National Architectural Accrediting Board, Inc.

2024 Visiting Team Report

University of North Carolina at Charlotte
School of Architecture

M.Arch.
Track I (undergraduate degree with non-architecture major + 96 credit hours),
Track II (undergraduate degree with architecture major + 60 credit hours), and
Track III: Advanced Standing track (40 credit hours)

Continuing Accreditation Visit
March 24-27, 2024

I. Summary of Visit

a. Acknowledgments and Observations

The team would like to extend its gratitude to all stakeholders at the Ravin School of Architecture for their invaluable contributions and cooperation both before and during our visit. Acknowledging the unique challenges faced by the program, including navigating two sets of accreditation conditions and the disruptions caused by the pandemic, the visiting team expresses its appreciation to Director Blaine Brownell and Associate Director Thomas Forget for their diligent efforts in coordinating the Architecture Program Report and facilitating the visit. The team's gratitude also extends to the faculty, students, alumni, staff, and administrators for their insightful perspectives shared during our assessment.

During the visit, the team observed a passionate and dedicated faculty committed to delivering a high-quality architectural education, emphasizing a culture of creativity and hands-on learning. The integration of research with teaching and the utilization of real-world learning experiences in the Charlotte metro area were particularly commendable.

The School of Architecture boasts a diverse range of student leadership organizations, including AIAS, NOMAS, Freedom by Design, MASS, USGBC, and Women in Architecture Students, which play pivotal roles in fostering academic and extracurricular initiatives. Noteworthy efforts such as the Career EXPO organized by AIAS have significantly impacted students' career paths and development, although students expressed a desire for increased support from faculty and staff in event preparation.

Students demonstrated proactive engagement with university and college resources, seeking advice from multiple sources, including faculty members. While academic advising primarily occurs informally and upon student initiation, the overwhelming majority of students expressed interest in pursuing licensure post-graduation.

The team noted that, despite the existence of a Studio Culture Policy, students exhibited limited familiarity with its contents and recent updates. However, efforts to improve student support and foster diversity and respectful interaction through syllabus addenda enhancements were noted, with surveys soliciting feedback from students, faculty, and staff.

The NAAB visiting team toured the Dubois Center, which revealed a modern facility serving as a vibrant hub connecting with Charlotte's urban landscape, albeit with concerns raised by stakeholders. These concerns included resource limitations, particularly regarding technology support and operational hours, leading to feelings of disconnection and marginalization among students placed at Dubois.

Stakeholders also voiced concerns about space constraints at the Storrs building, which is operating at capacity, hindering research activities and not aligning with the university's aspiration to achieve R1 research status. Moreover, faculty members appeared to be burdened with high teaching and research loads, prompting considerations regarding workload balance.

Lastly, the team observed Program Criteria 6 Leadership and Collaboration, which appeared to exemplify continuous improvement efforts through substantive changes, particularly evidenced in the Arch 7101 topical studio.

In conclusion, while the School of Architecture exhibited strengths in its faculty dedication, student engagement, and programmatic enhancements, the team also identified concerns regarding resource allocation, facility utilization, and workload distribution will be crucial for sustaining and enhancing its educational mission and research endeavors.

b. Conditions with a Team Recommendation to the Board as Not Achieved

- 6.6 Access to Student Financial Information

II. Progress Since the Previous Site Visit

2014 Conditions Not Met

B.2 Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

Previous Team Report (2016) B.Arch., M.Arch.: Evidence of student achievement at the prescribed level was not found in the areas of topography, ecology, and soil.

IPR Board Review (2022): Pursuant to the NAAB Board of Directors' Five-Year Interim Progress Report (IPR) Decision Letter dated May 20, 2022," After reviewing the five-year Interim Progress Report (IPR) for the Bachelor of Architecture and Master of Architecture programs submitted by University of North Carolina at Charlotte, the National Architectural Accrediting Board (NAAB) has rejected the IPR as not having corrected or demonstrated substantial progress toward addressing deficiencies identified in the most recent two-year Interim Progress Report. SPC B.2 and B.4 are still Not Met. Student work submitted with the five-year IPR does not demonstrate achievement at the prescribed level for SPC B.2 Site Design and B.4 Technical Documentation….

Consistent with the 2015 *Procedures*, Section 10.1.d.ii Interim Progress Reports, pages 81-82, the next accreditation visit is advanced by one calendar year, thereby shortening the term of accreditation, and is now scheduled for spring 2024. The Architecture Program Report (APR) is due September 7, 2023."

2024 Team Analysis: This criterion has changed from the 2014 condition to the 2020 NAAB conditions. The program noted that this criterion is now addressed as part of SC.5 Design Synthesis.

Per the APR, the program has incorporated more focused skill-building in areas of site analysis, soils, topography, ecology, climate, and building orientation in the required ARCH 7103 Integrated Project Design Studio and ARCH 5304 Structural Systems. Ecologically focused objectives, including a curricular audit and mapping of environmental learning objectives, have also been added to the 2021-26 School of Architecture Strategic Plan. This was verified when reviewing student work over the course of the visit.

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

Previous Team Report (2016)_B.Arch., M.Arch.: Evidence of student achievement was not found at the prescribed level for outline specifications.

IPR Board Review (2022): Pursuant to the NAAB Board of Directors' Five-Year Interim Progress Report (IPR) Decision Letter dated May 20, 2022," After reviewing the five-year Interim Progress Report (IPR) for the Bachelor of Architecture and Master of Architecture programs submitted by University of North Carolina at Charlotte, the National Architectural Accrediting Board (NAAB) has rejected the IPR as not having corrected or demonstrated substantial progress toward addressing deficiencies identified in the most recent two-year Interim Progress Report. SPC B.2 and B.4 are still Not Met. Student work submitted with the five-year IPR does not demonstrate achievement at the prescribed level for SPC B.2 Site Design and B.4 Technical Documentation….

Consistent with the 2015 *Procedures*, Section 10.1.d.ii Interim Progress Reports, pages 81-82, the next accreditation visit is advanced by one calendar year, thereby shortening the term of accreditation, and is now scheduled for spring 2024. The Architecture Program Report (APR) is due September 7, 2023."

2024 Team Analysis: This criterion has changed from the 2014 condition to the 2020 NAAB conditions. The program noted that this criterion is now addressed as part of SC.4 Technical Knowledge.

Per the APR, students are tested on the abilities to create clear and accurate technical drawings, different specification outlines, and construction models. University of North Carolina at Charlotte has two primary courses that focus on the enhancements of overall technical documentation. These two courses are ARCH 5305 Building Systems Integration and ARCH 7103 Integrated Project Design, which are a more focused assessment on the topic of technical knowledge, which the APR notes are now new primary points of assessment for the SC.4 under the 2020 Conditions.

B.6 Environmental Systems: *Understanding* of the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.

Previous Team Report (2016) B.Arch., M.Arch.: Evidence of student achievement at the prescribed level was not found in student work prepared with respect to indoor air quality, acoustics, and lighting systems.

IPR Board Review (2022): Following a review of the program's Five-Year Interim Progress Report (IPR) in 2022, the NAAB Board of Directors concluded that the program had demonstrated satisfactory progress toward addressing deficiencies identified in the 2016 Visiting Team Report and Two-Year IPR with respect to B.6 Environmental Systems and D.4 Legal Responsibilities.

2024 Team Analysis: Criterion has changed from the 2014 Conditions to the 2020 NAAB conditions. The program's conditions crosswalk (reflected in the following pages) noted that this criterion is now addressed as part of PC.3 Ecological Literacy and Responsibility. However, the APR notes that the former SPC is now addressed under SC.6 Building Integration.

