to 20 per B.Arch cohort due to the current faculty numbers. As human resource capacity rises over time, this number may increase. Student/teacher ratios in some studio classes are reduced by having adjunct faculty team teach, and full-time EGDT faculty also contribute in significant ways to reduce ARC faculty loads. Funding for professional development is provided by the annual budget and through grants, which are regularly sought and awarded to full-time faculty. Increasing this funding is an ongoing goal of the program. Overall, we are confident that this criterion will be met as support for faculty and students continues to improve.

- Diversity and Inclusion: UVU emphasizes an open and inclusive academic environment by eliminating barriers for economically challenged students and providing support for non-traditional students as well as first-generation, female, and minority students. UVU's history of supporting underrepresented groups, including immigrants and first-generation students, reflects its mission of accessibility. The architecture curriculum focuses on the importance of traditional and vernacular architecture from diverse cultures, teaching students to design with sensitivity and respect for cultural continuity. Faculty diversity has increased since 2020, with new hires like Dr. Aliki Milioti and Brandon Ro contributing unique cultural perspectives. The program aims to further diversify faculty and staff through inclusive hiring practices, in line with UVU's HR policies and State and Federal Law. Students are supported with an array of services such as childcare, tutoring, and multi-cultural centers. The percentage of female and minority students is tracked each year compared to national and state trends. UVU's architecture program continues outreach efforts to increase diversity and ensure an inclusive learning environment for all.

- Physical Resources: UVU's Architecture Program has expanded its physical resources to accommodate growing enrollment and support student and faculty success. It now offers four dedicated studio spaces totaling 4,115 sq ft, with additional classroom and studio facilities. Each studio accommodates around 20 students, with assigned or shared seating, depending on the year of study. Studio spaces are equipped with essential tools such as computers, large screens, printers, and whiteboards, and students can access them during extended hours. For lectures, seminars, and other interactive learning, the program utilizes various rooms, including a 563 sq ft classroom and larger shared spaces for events like final reviews and career fairs. Students also have access to a woodshop, laser cutter, and 3D printers in designated lab spaces. The program plans future expansions, including the acquisition of additional studios and administrative offices, which will further enhance student and faculty interaction. Completion of the new Engineering Building in 2026 will provide more room for additional studios as well as advanced resources, including a materials lab and an architectural elements library. Faculty offices, located near classrooms, support mentoring and research, and technical and pedagogical resources are readily available for instructional needs.

- Financial Resources: The UVU Architecture Program has demonstrated strong financial support from UVU, which is primarily funded by the State of Utah and supplemented by tuition, grants, and private donations. State appropriations have grown by 53% since 2012, reaching $239 million in 2022, while tuition revenue has increased to 41% of total university income. The program also receives funding through the College of Engineering and Technology, with additional income generated by course fees to cover equipment and supplies. UVU follows an enrollment-based funding model, ensuring colleges with larger student bodies receive more resources. The Architecture Program has a dedicated budget, overseen by the department chair, ensuring funds are used effectively. Recent hires for tenure-track faculty members highlight the program's financial growth and sustainability. Additionally, the program benefits from grants and donations, supporting scholarships, research, and building projects. Fundraising efforts have raised significant donations, including for field trips, design competitions, and a study abroad program. The

university also provides resources for equipment and professional development. Through Program-Based Budgeting and Accountability (PBBA), the program can request future funding for expanding staff, facilities, and events. Tuition rates vary for in-state and non-resident students, with most students receiving financial aid.

- Information Resources: The UVU Architecture Program ensures access to extensive architecture literature and resources. A significant donation of 5,800 architectural books from program supporters is housed in a dedicated research space near the architecture studios. Students regularly utilize this collection along with the general collection of books and periodicals found at the UVU Fulton Library. The Fulton Library provides additional architecture materials, including books, ebooks, and videos, and subscribes to databases like JSTOR. Students, faculty, and staff benefit from research assistance, study spaces, borrowing privileges, and instructional services. Faculty receive additional support with research, course reserves, and interlibrary loans. The library's staff ensures these resources are accessible and relevant.

PUBLIC INFORMATION

UVU's Architecture Program ensures transparency regarding its accreditation status and career services. As a candidate for NAAB accreditation since 2020, the program provides public access to key documents, including the latest accreditation conditions, procedures, and reports, on its website. Students receive career development support through workshops, networking opportunities, and access to resources such as NCARB, AIA, and UVU's Career Development Center. The program boasts a 100% employment or grad school rate for its first two graduating cohorts, with ongoing internships and job placements for current students. Additionally, students can access financial aid resources, tuition cost estimates, and scholarship opportunities to support their education.

SIDE-BY-SIDE PROGRESS UPDATE WITH 2019 PLAN

2019 Plan:

PART TWO – Timeline for Achieving Initial Accreditation

Fall 2019		1 Cohort 3rd year			
Spring 2020	Eligibility Visit	1 Cohort 3rd year			
Fall 2020	Candidacy Visit	1 Cohort 4th year	2 Cohort 2nd y		
Spring 2021		1 Cohort 4th year	2 Cohort 2nd y		
Fall 2021	Candidacy Visit	1 Cohort 5th year	2 Cohort 3rd y	3 Cohort 2nd y	
Spring 2022		1 Cohort Graduate	2 Cohort 3rd y	3 Cohort 2nd y	
Fall 2022	Candidacy Visit		2 Cohort 4th y	3 Cohort 3rd y	4 Cohort 2nd y
Spring 2023			2 Cohort 4th y	3 Cohort 3rd y	4 Cohort 2nd y
Fall 2023	Accreditation Visit	5 Cohort 2nd year	2 Cohort 5th y	3 Cohort 4th y	4 Cohort 3rd y
Spring 2024		5 Cohort 2nd year	2 Cohort Grad	3 Cohort 4th y	4 Cohort 3rd y
Fall 2024		5 Cohort 3rd year	6 Cohort 2nd y	3 Cohort 5th y	4 Cohort 4th y
Spring 2025		5 Cohort 3rd year	6 Cohort 2nd y	3 Cohort Grad	4 Cohort 4th y
Fall 2025		5 Cohort 4th year	6 Cohort 3rd y	7 Cohort 2nd y	4 Cohort 5th y
Spring 2026		5 Cohort 4th year	6 Cohort 3rd y	7 Cohort 2nd y	4 Cohort Grad
Fall 2026		5th Cohort 5th year	6 Cohort 4th y	7 Cohort 3rd y	8 Cohort 2nd y
Spring 2027		5th Cohort Graduate	6 Cohort 4th y	7 Cohort 3rd y	8 Cohort 2nd y
Fall 2027	Continuing Accreditation Visit	9th Cohort 2nd year	6 Cohort 5th y	7 Cohort 4th y	8 Cohort 3rd y
Spring 2028		9th Cohort 2nd year	6 Cohort Grad	7 Cohort 4th y	8 Cohort 3rd y

2024 Progress Update:

- Accreditation visits are 2 years behind this projected schedule. Initial Candidacy visit was fall 2021. Continuing Candidacy was fall 2023. Initial Accreditation visit will be fall 2025.
- The first cohort of students completed the entire curriculum of the professional degree program in Spring 2023, 1 year later than shown on this projected schedule.
- The second cohort of students completed the degree program earlier this year in Spring 2024, which aligns with this projected schedule.
- All other cohorts align with this projected schedule. Next spring the third cohort of students will complete the program, and so forth.

Appendix 2: Steps that may be taken after initial accreditation is received

Following the successful achievement of initial accreditation from the National Architectural Accrediting Board (NAAB), the UVU Architecture Program will continue to implement and assess our strategic plan and continue with ongoing accreditation requirements to ensure our students can graduate with a NAAB-accredited degree. The long-term strategic plan will focus on four key areas: program refinement, faculty development, student success, and industry engagement.

1. Program Refinement and Expansion
    - Curriculum Enhancement: Continue our annual and 3-year cycles of curriculum review to refine course offerings, ensuring alignment with evolving industry standards, emerging technologies, and accreditation requirements.
    - Graduate Pathways: Explore the feasibility of adding a 4-year bachelor's degree and other alternative graduate pathways to further support student career advancement.
    - Interior Design, Historic Preservation & Urbanism Focus: Strengthen specializations within the program, particularly in interior design, historic preservation, and urbanism.