The APR notes that elements of the former SPC are spread across two courses- ARCH 5305 Building Systems Integration and ARCH 4305/5302 Environmental Principles. Review of materials supporting SC.6, including syllabi and quizzes, found that concerns regarding the former SPC appeared to have been addressed.

D.4 Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

Previous Team Report (2016) B.Arch., M.Arch.: Evidence of student understanding at the prescribed level was not found in student work in the area of professional service contracts.

IPR Board Review (2022): Following a review of the program's Five-Year Interim Progress Report (IPR) in 2022, the NAAB Board of Directors concluded that the program had demonstrated satisfactory progress toward addressing deficiencies identified in the 2016 Visiting Team Report and Two-Year IPR with respect to B.6 Environmental Systems and D.4 Legal Responsibilities.

2024 Team Analysis: This criterion has changed from the 2014 condition to the 2020 NAAB conditions. The program noted that this criterion is now addressed as part of SC.3 Regulatory Context.
Per the APR, SC.3 Regulatory Context involves "understand[ing] 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." The program appears to have added content that would comply with 2014 Conditions but does not, by itself

satisfy SC.3. It appears the added coursework responds appropriately to the call for progress made with respect to the 2014 conditions.

III. Program Changes

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

2024 Team Analysis: While the Conditions have changed, the program has described and maintained a rigorous focus on developing SPCs noted previously as "Not Met" and integrated those elements into coursework as it relates to the new 2020 Conditions for Accreditation. The SoA provided a crosswalk matrix demonstrating how the previous 2014 Conditions are now translated to the 2020 Conditions:

#	2020 Criteria	2020 Courses	#	2014 Criteria	2014 Courses
PC.1	Career Paths	ARCH 5206 Professional Practice			
PC.2	Design	ARCH 7104 Diploma Studio	A.2	Design Thinking Skills	ARCH 7101 Studio
			A.4	Architectural Design Skills	ARCH 7102 Studio
			A.5	Ordering Systems	ARCH 7101 Studio
			A.6	Use of Precedents	ARCH 7201 Design Methodology
PC.3	Ecological Literacy and Responsibility	ARCH 5305 Building Systems Integration	B.6	Environmental Systems	ARCH 4302/5302 Environmental System Principles
PC.4	History and Theory	ARCH 5203 History III	A.7	History and Global Culture	ARCH 4202/5202 History II
PC.5	Research and Innovation	ARCH 7201 Research and Design Methods	A.3	Investigative Skills	ARCH 7202 Thesis Document
			C.1	Research	ARCH 7202 Thesis Document
PC.6	Leadership and Collaboration	ARCH 5206 Professional Practice | ARCH 7101 Topical Studio	A.1	Professional Communication Skills	ARCH 7202 Thesis Document
			D.1	Stakeholder Roles in Architecture	ARCH 5206 Professional Practice
PC.7	Learning and Teaching Culture	ARCH 7201 Research and Design Methods | Non-curricular			
PC.8	Social Equity and Inclusion	ARCH 5203 History III | ARCH 7201 Research and Design Methods	A.8	Cultural Diversity and Social Equity	ARCH 4203/5203 History III
SC.1	Health, Safety, and Welfare in the Built Environment	ARCH 7103 Integrated Studio			
SC.2	Professional Practice	ARCH 5206 Professional Practice	B.10	Financial Considerations	ARCH 5206 Professional Practice
			D.2	Project Management	ARCH 5206 Professional Practice
			D.3	Business Practices	ARCH 5206 Professional Practice
			D.4	Legal Responsibilities	ARCH 5206 Professional Practice
			D.5	Professional Conduct	ARCH 5206 Professional Practice
SC.3	Regulatory Context	ARCH 7103 Integrated Studio	B.3	Codes and Regulations	ARCH 7102 Studio
SC.4	Technical Knowledge	ARCH 5305 Building Systems Integration	B.4	Technical Documentation	ARCH 7102 Studio
SC.5	Design Synthesis	ARCH 7103 Integrated Studio	B.1	Pre-Design	ARCH 7101 Studio
			B.2	Site Design	ARCH 7101 Studio
			C.2	Integrated Evaluations and Decision-Making Design Process	ARCH 7102 Studio
			C.3	Integrative Design	ARCH 7102 Studio
SC.6	Building Integration	ARCH 7103 Integrated Studio	B.5	Structural Systems	ARCH 4304/5304 Structural Systems
			B.7	Building Envelope Systems and Assemblies	ARCH 4301/5301 Materials and Assembly Principles
			B.8	Building Materials and Assemblies	ARCH 4301/5301 Materials and Assembly Principles
			B.9	Building Service Systems	ARCH 5305 Building Systems Integration

IV. Compliance with the 2020 Conditions for Accreditation

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

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

Team Findings:
☒ Met

Program Summary Statement of 1 – Context and Mission
The David R. Ravin School of Architecture capitalizes on its location in one of the fastest-growing and most diverse cities in the United States, and as part of an urban research university with a strong public mission to bridge academic excellence and access. Founded in 1971, the SoA is characterized by a community of energetic, award-winning faculty and students who advance experimental and pioneering ideas freely in an open and collaborative environment. More than 2,500 alumni make significant contributions to architecture and related disciplines in nearly 700 cities worldwide.

In the SoA, over 380 enrolled students pursue one of four degree programs, and 30 full-time faculty lead applied research efforts that include the work of five labs: the City Building Lab (CBL), DesignLAB (DL), Fabrication Lab (FabLab), Integrated Design Research Lab (IDRL), and CoAA's Digital Arts (D.Arts). The SoA's academic home within a college of visual and performing arts offers exceptional opportunities to explore interdisciplinary connections between architecture and music, theater, dance, visual art, and art history.

SoA faculty and students are committed to creating an open-minded and creative atmosphere to pursue research, explore new forms of building, and discover collaborative practices that nurture human potential. SoA graduates understand the origins of knowledge and how to integrate their voices with others to influence the art and science of architecture. The SoA opens opportunities to students through interdisciplinary programs, close alliances with the profession, and active engagement with local and international communities.

2024 Team Analysis: The APR adequately describes UNC at Charlotte's Context and Mission, which was verified by the team during the visit.

Institutional Context- Ravin School of Architecture is one of only two degree programs offered in North Carolina. The SoA resides on University of North Carolina's Charlotte campus, which is one of 17 campuses within the UNC system and its third largest. The team heard several times over the course of

the visit that the University is striving to attain R1 Classification from the Carnegie Foundation for the Advancement of Teaching.

Along with the SoA's main location within Storrs Hall on the University's main campus, UNC Charlotte has also constructed the Dubois Center, which opened in 2011. As the SoA continues to evolve, it has staked a position at Dubois, which now includes four studios which are typically used for the Diploma Studios (ARCH 7104). This remote location provides architecture students with an opportunity to connect to the profession within the City of Charlotte, as well as offers an opportunity to draw in local professionals via events such as guest lectures.

Academic Context- the team confirmed portions of the APR via conversations with faculty and administration that Ravin School of Architecture was previously its own College of Architecture before expanding in 2008 to include additional departments, including Art and Art History, Dance, Music, and Theater. This merger has offered some benefits in terms of cross-disciplinary and dual degrees/ minor opportunities for students, albeit double majors and minors remain a potential (and aspirational) benefit under development. The current master's degree track within the College of Arts and Architecture was initially accredited in 2001, however, architecture has been a part of the UNC at Charlotte community since 1971. In its newer academic setting, the SoA continues to benefit from the attention of new dean of the college (who himself was a part of the SoA faculty), as well as maintain positive relationships with the provost and chancellor's offices.

Inside and outside the classroom- The team heard from key stakeholders that the SoA offers a number of opportunities for students to succeed both within its academic programming as well as in terms of resources and organizations developed to foster growth and leadership potential in students. Storrs Hall benefits from significant lab and maker spaces that are offered for students use. These spaces include woodworking, metalworking, and robotics shops, as well as CNC, laser printing, and 3D printing facilities. In addition to these physical resources, the SoA also benefits from active chapters of AIAS, MASS, NOMAs, WIAs, and a number of other student organizations which allows students to engage within their academic setting. Notable activities led by these organizations include CareerEXPO, a career fair arranged by school's AIAS chapter in order to help connect students with job opportunities in the Charlotte metro area. Freedom By Design is another example of the SoA extending its influence into the surrounding community by tackling design and construction challenges to improve access in a real-world, client-driven setting that affects positive change.

2—Shared Values of the Discipline and Profession (*Guidelines,* p. 6)
The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

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

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them. (p.7)

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education. (p.7)

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline. (p.8)

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work. (p.8)

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings. (p.8)

Team Findings:
☒ **Met**

2024 Team Analysis: The team noted responses by the SoA to the six shared values as follows:
Design: The Design Studio Series offers a comprehensive curriculum focusing on honing various design skills through a range of courses. With an emphasis on design thinking and integrated design approaches, students delve into three distinct course types: Progression, Coordination, and Integration. Across these courses, participants explore six overarching themes: regenerative design systems, Social justice futures, Emergent material practices, the computed environment, the engaged city, and applied critical history. This structured approach equips students with the multifaceted skills and perspectives necessary to navigate complex design challenges and contribute meaningfully to the field.

Environmental Stewardship and Professional Responsibility: The team found that Environmental Stewardship and Professional Responsibility stood as key pillars within SoA's shared values. The primary goal, "Planet," is dedicated to enhancing environmental literacy, reshaping physical resources, and actively participating in environmental initiatives. This objective emphasizes providing students with the necessary skills for sustainable design practices and empowering them to instigate positive changes beyond the institution's confines.

Moreover, these principles are deeply integrated into the curriculum through mandatory courses such as ARCH 5302 Environmental System Principles, ARCH 5305 Building Systems Integration, ARCH 7103 Integrated Project Design, and ARCH 5206 Professional Practice. Through conversations with senior officials and direct observations of student studio work and engagements, it becomes evident that sustainability is a central focus of academic pursuits and student achievements. With the alignment of planning, curricular information, on-site interactions, and classroom observations, it is apparent that Environmental Stewardship and Professional Responsibility fulfill the criterion of Shared Values of the Discipline and Profession.

Equity, Diversity, and Inclusion: The School of Architecture is committed to fostering equity, diversity, and inclusion, aligning itself with UNCC's standards. This commitment permeates various aspects, including recruitment, curriculum development, outreach initiatives, enrollment practices, and hiring processes. Notably, comprehensive resources are available on the SoA's "Diversity and Inclusion" webpage, reflecting the primary goal of its 2021 strategic plan, centered around 'people.' This goal encompasses four key objectives: implementing anti-racist practices across the curriculum, programming, and research; diversifying staff, faculty, and students; fostering health and belonging; and strengthening both local and international communities. In the curriculum, students are equipped with knowledge and skills related to diversity and inclusion through mandatory history courses like ARCH 5201, ARCH 5202, and ARCH 5203, with the latter addressing M.Arch. accreditation requirements concerning social equity and inclusion. Additionally, topical courses such as Community Planning workshop and Humanitarian Design supplement this education. Furthermore, the SoA emphasizes focus through organizations like Women of Architecture Students (WiAS), National Organization for Minority Architects (NOMAS), and

Freedom by Design (AIAS), demonstrating its dedication to equity, diversity, and inclusion within the field of architecture.

Knowledge and Innovation: The program's commitment to fostering innovation is evident in the 2021-26 SoA Strategic Plan, titled "Design for Innovation - Progress." This initiative is dedicated to fostering the creation of new knowledge through innovation, with specific goals including:

- Fostering a culture of innovation,
- Enhancing curricula to anticipate future changes, and
- Expanding scholarly capacity and research profiles.

This commitment is demonstrated through various avenues such as required studio courses, interdisciplinary collaborations, design-build programs, and advanced technology courses. Additionally, the program showcases its dedication to innovation through its labs, including the DesignLab, Fabrication Lab, Integrated Design Research Lab, and Digital Arts Center. Faculty participation in grant-funded research further reinforces this commitment, with consistent efforts made to involve students in research lab initiatives.

Leadership, Collaboration, and Community Engagement: The program demonstrated a long-range commitment to this shared value by incorporating it into the 2021-26 SoA Strategic Plan where Objective 2.4 “Strengthen Local and International Community Relationships” connects to the college’s goal to “cultivate a thriving network of sustained, trust-based partnerships that build the college’s identity as a respected collaborator in the cultural landscape.”

Leadership, interdisciplinarity, team collaboration, and community engagement values are evidenced through the range of studios and courses that employ group projects to build teamwork oriented competencies. These include ARCH 5206 Professional Practice and ARCH 7101 Topical Design Studio. Beyond the curriculum, student organizations spearhead diverse leadership and collaboration opportunities readily available to students.

Lifelong Learning: The School of Architecture emphasizes lifelong learning, offering numerous opportunities for education beyond traditional classroom settings. Its strong ties to the Charlotte design community ensure robust community and local support. Notably, SoA is among just 33 Integrated Path to Licensure (IPAL) programs nationwide, underscoring its emphasis on students engaging with employers in Charlotte. The program's focus extends beyond academic realms to encompass cultural, social, environmental, and built contexts. With a faculty that features a number of licensed practitioners, SoA cultivates an environment where students consistently engage with real-world practice, nurturing a lifelong journey of inquiry and professional development.

3—Program and Student Criteria (*Guidelines*, p. 9)
These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC) (*Guidelines*, p. 9)
A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline’s skills and knowledge. (p.9)

Team Findings:
☒ Met

2024 Team Analysis:
The APR and team room materials provide evidence that the program sufficiently addresses PC.1 Career Paths through curriculum (ARCH 5206 Professional Practice course content), structure, and experiences, including the following events and opportunities: new student orientation, path to licensure workshops, AIA portfolio workshops, student-organized annual career fairs, an Integrated Path to Architectural Licensure (IPAL) program, and formal and informal advising sessions between students and faculty. The program has an active NCARB Licensing Advisor (David Thaddeus) that students identified as being proactive and accessible in advising.

The program has a defined and well-executed assessment plan for PC.1 Career Paths. Pre-assessment, non-curricular learning opportunities take place in new student orientations and path to licensure workshops. The assessment point is ARCH 5206 Professional Practice, in which a two-part student learning outcome (SLO) addresses a) path to licensure and b) range of career opportunities. Student performance is assessed in quizzes and an aspirational writing assignment that challenges students to state goals for the next ten years of their careers.

Assessment procedures are thorough. There is a clear benchmark (80%). 94% of students met the benchmark for Part 1 of the SLO. 72% met the benchmark for Part 2 of the SLO–slightly below the school's goal. As a result of the assessment, the program has stated well-reasoned, though somewhat ambitious improvements that it plans to implement. Rubrics used for assessments of SLOs were provided by the SoA and are shown below. SoA notes two SLOs:

- *SLO P1 Part 1: Paths to Licensure- to instill in students an understanding of the paths to becoming a licensed architect in the United States.*
- *SLO P1 Part 2: Career Opportunities- to instill in students an understanding of the range of available career opportunities that utilize the disciplines skills and knowledge*.