2. Faculty Development and Research Support
    - Faculty Growth: Expand full-time faculty positions to accommodate increased enrollment and provide a wider range of expertise.
    - Professional Development: Support faculty research, professional practice, and conference participation to keep the program at the forefront of architectural education.
    - Interdisciplinary Collaboration: Foster partnerships with engineering, construction management, and public policy departments to provide a well-rounded architectural education.

3. Student Success and Career Readiness
    - Licensure and Internship Support: Strengthen support for students pursuing licensure through the Architectural Experience Program (AXP) and preparation for the Architect Registration Examination (ARE).
    - Scholarships and Funding: Expand scholarship opportunities to attract and retain top students, particularly those from underrepresented backgrounds.
    - International and Domestic Study Opportunities: Develop study abroad and domestic travel programs to expose students to diverse architectural contexts.

4. Industry Engagement and Community Impact
    - Professional Partnerships: Build stronger relationships with local and national architecture firms to enhance internship opportunities and industry mentorship programs.
    - Community-Engaged Design Studios: Expand partnerships with municipalities, non-profits, and developers to involve students in real-world design projects that benefit local communities.

Appendix 3: Previous VTRs and NAAB Decision Letters

2019 Eligibility Decision Letter
2021 VTR
2023 VTR
2023 NAAB Decision Letter

Appendix 4: Eligibility Memorandum

Memo of Eligibility for Initial Accreditation

UVU ARCHITECTURE

NAAB PROGRAM & STUDENT CRITERIA CURRICULAR MATRIX

		Year 1										Year 2										Year 3									
		Fall					Spring					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	ARC 3110	ARC 3120	EGDT 2610	ARC 2220	ARC 3210	ARC 3220	ARC 3230	ARC 3130
	Semester Credit Hours	3	4	3	3	2	3	3	3	3	3	4	3	3	3	3	4	3	3	3	3	6	3	3	3	6	3	3	3
		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 eq	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.	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
SV	**Shared Values**																														
	Design						1					1					1					1	1			1					
	Env. Stewardship & Professional Respon.																										1				
	Equity, Diversity & Inclusion																					1						1			
	Knowledge & Innovation																														
	Leadership, Collab. & Community Engmt.																					1			1	1					
	Lifelong Learning	1					1	1				1	1				1	1	1			1	1	1	1	1	1	1	1		
PC	**Program Criteria**																														
PC.1	Career Paths																														
PC.2	Design						0					0					0					0	0			0					
PC.3	Ecological Know. & Respon.																									2					
PC.4	History & Theory																										2				
PC.5	Research & Innovation																														
PC.6	Leadership & Collaboration																					2			0	0					
PC.7	Learning & Teaching Culture						0					0					0					0				2					
PC.8	Social Equity & Inclusion																					0						2			
SC	**Student Criteria**																														
SC.1	HSW in the Built Environ.																		0				3				0				
SC.2	Professional Practice																											3			
SC.3	Regulatory Context																											3			
SC.4	Technical Knowledge																	0					0				0				
SC.5	Design Synthesis																														
SC.6	Building Integration																														

		Year 4								Year 5								Non-Curricular Activity										
		Fall				Spring				Fall				Spring														
		ARC 4110	ARC 4120	ARC 4130	ARC 4520	ARC 4210	ARC 4220	ARC 4530	Elective	ARC 4510	ARC 4230	ARC 4540	Elective	ARC 4610	CMGT 405G	Elective	Elective											
	Semester Credit Hours	6	3	3	3	6	3	3	3	6	3	3	3	7	3	3	3											
		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	Architecture Studio VII	Capstone Project Research	Architecture Professional Practice	Architecture Elective	Architecture Studio VIII - Capstone - Integrated III	Global Sustainability & Built Environment OR Elective	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	NOMAS Chapter
SV	**Shared Values**																											
	Design	1				1				1				1										1				
	Env. Stewardship & Professional Respon.		1				1					1												1				
	Equity, Diversity & Inclusion	1		1				1										1				1		1				1
	Knowledge & Innovation				1			1			1									1				1				
	Leadership, Collab. & Community Engmt.									1		1												1	1	1	1	
	Lifelong Learning	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			1				1				
PC	**Program Criteria**																											
PC.1	Career Paths											2						2	2	2	2							
PC.2	Design					2				0				2							2							
PC.3	Ecological Know. & Respon.		2				2																					
PC.4	History & Theory			2	2			0													2							
PC.5	Research & Innovation				2			2			2																	
PC.6	Leadership & Collaboration									2		2													2	2	2	
PC.7	Learning & Teaching Culture	2		2		2		0		0				0									2					
PC.8	Social Equity & Inclusion	2	2					0													2						2	
SC	**Student Criteria**																											
SC.1	HSW in the Built Environ.		0			3	0	0		3				0														
SC.2	Professional Practice											3																
SC.3	Regulatory Context					0				3	3			0														
SC.4	Technical Knowledge	0	3			0	3							0														
SC.5	Design Synthesis	0				4	4							0														
SC.6	Building Integration	0	0			4	4							0														

2020	Required Documentation Key
0	Introductory, Developing, or Reinforcing courses not requiring documentation
1	Narrative
2	Narrative + Self Assessment
3	Narrative + Self Assessment + Course Material
4	Narrative + Self Assessment + Course Material + Student Work

Name: Prof. Paul Monson, AIA, NCARB, ICAA – Assistant Professor
Email: paul.monson@uvu.edu

Courses Taught (Four semesters prior to current visit):

- ARC 1010 – Classical Architecture Workshop
- EGDT 1720 – Architectural Rendering
- ARC 2210 – Studio II
- ARC 4230 – Capstone Project Research
- ARC 4510 – Studio VII
- ARC 4610 – Studio VIII

Educational Credentials:

- M.Arch, University of Notre Dame 2008
- B.A, Brigham Young University 2003

Teaching Experience:

- Program Coordinator, Utah Valley University 2021-present
- Assistant Professor, Utah Valley University 2021-present
- Adjunct Professor, Utah Valley University 2019-2021
- Teaching Assistant, University of Notre Dame 2007-2008

Professional Experience:

- Town Architect, Beacon Pointe UT 2022-present
- Executive Residence Commission State of Utah Governor's Mansion Architect 2023-present
- Temple Design Architect, The Church of Jesus Christ of Latter-day Saints 2011-2021
- Architectural Designer, Alberto & Associates 2008-2011

Licenses/Registration:

- Registered Architect, State of Utah

Selected Publications and Recent Research:

- "Modern Problems; Radical Tradition: Exploring True Sustainability in a 2nd-year Residential Design Studio." Paper and presentation at the *National Conference on the Beginning Design Student*, North Carolina State University, Raleigh, NC, February 28, 2025.
- "The Foundation and Future of a Classical Architecture Program." Presentation at the AIA Central Utah Annual Meeting, Provo, UT, November 14, 2024.
- "3D Visualization in Historic Preservation." Joint Presentation with Digital Media Department Faculty at Greek Ministry of Culture, Athens, Greece, October 18, 2024
- "A Modern Odyssey: The Lasting Legacy of Greek Classical Architecture." Presentation and drawing exhibit to the Hellenic Cultural Association of Utah, Salt Lake City, UT, September 6, 2024.
- "The Future of Historic Preservation in Utah." Presentation at the Utah Valley University Historic Preservation Summit, April 12, 2024.
- "Perennial Principles of Placemaking." Presentation at the 2023 Utah Valley Growth & Prosperity Summit, Orem, UT, November 2, 2023.
- "The Value of Design." Presentation at the UVU Woodbury School of Business Real Estate Investment Seminar, Orem UT, March 20, 2023
- "Beauty in Zion: Architecture and the Arts in the Latter-day Saint Tradition." Presentation at the Utah State University Mormon Studies Seminar, Logan, UT February 23, 2023.
- *Arches: A Journal of Student Work from the Utah Valley University Architecture Program*. Volume 1 Editor, 2023. Volume 2 Editorial Committee with Ben Felix, 2024.