M.ARCH Rubric for SLO P1	Assessment point for NAAB **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.		
SLO P1: Professional Orientation–to instill in students an understanding of how to leverage an education in architecture to chart a professional trajectory.			
SLO P1 Part 1: Paths to Licensure–to instill in students an understanding of the paths to becoming licensed as an architect in the United States.			
Assessed Assignments in ARCH 5206: Quiz 2, Question 5; Next Ten Project			
1: Unsatisfactory	**2: Marginal**	**3: Satisfactory**	**4: Commendable**
Student did not demonstrate an understanding of career opportunities and alternative career paths.	Student demonstrated a minimal understanding of career opportunities and alternative career paths.	Student demonstrated a good understanding of career opportunities and alternative career paths.	Student demonstrated an excellent understanding of career opportunities and alternative career paths, and furthermore demonstrated innovative thinking with respect to that objective.
SLO P1 Part 2: Career Opportunities–to instill in students an understanding of the range of available career opportunities that utilize the discipline's skills and knowledge.			
Assessed Assignments in ARCH 5206: Quiz 2, Question 5; Next Ten Project			
1: Unsatisfactory	**2: Marginal**	**3: Satisfactory**	**4: Commendable**
Student did not demonstrate an understanding of the range of available career opportunities that utilize the discipline's skills and knowledge.	Student demonstrated a minimal understanding of the range of available career opportunities that utilize the discipline's skills and knowledge.	Student demonstrated a good understanding of the range of available career opportunities that utilize the discipline's skills and knowledge.	Student demonstrated an excellent understanding of the range of available career opportunities that utilize the discipline's skills and knowledge, and furthermore demonstrated innovative thinking with respect to that objective.

In meetings with the visiting team, students were able to identify the school's Professional Licensing Advisor and the basic pathway to licensure. Quizzes in ARCH 5206 Professional Practice verify that students understand the "Three E's" of obtaining licensure. Other quiz questions confirm that students are aware of other career opportunities for which an architecture education prepares them.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. (p.9)

Team Findings:

☒ Met

2024 Team Analysis: The program identified specific approaches to how they instill design process integration for multiple factors in different settings and scales of development including: regenerative systems design, social justice futures, emergent material practices, the computed environment, the engaged city, and applied critical history.

For M.Arch. I and M.Arch. II tracks, the program demonstrated how this criterion was addressed and effectively assessed on a recurring basis through an Assessment Point held during the final ARCH 7104 Design Diploma Studio. For the M.Arch. Advanced Standing track, the program demonstrated a structure for addressing this criterion and effectively assessing student learning outcomes for aligned "Design Fundamentals" in the ARCH 1101 First Year Studio of the required prerequisite BA in Architecture degree. In response to this assessment, the program is actively making improvements through the Curriculum Committee and end-of-semester reflective faculty retreats. The team noted that several SLO's had been developed for the ongoing assessment of student learning, as listed below:

- *SLO P2 Part 1: Representation: to instill in students an understanding of how to represent the static and dynamic dimensions of existing and proposed built environments through established and emerging methods: drawings, models, diagrams, renderings, data visualization, etc.*
- *SLO P2 Part 2: Iteration- to instill in students an understanding of the value of iteration, analysis, and recalibration to design processes.*
- *SLO P2 Part 3: Parameters- to instill in students an understanding of how to integrate multiple factors and coordinate multiple scales through the synthesis of discrete students into a common goal.*

These SLOs were assessed based on rubrics established by the SoA, with a goal of meeting either 3 or 4 on a 4 point scale. Rubrics for this PC were provided by the program and are shown below:

M.ARCH Rubrics for SLO P2	Assessment point for NAAB **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.

SLO P2: Design–to instill in students an understanding of how design processes shape the built environment and affect positive change.

SLO P2 Part 1: Representation–to instill in students an understanding of how to represent the static and dynamic dimensions of existing and proposed built environments through established and emerging methods: drawings, models, diagrams, renderings, data visualizations, etc.

Assessed Assignment in ARCH 7104: varies between 4 sections

1: Unsatisfactory	2: Marginal	3: Satisfactory	4: Commendable
Student did not demonstrate an understanding how to represent the static and dynamic dimensions of existing and proposed built environments through established and emerging methods.	Student demonstrated a minimal understanding how to represent the static and dynamic dimensions of existing and proposed built environments through established and emerging methods.	Student demonstrated a good understanding how to represent the static and dynamic dimensions of existing and proposed built environments through established and emerging methods.	Student demonstrated an excellent understanding how to represent the static and dynamic dimensions of existing and proposed built environments through established and emerging methods, and furthermore demonstrated innovative thinking with respect to that objective.

SLO P2 Part 2: Iteration–to instill in students an understanding of the value of iteration, analysis, and recalibration to design processes.

Assessed Assignment in ARCH 7104: varies between 4 sections

1: Unsatisfactory	2: Marginal	3: Satisfactory	4: Commendable
Student did not demonstrate an understanding of the value of iteration, analysis, and recalibration to design processes.	Student demonstrated a minimal understanding of the value of iteration, analysis, and recalibration to design processes.	Student demonstrated a good understanding of the value of iteration, analysis, and recalibration to design processes.	Student demonstrated an excellent understanding of the value of iteration, analysis, and recalibration to design processes, and furthermore demonstrated innovative thinking with respect to that objective.

SLO P2 Part 3: Parameters–to instill in students an understanding of how to integrate multiple factors and coordinate multiple scales through the synthesis of discrete studies into a common goal.

Assessed Assignment in ARCH 7104: varies between 4 sections

1: Unsatisfactory	2: Marginal	3: Satisfactory	4: Commendable
Student did not demonstrate an understanding of how to integrate multiple factors and coordinate multiple scales through the synthesis of discrete studies into a common goal.	Student demonstrated a minimal understanding of how to integrate multiple factors and coordinate multiple scales through the synthesis of discrete studies into a common goal.	Student demonstrated a good understanding of how to integrate multiple factors and coordinate multiple scales through the synthesis of discrete studies into a common goal.	Student demonstrated an excellent understanding of how to integrate multiple factors and coordinate multiple scales through the synthesis of discrete studies into a common goal, and furthermore demonstrated innovative thinking with respect to that objective.

Evidence of student achievement was found within the Coursework of ARCH 7104, which is a unique mix of studio, lectures, and assigned readings. The course consists of four sections, all of which appear to

operate with some level of autonomy between them, syllabi routinely noted the requirements, which were often covered in desk readings, lectures, and/or assignments.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. (p.9)

Team Findings:

☒ Met

2024 Team Analysis: The team noted that SoA addressed PC.3 Ecological Knowledge and Responsibility through a scaffolded curriculum that includes courses such as ARCH 5302 Environmental Systems Principles, ARCH 5203 History III, ARC 5301 Materials, ARCH 5303 Structures I, ARCH 5304 Structures II, and ARCH 5305 Building Systems Integration. These courses provide students with the necessary knowledge and skills to understand sustainability in both natural and built environments.