Professional Memberships:

- AIA, NCARB, ICAA

Name: Dr. Aliki Milioti, Ph.D., AIA – Assistant Professor
Email: aliki.milioti@uvu.edu

Courses Taught (Four semesters prior to current visit):

- EGDT 1720 – Architectural Rendering
- ARC 2110 – Studio I
- ARC 2210 – Studio II
- ARC 3110 – Studio III
- ARC 3230 – Global History of Architecture to 1700
- ARC 4130 – Global History of Architecture since 1700
- ARC 4210 – Studio VI
- ARC 459R – Special Topics in Architecture
-

Educational Credentials:
Ph.D., National Technical University of Athens, School of Architecture, Greece, 2014
M.S., National Technical University of Athens, School of Architecture, Greece, 2001
M.Arch & Engineering, National Technical University of Athens, School of Architecture, Greece, 1996

Teaching Experience:
Assistant Professor, Utah Valley University, Orem, 2021-present
Adjunct Faculty, Brigham Young University, Provo, UT, 2020-present
Assistant Professor, National Technical University of Athens, Greece, 2001-2003

Professional Experience:
Senior Architect / Engineer, 3rd Ephorate of Prehistoric & Classical Antiquities, Greece, 2010-2018
Architect/Project Manager, 3rd Ephorate of Prehistoric & Classical Antiquities, Greece, 2008-2009
Architect / Project Manager, Private Practice, Athens, Greece, 1997-present
Architect, Architectural and Constructional Office of Professor P. Touliatos, Greece, 1996-2004

Licenses/Registration:

- NA

Selected Publications and Recent Research:
Milioti, A., "The Southeast Tower of the Citadel of the Ancient Fortress of Aigosthena", in Architect, Honorary volume for professor Manolis Korres, (K. Zambas, V. Lambrinoudakis, E. SimantoniBournia, Aenne Ohnesorg edit.), Athens: Melissa, 2016, 285-293.

Professional Memberships:

- Technical Chamber of Greece
- Architects Union ("ΣΑΔΑΣ")

Name: Prof. Brandon R. Ro, AIA, NCARB, ICAA – Assistant Professor
Email: Brandon.Ro@uvu.edu

Courses Taught (Four semesters prior to current visit):

- ARC 1010: Classical Architecture Workshop (Summer 2024)
- ARC 2220: Construction Documents and Specifications (Spring 2023)
- ARC 3210: Architecture Studio IV (Spring 2024; Spring 2025)
- ARC 4110: Architecture Studio V (Fall 2023; Fall 2024)
- ARC 4520: Architectural Theory (Fall 2023; Fall 2024)
- ARC 4530: Culture & Behavior in Architecture (Spring 2024; Spring 2025)

Educational Credentials:

- M.Arch.S, The Catholic University of America, Washington, DC, 2013
- B.Arch, California State Polytechnic University, Pomona, 2011

Teaching Experience:

- Assistant Professor, Utah Valley University, Orem, 2019-present
- Assistant Program Coordinator, Utah Valley University, Orem, 2019-2023
- Teaching Assistant, The Catholic University of America, DC, 2011-2012

Professional Experience:

- Principal Architect, Tetrad Architecture & Planning, UT, 2021-present
- Project Architect, Lombard Conrad Architects, Boise, ID, 2018-2019
- Associate/Architect, VCBO Architecture, Salt Lake City, UT, 2013-2018
- Intern Architect, Smith Group JJR, DC, 2012-2013
- Research Assistant, The Catholic University of America, DC, 2012-2013
- Green Campus Team manager / Project Coordinator, Alliance to Save Energy, CA, 2008-2011

Licenses/Registration: NCARB Certificate; Registered Architect, State of Utah

Selected Publications and Recent Research:

- Brandon R. Ro and Xavier Parareda. "Exploring the Beauty of Tradition: How Fractal Geometry Influences Visual Attention in Architectural Design." Paper presented at the *5th International Conference on Traditional Building, Architecture and Urbanism*, Úbeda, Spain, November 15-17, 2024.
- Brandon R. Ro and Hunter Huffman. "Architectural Design, Visual Attention, and Human Cognition: Exploring Responses to Federal Building Styles." *Planning Practice & Research Journal* (2024), 1-40.
- Brandon R. Ro, "Archaeoastronomy at the Byzantine Church Complex at Ḥorvat Beit Loya." In *Proceedings of the 2024 Intermountain Engineering, Technology and Computing (IETC) Conference*. Logan, UT: IEEE, 2024.
- Brandon R. Ro, "Beauty and the Brain: Reconsidering the Role of Ornament in Architecture." Keynote presented at the *2024 Beauty and Ugliness in Architecture Conference*, Oslo, Norway, May 4-5, 2024.
- Brandon R. Ro, "Reimagining Tradition: Pioneering a 21st-Century Pedagogy for Architecture." Presented at the *2024 Traditional Architecture Gathering Conference*, Classic Planning Institute, Online, April 12-14, 2024.
- Brandon R. Ro and Hunter Huffman. "Exploring the Urban Experience of Federal Architecture through Eye-Tracking Emulation Software." Paper presented at the *2nd International Conference on Urban Experience + Design: Ux+Design/2023*, Tufts University, Boston, MA, April 28, 2023.
- Brandon R. Ro, "Translating Sacred Architecture: Exploring the Origins of Latter-day Saint Gendered Space." *Abstract in Translation/s: 2023 Annual Meeting of Mormon Scholars in the Humanities*. Logan, UT: MSH, 2023.
- Brandon R. Ro, "The Sacred and Profane: Thoughts on Architectural Education and Pedagogy." *IN_BO: Ricerche e Progetti per il Territorio, la Città e l'Architettura* (University of Bologna, Italy), 13, no. 17 (2022): 74-95
- Brandon R. Ro, "Blending the Subjective and Objective Realms of Sacred Architecture at the Pantheon: Creating a Comparative Framework for Evaluating Transformative Experiences in Ritual Contexts." *Religions* 13, no. 1 (2022): 75.
- Brandon R. Ro, "Beauty and Transcendence in Architecture: Four Ideals for the Secular Age." In *Proceedings of the "Imagination, Transcendence, and the Secular Age" California Baptist University Architecture Symposium*. Riverside, CA: CBU, 2022.
- Brandon R. Ro, "Theatrical and Spatial Modes of Presenting the Endowment Ritual in Latter-day Saint Temples." In *Proceedings of the 2022 Intermountain Engineering, Technology and Computing (IETC) Conference*. Orem, UT: IEEE, 2022.

Professional Memberships: American Institute of Architects (AIA); Architecture, Culture, Spirituality Forum

Name: Dr. A. Gordon MacKay, Ph.D – Assistant Professor

Email: Allan.MacKay@uvu.edu

Courses Taught (Four semesters prior to current visit):
- ARC 2100: Architecture Materials and Methods
- ARC 2110: Studio I
- ARC 2210: Studio II
- ARC 2220: Construction Documents and Specifications
- ARC 4130: Global History of Architecture Since 1700
- ARC 4220: Building Envelope and Science

Educational Credentials:
Ph.D. in Architectural History, School of Architecture, University of Virginia, Charlottesville, VA, January 5, 2004.
M.A. in Architectural History, School of Architecture, University of Virginia, Charlottesville, VA, 1996.
B.A. in Architecture, University of Washington, Seattle, WA, 1991.

Teaching Experience:
- Assistant Professor, Utah Valley University, Orem, 2023-present
- Instructor, Hood College Frederick MD 2005

Professional Experience:
- Architect/Estimator/President, MacKay Construction Services, 2015-2023
- Trainer/Architect, Jenkins Restorations Sterling Corporate Office 2014-2015
- Branch Manager, Jenkins Restorations 2011-2014
- Designer, Jenkins Restorations 2006-2010

Licenses/Registration: NCARB Certificate; Registered Architect

Selected Publications and Recent Research:
MacKay, A. Gordon and Carol Muscara, *Architecture: a Module for the Intergenerational Program*, a 6-session package of hands-on activities designed to familiarize 3rd-8th graders and their senior volunteer tutors with basic principles of architecture. Funded by a grant from the National Science Foundation, published by the SPRY foundation. 2004.

MacKay, A. Gordon, "Wood," and "Engineered Lumber," in *The Encyclopedia of 20th Century Architecture*, edited by R. Stephen Sennot, Chicago: Fitzroy Dearborn, January, 2004.