Assessment of student learning related to PC.3 is rigorous and ongoing, with a focus on ecological principles, advanced building performance, and adaptation/resilience. The assessment occurs in ARCH 5305 Building Systems Integration, where students' performance in labs, case studies, and a semester-long design project is evaluated. While the program met benchmarks for ecological principles and adaptation/resilience. As with other PCs and SCs, the SoA has developed several SLOs for use in assessing this criterion, which are evaluated based on a rubric provided by the program (see below). SLOs are as follows:

- *SLO P3 Part 1: Ecological Principles–to instill in students an understanding of how to leverage ecological principles, so as to mitigate climate change and realize symbiotic relationships between built environments and their contexts.*
- *SLO P3 Part 2: Advanced Building Performance–to instill in students an understanding of how to leverage advanced building performance principles so as to mitigate climate change and realize symbiotic relationships between built environments and their contexts.*
- *SLO P3 Part 3: Adaptation and Resilience Principles–to instill in students an understanding of how to leverage adaptation and resilience principles, so as to mitigate climate change and realize symbiotic relationships between built environments and their contexts.*

Benchmarks have been set to reflect that 80% of students must achieve at least a 3 out of 4 when evaluating those SLOs based on the rubric.

M.ARCH Rubric for SLO P3	Assessment point for NAAB **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.

SLO P3: Ecological Responsibility–to instill in students a holistic knowledge of the dynamic between built and natural environments, so as to act on behalf of both types.

SLO P3 Part 1: Ecological Principles–to instill in students an understanding of how to leverage ecological principles, so as to mitigate climate change and realize symbiotic relationships between built environments and their contexts.

Assessed Assignment in ARCH 5305: Final Project (with Lab 1 providing preliminary instruction and assessment)

1: Unsatisfactory	2: Marginal	3: Satisfactory	4: Commendable
Student did not demonstrate an understanding of how to leverage ecological principles, so as to mitigate climate change and realize symbiotic relationships between built environments and their contexts.	Student demonstrated a minimal understanding of how to leverage ecological principles, so as to mitigate climate change and realize symbiotic relationships between built environments and their contexts.	Student demonstrated a good understanding of how to leverage ecological principles, so as to mitigate climate change and realize symbiotic relationships between built environments and their contexts.	Student demonstrated an excellent understanding of how to leverage ecological principles, so as to mitigate climate change and realize symbiotic relationships between built environments and their contexts, and furthermore demonstrated innovative thinking with respect to that objective.

SLO P3 Part 2: Advanced Building Performance–to instill in students an understanding of how to leverage advanced building performance principles so as to mitigate climate change and realize symbiotic relationships between built environments and their contexts.

Assessed Assignment in ARCH 5305: Lab 2

1: Unsatisfactory	2: Marginal	3: Satisfactory	4: Commendable
Student did not demonstrate an understanding of how to leverage advanced building performance principles so as to mitigate climate change and realize symbiotic relationships between built environments and their contexts.	Student demonstrated a minimal understanding of how to leverage advanced building performance principles so as to mitigate climate change and realize symbiotic relationships between built environments and their contexts.	Student demonstrated a good understanding of how to leverage advanced building performance principles so as to mitigate climate change and realize symbiotic relationships between built environments and their contexts.	Student demonstrated an excellent understanding of how to leverage advanced building performance principles so as to mitigate climate change and realize symbiotic relationships between built environments and their contexts, and furthermore demonstrated innovative thinking with respect to that objective.

SLO P3 Part 3: Adaptation and Resilience Principles–to instill in students an understanding of how to leverage adaptation and resilience principles, so as to mitigate climate change and realize symbiotic relationships between built environments and their contexts.

Assessed Assignment in ARCH 5305: Final Project (with Lab 3 providing preliminary instruction and assessment)

1: Unsatisfactory	2: Marginal	3: Satisfactory	4: Commendable
Student did not demonstrate an understanding of how to leverage adaptation and resilience principles, so as to mitigate climate change and realize symbiotic relationships between built environments and their contexts.	Student demonstrated a minimal understanding of how to leverage adaptation and resilience principles, so as to mitigate climate change and realize symbiotic relationships between built environments and their contexts.	Student demonstrated a good understanding of how to leverage adaptation and resilience principles, so as to mitigate climate change and realize symbiotic relationships between built environments and their contexts.	Student demonstrated an understanding of how to leverage adaptation and resilience principles, so as to mitigate climate change and realize symbiotic relationships between built environments and their contexts, and furthermore demonstrated innovative thinking with respect to that objective.

The SoA's own assessment notes that they fell short in advanced building performance. However, improvements have been implemented based on the assessment feedback.

During the site visit, evidence of students' understanding of ecological knowledge and responsibility was confirmed through their work in studio projects and coursework. Specifically, ARCH 7103 Integrated Studio showcased examples of environmental systems and building performance. Faculty provided additional insight into the assignments and student work, reinforcing the program's commitment to addressing PC.3.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. (p.9)

Team Findings:

☒ Met

2024 Team Analysis: The program's commitment to addressing curriculum, structure, and experiential learning in line with specified criteria is evident throughout its design. Specifically, the integration of history and theory across a structured three-course path underscores the depth of historical knowledge students are expected to acquire. Moreover, the requirement for seminar courses tailored to historical or theoretical topics demonstrates a deliberate effort to deepen students' understanding within specific domains. This approach is further reinforced by pre-assessment classes and design studio precedent

studies, which not only enrich students' comprehension but also foster critical analysis of architectural contexts.

The program's efficacy in assessing student learning pertaining to the specified criterion is noteworthy. A Student Learning Outcome (SLO) was established by the SoA as an assessment point that is evaluated against the rubric below. That SLO is listed below:

- *SLO P4: History and Theory- to instill in students a global and diverse understanding of the histories and theories of architecture and urbanism.*

ARCH 5203 serves as a pivotal point for the evaluation of these SLOs. These assessments are recurrent, ensuring continuous monitoring of student progress. Moreover, the program demonstrates a commitment to improvement by setting clear benchmarks and utilizing assessment data to refine its approach. The high performance levels observed in the 2022 assessment, with 96% of students scoring a 3 and 74% scoring a 4 (note, the SoA's benchmark is 80% of students achieving a 3 or higher based on the rubric assessment), exemplify the effectiveness of these assessment methods in gauging student achievement.

M.ARCH SLO P4	Assessment point for NAAB **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.

SLO P4: History and Theory—to instill in students a global and diverse understanding of the histories and theories of architecture and urbanism.			
Assessed Assignments in ARCH 5203: Quiz 1; Quiz 2; Quiz 3; Quiz 4			
1: Unsatisfactory	**2: Marginal**	**3: Satisfactory**	**4: Commendable**
Student failed to demonstrate a global and diverse understanding of the histories and theories of architecture and urbanism.	Student demonstrated a global and diverse understanding of the histories and theories of architecture and urbanism to a minimal degree.	Student demonstrated a global and diverse understanding of the histories and theories of architecture and urbanism to a good degree	Student demonstrated a global and diverse understanding of the histories and theories of architecture and urbanism to an excellent degree, plus critical thinking with respect to that objective.

During the site visit, the assessment team actively engaged with program faculty and students to corroborate the evidence presented. Interactions provided valuable insights into how the program implements its curriculum and assessment strategies in practice. By examining course materials, including syllabi, assessment rubrics, and student work samples, the team gained a comprehensive understanding of the program's pedagogical approach. Additionally, discussions surrounding proposed changes for future assessments underscored the program's commitment to ongoing enhancement. Through collaborative dialogue and examination of supporting materials, the team confirmed the program's alignment with the specified criterion and its dedication to continuous improvement.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field. (p.9)

Team Findings:
☒ Met

2024 Team Analysis: During the visit, the team learned that UNC Charlotte is trying to increase its position as a R1 Research Institution. This has helped the SoA continue to develop its ongoing research initiatives, which include investigations into algae as a facade material, mycellium as a construction material, and many other topics that often find themselves intertwined with required and elective courses. Assessment for this PC involves the development of the following to SLOs:

- *SLO P5 Part 1: Research–to engage in architectural research through precedent analysis in relation to the design process.*
- *SLO P5 Part 2: Innovation–to comparatively evaluate research methods and innovations in the field within the context of a design process.*

The program noted that much of the learning for this PC occurs in ARCH 7201, it was clear to the team that research could then be applied in ARCH 7104 Diploma Studio. Rubric below (provided by the program):

M.ARCH SLO P5	Assessment point for NAAB **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.

SLO P5: Research and Innovation–to instill in students an understanding of how to conduct research, evaluate research, and apply research toward design.

SLO P5 Part 1 Precedent Research–to engage in architectural research within the context of a design process through graphic and written identification and analysis of precedents.			
Assessed Assignments in ARCH 7201: Precedent Study Analysis Assignment			
1: Unsatisfactory	**2: Marginal**	**3: Satisfactory**	**4: Commendable**
Student failed to engage in precedent research within the context of a design process.	Student engaged in precedent research within the context of a design process to a minimal degree.	Student engaged in precedent research within the context of a design process to a good degree	Student engaged in precedent research within the context of a design process to an excellent degree, and furthermore demonstrated critical thinking with respect to that objective.

SLO P5 Part 2: Research Methodologies–to identify modern and post-modern design theories and methods, and to articulate their relevance to an architectural design process.			
Assessed Assignments in ARCH 7201: Comparative Research Strategies Reflection Assignment			
1: Unsatisfactory	**2: Marginal**	**3: Satisfactory**	**4: Commendable**
Student failed to identify modern and post-modern design theories and methods, and to articulate their relevance to an architectural design process.	Student identified modern and post-modern design theories and methods, and articulated their relevance to an architectural design process to a minimal degree.	Student identified modern and post-modern design theories and methods, and articulated their relevance to an architectural design process to a good degree	Student identified modern and post-modern design theories and methods, and articulated their relevance to an architectural design process to an excellent degree, plus critical thinking with respect to that objective.

The APR notes that the primary point of assessment for this PC is ARCH 7201 Research and Design Methods. The program has established several Student Learning Outcomes (SLOs) that it routinely uses to assess this PC and the course, which are accompanied by evaluation rubrics. During the latest assessment, the program found that students did not appear to be meeting the established benchmark (a score of 3 or 4 on a four-point scale based on the rubrics) on SLO 5.1 or SLO 5.2. The APR discusses modifications forthcoming to the course in order to better enhance student achievement for this PC.

Evidence of compliance was found in lectures, assignments, and readings provided in the virtual team room for ARCH 7201. Site discussions with students and faculty reinforced this evidence.

Arch 7103 is a principal evaluation benchmark course, shared by many conditions of accreditation. Documentation provided by S0A demonstrated a strong focus on instruction, evaluation, and continuous improvement in Arch 7103.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems. (p.9)

Team Findings:
☒ Met

2024 Team Analysis: The primary demonstration for Leadership and collaboration can be seen through ARCH 5206, teaching students skills in clear communication, effective projective management from leading professionals in the areas of entrepreneurship and business development, design excellence, and civic leadership.

As with other PCs, the SoA has established an SLO for PC.6 for ongoing assessment purposes. The main assessment point could be seen in SLO P6, which was assessed through Quiz 3, questions 1 through 3. In these specific questions, students are asked to write long form responses that demonstrate the understanding of different models regarding Leadership and Collaboration, which are tested through three parts:

- *SLO P6 Part 1: Multidisciplinary Leadership and Teamwork–to instill in students an understanding of how to work in and lead multidisciplinary teams.*

- *SLO P6 Part 2: Dynamic Practice–to instill in students an understanding of how to mediate diverse stakeholder constituents and negotiate dynamic physical and social contexts.*
- *SLO P6 Part 3: Collaborative Problem Solving–to instill in students an understanding of how to collaborate with others in order to solve a complex problem.*

A rubric for the assessment of SLO P6 was provided by the program and is reflected below:

M.ARCH SLO P6	Assessment point for NAAB **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.

SLO P6: Leadership and Collaboration–to instill in students an understanding of how to lead and collaborate with various stakeholders and consultants, so as to realize more effective and inclusive built environments.			
Assessed Assignments in ARCH 5206: Quiz 3, Question 1			
1: Unsatisfactory	**2: Marginal**	**3: Satisfactory**	**4: Commendable**
Student failed to demonstrate an understanding of how to lead and collaborate with various stakeholders and consultants, so as to realize more effective and inclusive built environments.	Student demonstrated an understanding of how to lead and collaborate with various stakeholders and consultants, so as to realize more effective and inclusive built environments to a minimal degree.	Student demonstrated an understanding of how to lead and collaborate with various stakeholders and consultants, so as to realize more effective and inclusive built environments to a good degree.	Student demonstrated an understanding of how to lead and collaborate with various stakeholders and consultants, so as to realize more effective and inclusive built environments to an excellent degree, and furthermore demonstrated critical thinking with respect to that objective.

During the team visit, there was clear evidence of leadership and collaboration through the studio visits that were conducted. Students are required to work together in order to complete specific studio projects, and results from the SLO were seen through physical examples of collaboration.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. (p.9)

Team Findings:
☒ Met

2024 Team Analysis: The program demonstrates how their students become a part of a larger community with high expectations for conduct communicated at the university level in the UNC Charlotte Honor Code. The program has a College Culture Policy and a SoA Studio Culture Policy (SCP) that calls for mutual respect, declaring that faculty or student harassment will not be tolerated in the SoA community. A long-term commitment to a positive and respectful learning environment is evidenced through the SoA's 2021-26 Strategic Plan which clearly aims to "Foster Health and Belonging" for students, faculty, and staff.

The program's SCP is regularly evaluated and reviewed every three years to ensure continual relevance and effectiveness, with input from the Student Advisory Council, AIAS, and faculty. Methods of assessment and continual improvement included a student, faculty, and staff survey on the SoA Studio Culture Policy. The program is using this assessment to make improvements to a syllabus addendum for all courses to include: "Student Support Resources," "Diversity and Respectful Interaction" with links to Title IX Office, and the University's Non-Discrimination Policy and its Sexual Misconduct and Interpersonal Violence Policy.

As with other PCs, the SoA developed several SLO's for use in ongoing assessment of this PC. SLOs are as follows:

- *SLO P7 Part 1 (Non-Curricular): Student Culture–to foster a positive and respectful environment that encourages optimism, respect, and sharing among students and faculty.*
- *SLO P7 Part 2 (ARCH 7201): Collective Engagement–to foster a school-wide environment of collaboration and interaction.*
- *SLO P7 Part 3 (ARCH 7201): Innovation–to foster a school-wide culture of innovative thinking.*

These SLOs are reviewed against a rubric scoring system, with a benchmark of 80% of students achieving a 3 or higher on a four-point scoring scale. The program provided the rubric, which is shown below:

M.ARCH SLO P7	Assessment point for NAAB **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.			
	SLO P7: Respect, Citizenship, and Innovation–to build a culture in which students respect others and feel respected, so as to inspire optimism, exchange, and creativity.			
	SLO P7 Part 1 (Non-Curricular): Student Culture–to foster a positive and respectful environment that encourages optimism, respect, and sharing among students and faculty.			
	Assessed Assignment: Student Survey on Culture Policy			
	1: Unsatisfactory	**2: Marginal**	**3: Satisfactory**	**4: Commendable**
	Respondent confirmed reading the policy but answered no qualitative questions.	Respondent answered only one qualitative question and with minimal feedback (e.g., no changes).	Respondent answered one or more qualitative questions with minimal to moderately substantive feedback.	Respondent answered one or more qualitative questions with thorough, highly substantive, and/or actionable feedback.
	SLO P7 Part 2 (ARCH 7201): Collective Engagement–to foster a school-wide environment of collaboration and interaction.			
	Assessed Assignment in ARCH 7201: Engagement & Innovation Survey - Question 1			
	1: Unsatisfactory	**2: Marginal**	**3: Satisfactory**	**4: Commendable**
	Student assessed that the SoA does not foster a school-wide environment of collaboration and interaction.	Student did not assess that the SoA fosters a school-wide environment of collaboration and interaction.	Student assessed that the SoA fosters a school-wide environment of collaboration and interaction to some degree.	Student assessed that the SoA actively fosters a school-wide environment of collaboration and interaction routinely.
	SLO P7 Part 3 (ARCH 7201): Innovation–to foster a school-wide culture of innovative thinking.			
	Assessed Assignments in ARCH 7201: Engagement & Innovation Survey - Question 4			
	1: Unsatisfactory	**2: Marginal**	**3: Satisfactory**	**4: Commendable**
	Student assessed that the SoA does not foster a school-wide culture of innovative thinking.	Student did not assess that the SoA fosters a school-wide culture of innovative thinking.	Student assessed that the SoA fosters a school-wide culture of innovative thinking to some degree.	Student assessed that the SoA fosters a school-wide culture of innovative thinking routinely.
Program Learning Outcome P7	Program Learning Outcome P7 (Non-Curricular): Faculty and Staff Culture–to foster a positive and respectful environment that encourages optimism, respect, and sharing among faculty, students, administration, and staff.			
	Assessed Assignment: Faculty and Staff Survey on Culture Policy			
	1: Unsatisfactory	**2: Marginal**	**3: Satisfactory**	**4: Commendable**
	Respondent confirmed reading the policy but answered no qualitative questions.	Respondent answered only one qualitative question and with minimal feedback (e.g., no changes).	Respondent answered one or more qualitative questions with minimal to moderately substantive feedback.	Respondent answered one or more qualitative questions with thorough, highly substantive, and/or actionable feedback.

Evidence of the program's positive learning and teaching culture was confirmed through meetings with the student body and the Student Representative process where a member of each cohort is elected to be the voice for their class.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. (p.9)

Team Findings:
☒ Met

2024 Team Analysis The program clearly demonstrated the criteria in PC.8 through both Contemporary Theory (ARCH 5203) and integration studio 7103. Both of these classes in the M.Arch. program emphasize the clear importance of diversity and inclusion, while also utilizing studio practice for ADA compliance and accessibility.

The assessment points for Student Learning Outcomes (SLO) include the following:

- *SLO P8 Part 1 (ARCH 5203): Cultural and Social Diversity–to further and deepen students' understanding of diverse cultural and social contexts.*
- *SLO P8 Part 2 (ARCH 7201): Equitable Built Environments–to inspire and support students to realize built environments that equitably support and include people of different backgrounds, resources, and abilities.*

P8.1, focusing on Cultural and Social Diversity, with evidence sourced from quizzes and readings within ARCH 5203. Additionally, SLO P8.2, concerning Equitable Built Environments, is identified in ARCH 7103. The assessment cycle for PC. 8 occurs every two years, with improvement plans based on assessment outcomes, including the addition of SLO P8.2. Assessment is benchmarked against a goal of 80% of students achieving a minimum of 3 or greater based on the rubric shown below, as provided by the program:

M.ARCH SLO P8	Assessment point for NAAB **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.

SLO P8: Social Justice–to develop, foster, and strengthen students' understanding of the necessity and value of diversity, and to train them to leverage that understanding into design that proactively supports all people equitably as its mission.

SLO P8 Part 1: Cultural and Social Diversity–to further and deepen students' understanding of diverse cultural and social contexts.			
Assessed Assignment in ARCH 5203: Quiz 2 (question #?)			
1: Unsatisfactory	**2: Marginal**	**3: Satisfactory**	**4: Commendable**
Student failed to demonstrate an understanding of diverse cultural and social contexts.	Student demonstrated an understanding of diverse cultural and social contexts to a minimal degree.	Student demonstrated an understanding of diverse cultural and social contexts to a good degree	Student demonstrated an understanding of diverse cultural and social contexts to an excellent degree, plus critical thinking with respect to that objective.

SLO P8 Part 2: Equitable Built Environments–to inspire and support students to realize built environments that equitably support and include people of different backgrounds, resources, and abilities.			
Assessed Assignment in ARCH 7201: Public Engagement Toolkit Group Assignment			
1: Unsatisfactory	**2: Marginal**	**3: Satisfactory**	**4: Commendable**
Student failed to demonstrate an understanding of how to realize built environments that equitably support and include people of different backgrounds, resources, and abilities.	Student demonstrated an understanding of how to realize built environments that equitably support and include people of different backgrounds, resources, and abilities to a minimal degree.	Student demonstrated an understanding of how to realize built environments that equitably support and include people of different backgrounds, resources, and abilities to a good degree	Student demonstrated an understanding of how to realize built environments that equitably support and include people of different backgrounds, resources, and abilities to an excellent degree, plus critical thinking with respect to that objective.

Evidence for this process is derived from the APR and discussions involving faculty, students, alumni, and administrators. Within ARCH 5203, readings in History II: Contemporary Theory cover diverse subjects like gender identity, redlining, and the urban-heat island effect. Moreover, accessibility discussions are evident in ARCH 7103 Integrated Design Studio. Additional evidence was found in assigned readings through the ARCH 5203 - History III: Contemporary Theory course.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (*Guidelines*, p. 10)
A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. (p.10)

Team Findings:
☒ Met

2024 Team Analysis: Per the APR, the SoA covers this SC in ARCH 7103 Integrated Project Design, noting that their students gain an understanding of the impact of the built environment on human health, safety, and welfare through outcomes that span both regulatory and aesthetic-minded issues.

Each year, the SoA assesses student understanding of these key topics as part of its review of SC.1 and ARCH 7103. The SoA has broken down SC.1 into the following SLO, which is assessed via the rubric, provided by the SoA, below:

- *SLO S1: Architectural and Environmental Impact–to instill in students an understanding of how buildings impact human health, safety, and welfare at multiple scales.*

M.ARCH SLO S1	Assessment point for NAAB **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.

SLO S1: Architectural & Environmental Impact–to instill in students an understanding of how buildings impact human health, safety, and welfare at multiple scales.			
Assessed Assignment in ARCH 7103: A15-03-through-08 (with Lab and Lab 4 in ARCH 5305 providing preliminary instruction and assessment)			
1: Unsatisfactory	**2: Marginal**	**3: Satisfactory**	**4: Commendable**
Student did not demonstrate an understanding of how buildings impact human health, safety, and welfare at multiple scales, or how architects can take a leadership role to enhance sustainability in the built environment.	Student demonstrated a basic understanding of how buildings impact human health, safety, and welfare at multiple scales, and how architects can take a leadership role to enhance sustainability in the built environment.	Student demonstrated a good understanding of how buildings impact human health, safety, and welfare at multiple scales, and how architects can take a leadership role to enhance sustainability in the built environment.	Student demonstrated an excellent understanding of how buildings impact human health, safety, and welfare at multiple scales, and of how architects can take a leadership role to enhance sustainability in the built environment, plus innovative design thinking with respect to that objective.