Professional Memberships: American Institute of Architects (AIA);

Name: Benjamin Felix M. Arch

Email: BFelix@uvu.edu

Courses Taught:

- ARC 1010 – Classical Architecture Workshop
- EGDT 1720 – Architectural Rendering
- ARC 3120 – Architectural Graphic Communication
- ARC 2110 – Architecture Studio I
- ARC 2210 – Architecture Studio II

Educational Credentials:

- M. Arch, University of Notre Dame, May 2019
- B.S. in Civil Engineering, Brigham Young University, April 2015

Teaching Experience:

- Assistant Professor, Utah Valley University Architecture Program, August 2023-Present
  - Teach first year design studios, introduction to classical architecture, architectural rendering, and architectural communications and graphics
  - Developed new curriculum for the architectural rendering class
  - Lead the Marketing Committee, supervise the Rising Vitruvians Club, and participate in the Curriculum Committee and the Admissions Committee

Professional Experience:

- Associate Architect, FFKR Architects, May 2018-July 2023
  - Participated in the religious design studio
  - Conducted schematic design and design development of temples for the Church of Jesus Christ of Latter-day Saints
  - Prepared construction documents in Revit
- Architectural Intern, Establish Design, May 2017-December 2017
  - Drafted construction documents in AutoCAD for residential and commercial buildings
  - Made design decisions on architectural details
  - Watercolor rendered finished designs
- Architectural Intern, Duncan G. Stroik LLC, August 2017-July 2017
  - Designed and hand drafted architectural details for Christian churches
  - Watercolor rendered drawings to determine the material usage
  - Conducted precedence studies for current church projects

Licenses/Registration:

- Licensed Architect in the State of Utah

Selected Publications and Recent Research:

- Peer reviewed book on traditional architecture of the Church of Jesus Christ of Latter-day Saints, (Anticipated Summer of 2025)
- Academic publication on the classical training of architects in the Church of Jesus Christ of Latter-day Saints (Anticipated May of 2025)

Professional Memberships:

- American Institute of Architects (AIA)
- Institute of Classical Architecture and Art (ICAA)

Name: Prof. Jonathan Allred, FHEA, CSWP – Associate Professor
Email: Jonathan.Allred@uvu.edu

Courses Taught (Four semesters prior to current visit):

- EGDT 2600 Applied Structures I: Statics (Fall 2023; Spring 2024; Fall 2024; Spring 2025)
- EGDT 1071 3D Modeling – SolidWorks (Fall 2023; Spring 2024; Summer 2024; Fall 2024; Spring 2025)
- EGDT 1200 Mechanical Drafting & Design (Fall 2023; Fall 2024)
- EGDT 2200 Advanced Mechanical (Spring 2024)

Educational Credentials:

- M.Ed., Instructional Technology and Learning Sciences, Utah State University, Logan, 2013
- B.S., Technology Management, Utah Valley University, Orem, 2006

Teaching Experience:

- Associate Professor, Architecture & Engineering Design, Utah Valley University, Orem, 2021 – Present
- Online Instructor, Mechanical and Civil Engineering, Brigham Young University - Idaho, Rexburg, 2020 – Present
- Assistant Professor – Architecture & Engineering Design, Utah Valley University, Orem, 2015 – 2021
- Adjunct Instructor, Technology Management, Utah Valley University, Orem, 2013 – 2015
- Adjunct Instructor, Engineering Graphics & Design Tech. Utah Valley University, Orem, 2009 – 2015

Professional Experience:

- Product & Casting Designer, MACA Casting and Machine, Springville, Utah, 2024
- Product Designer, Ooblec, Provo, Utah, 2023
- Product Designer / Fabricator, Elite Automations, Lindon, Utah, 2021
- Product Designer / R&D Technician, Turner Imaging, Orem, Utah, 2020
- Product Designer / Prototype Technician / GD&T Consultant, Lockheed Martin Procerus, Orem, Utah, 2018
- Drafter / Document Reviewer / GD&T Consultant, Caldera Engineering, Provo, Utah, 2017
- Water Feature Designer / Project Manager, Cloward H20, Provo, Utah, 2004 – 2015

Selected Publications and Recent Research:

- **Allred, J.** (2024) Student Success through Collaboration and Design Using SOLIDWORKS. Presented at the 3DEXPERIENCE World 2024, Dallas, TX.
- **Allred, J.** (2024) Wading through the Drawing Data to Create Features on a Part. Presented at the 3DEXPERIENCE World 2024, Dallas, TX.
- **Allred, J.** (2023) Project-Based Learning to Prepare Students for Future Opportunities in Industry. Presented at the Sixth International Teaching Forum, Orem, UT.
- **Allred, J.** (2023) Project-Based Learning: Student Success Through Improving Student Competencies and Connections. Presented at the annual Intermountain Teaching for Learning Conference, Henderson, NV.
- **Allred, J.** (2022) Project Based Learning. Presented at the 2022 UVU Concurrent Enrollment Professional Development Conference, Orem, UT.
- Hungerford, H., **Allred, J.,** Ruggles, K., Weigel, C., Rochdi, A., & Gedeborg, S. (2022) Advancing Teaching at UVU. Presented at the 2022 UVU Faculty Convocation, Orem, UT.
- **Allred, J.** (2022) Mindful Learning and Myths of Multi-Tasking. Presented at the 2022 Thrive: Advancing Teaching and Learning, Orem, UT.

Name: Robert D. Price – Associate Professor

Courses Taught (Four semesters prior to current visit):
EGDT 1020: Architectural Modeling
EGDT 1100: Architectural Drafting & Design
EGDT 1720: Architectural Rendering
EGDT 2610: Applied Structures II: Strength of Materials

Educational Credentials:
Bachelor of Science in Technology Management (Drafting), Utah Valley University, 1999
Associate of Science in Drafting, Utah Valley University, 1997

Teaching Experience:
Associate/Assistant Professor/Instructor, Utah Valley University, 2009-present

Professional Experience:
Owner, Price Tek Design (residential design), Highland, Utah, 2012-present
Consultant, Eagle Precast, Salt Lake City, Utah, 2004-2007
Consultant, Techonix Steel, Orem, Utah, 2007 Consultant,
3-D Steel Detailers, Spanish Fork, Utah 2005
Project Coordinator, Encon Utah, Tooele, Utah, 2000-2003

Licenses/Registration: N/A

Selected Publications and Recent Research: N/A

Professional Memberships: N/A

Name: Stanley Lance Heal, RA, NCARB – Lecturer

Courses Taught (Four semesters prior to current visit):
EGDT 1020: 3D Architectural Modeling
EGDT 1100: Architectural Drafting & Design
EGDT 1720: Architectural Rendering
EGDT 2100: Architecture Materials & Methods

Educational Credentials:
M.Arch, New School of Architecture and Design, San Diego, 2010
B.S. in Technology Management, Utah Valley University, 2007

Teaching Experience:
Lecturer, Utah Valley University, Orem, 2020 – present
Adjunct Instructor, ITT-Technical Institute, San Diego, CA and Murray, UT
Adjunct Instructor, Salt Lake Community College, Taylorsville, UT

Professional Experience:
Architect, Heal Design Group LLC, 2016 – present
Manager, Redevelopment and Construction, Extra Space Storage, 2013-2016
Design Build Manager, General Contractor, Novatek, 2011-2013
Project Coordinator, OCIO Design Group, 2008-2010
Architecture and Engineering Project Manager, Devon Self Storage, 1998-2007

Licenses/Registration:
Registered Architect: NY, CA, NJ, PA, DE, MD, MA, MO, MN, MS, NV, RI, WA, TX, FL, LA, UT, MS, OH, IN
NCARB Certificate
CSI - Construction Document Technologist (CDT)
Utah General Contractor
OSHA 30-HR Certificate

Selected Publications and Recent Research: N/A

Professional Memberships: N/A

March 1, 2024

Dr. Astrid Tuminez
President
Utah Valley University
800 W. University Parkway
Orem, UT 84058

Dear President Tuminez:

This letter serves as formal notification and official record of action taken by the Northwest Commission on Colleges and Universities (NWCCU) at its meeting on January 30-February 2, 2024, concerning the Fall 2023 Ad Hoc Report of Utah Valley University.

Accreditation

Accept the Report

Future Evaluations

- Year 7 - Evaluation of Institutional Effectiveness Fall 2024
- Substantive Change Follow-up Review Spring 2025

NWCCU is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued support of this process. If you have questions about any of the information in this letter, please contact your staff liaison, Dr. Ron Larsen, at rlarsen@nwccu.org.

Sincerely,

Sonny Ramaswamy
President

cc: Dr. Laurie Sharp, Associate Provost for Academic Programs and Assessment
Mr. Rick Nielsen, Superintendent for Nebo School District
Mr. Geoffrey Landward, Interim Commissioner, Utah System of Higher Education