Assessment of this course and SC relies on a benchmark of 80% or more of students attaining at least a three out of possible four points when reviewing student final projects in the course.

The team was able to confirm evidence of student achievement in student work that was provided as part of the ARCH 7103 Integrated Project Design.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects. (p.10)

Team Findings:
☒ Met

2024 Team Analysis: The team found that student learning outcomes for SC.2 were addressed and assessed in ARCH 5206 Professional Practice. The class addresses normative professional practice topics, as well as sustainable practice issues, aiming for students to understand the ethical responsibility of the architect's impact on the environment. The course is taken in the spring semester of the final year of the program.

To improve professional practice student learning outcomes, the program has makes adjustments on an annual basis that include more recently includes shifting assessment methods from quiz-based to project-based learning, as well as piloting the assessment of professional practice SLOs, evaluated via the use of rubric below, in ARCH 5206 Professional Practice, SLO's are as follows:

- *SLO S2 Part 1: Professional Ethics–to instill in students an understanding of the professional ethics currently relevant to practice in the United States, as well as emerging forces influencing them.*
- *SLO S2 Part 2: Regulatory Requirements–to instill in students an understanding of the regulatory requirements currently relevant to practice in the United States, as well as emerging forces influencing them.*
- *SLO S2 Part 3: Business Processes–to instill in students an understanding of the fundamental business processes currently relevant to practice in the United States, as well as emerging forces influencing them.*

The program has identified that there is a need for further improvement to meet their set goal of 80% SLO benchmark, as SLO S2 part 1 continues to be narrowly missed.

M.ARCH Rubric for SLO S2	Assessment point for NAAB **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.

SLO SC2: The Practice of Architecture–to instill in students an understanding of the responsibilities, policies and procedures related to the practice of architecture.

SLO S2 Part 1: Professional Ethics–to instill in students an understanding of the professional ethics currently relevant to practice in the United States, as well as emerging forces influencing them.

Assessed Assignments in ARCH 5206: Quiz 1, Questions 1 & 3

1: Unsatisfactory	2: Marginal	3: Satisfactory	4: Commendable
Student did not demonstrate an understanding of the professional ethics currently relevant to practice in the United States, as well as emerging forces influencing them.	Student demonstrated a minimal understanding of the professional ethics currently relevant to practice in the United States, as well as emerging forces influencing them.	Student demonstrated a good understanding of the professional ethics currently relevant to practice in the United States, as well as emerging forces influencing them.	Student demonstrated an excellent understanding of the professional ethics currently relevant to practice in the United States, as well as emerging forces influencing them, and furthermore demonstrated innovative thinking with respect to that objective.

SLO S2 Part 2: Regulatory Requirements–to instill in students an understanding of the regulatory requirements currently relevant to practice in the United States, as well as emerging forces influencing them.

Assessed Assignments in ARCH 5206: Quiz 1, Questions 2, 4, & 5

1: Unsatisfactory	2: Marginal	3: Satisfactory	4: Commendable
Student did not demonstrate an understanding of the regulatory requirements currently relevant to practice in the United States, as well as emerging forces influencing them.	Student demonstrated a minimal understanding of the regulatory requirements currently relevant to practice in the United States, as well as emerging forces influencing them.	Student demonstrated a good understanding of the regulatory requirements currently relevant to practice in the United States, as well as emerging forces influencing them.	Student demonstrated an excellent understanding of the regulatory requirements currently relevant to practice in the United States, as well as emerging forces influencing them, and furthermore demonstrated innovative thinking with respect to that objective.

SLO S2 Part 3: Business Processes–to instill in students an understanding of the fundamental business processes currently relevant to practice in the United States, as well as emerging forces influencing them.

Assessed Assignments in ARCH 5206: Quiz 2

1: Unsatisfactory	2: Marginal	3: Satisfactory	4: Commendable
Student did not demonstrate an understanding of the fundamental business processes currently relevant to practice in the United States, as well as emerging forces influencing them.	Student demonstrated a minimal understanding of the fundamental business processes currently relevant to practice in the United States, as well as emerging forces influencing them.	Student demonstrated a good understanding of the fundamental business processes currently relevant to practice in the United States, as well as emerging forces influencing them.	Student demonstrated an excellent understanding of the fundamental business processes currently relevant to practice in the United States, as well as emerging forces influencing them, and furthermore demonstrated innovative thinking with respect to that objective.

Evidence of compliance with the conditions of SC.2 was found within the quizzes and prescribed readings of ARCH 5206 Professional Practice. This was further verified via onsite observation and discussions with faculty.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. (p.10)

Team Findings:

☒ **Met**

2024 Team Analysis: The SoA successfully demonstrated that the curriculum provides the instruction for principles in life safety, land use and current laws and regulations that apply to the practice of architecture in the U.S. via a series of established Student Learning Outcomes (SLOs) as noted below:

- *SLO S3 Part 1: Building Code and Life Safety Principles–to instill in students an understanding of the fundamental principles of life safety, including regulatory and evaluative processes relevant to those principles used by architects within the context of a design project.*
- *SLO S3 Part 2: Land Use Principles–to instill in students an understanding of the fundamental principles of land use and zoning regulations, including evaluative processes relevant to those principles used by architects within the context of a design project.*
- *SLO S3 Part 3: Laws and Regulations–to instill in students an understanding of current laws and regulations.*
- *SLO S3 Part 4: Evaluation of Laws and Regulations–to instill in students an understanding of how to evaluate current laws and regulations, so as to apply them toward the design of a project.*

SC.3 is assessed primarily through ARCH 7103- Integrated Studio where SLOs maintain separate benchmark requirements for student performance, established by the program (80% of students achieving a 3 or 4 on within rubrics (depicted below) developed for each SLO), and the results are reviewed on a two-year cycle. For the most recent cycle those benchmarks were met, and as a result a formal improvement plan was not established; however, steps have been taken to increase the success rate among students for this criterion.

M.ARCH SLO S3	Assessment point for NAAB **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.

SLO S3: Regulation, Compliance, and Negotiation–to instill in students an understanding of regulatory structures confronted within the discipline, the methods through which architects evaluate their compliance with those structures, and the opportunities afforded by negotiating those structures against other criteria.

Part 1: Building Code and Life Safety Principles–to instill in students an understanding of the fundamental principles of life safety, including regulatory and evaluative processes relevant to those principles used by architects within the context of a design project.

Assessed Assignment in ARCH 7103: A15-08

1: Unsatisfactory	2: Marginal	3: Satisfactory	4: Commendable
Student did not demonstrate an understanding of the fundamental principles of life safety, including regulatory and evaluative processes relevant to those principles used by architects within the context of a design project.	Student demonstrated a basic understanding of the fundamental principles of life safety, including regulatory and evaluative processes relevant to those principles used by architects within the context of a design project.	Student demonstrated a good understanding of the fundamental principles of life safety, including regulatory and evaluative processes relevant to those principles used by architects within the context of a design project.	Student demonstrated an excellent understanding of the fundamental principles of life safety, including regulatory and evaluative processes relevant to those principles used by architects within the context of a design thinking project, plus innovative design regarding those principles.

Part 2: Land Use Principles–to instill in students an understanding of the fundamental principles of land use and zoning regulations, including evaluative processes relevant to those principles used by architects within the context of a design project.

Assessed Assignment in ARCH 7103: A15-08

Assessed Assignment in ARCH 5206: Quiz 3, Question 4 (assessed in Spring 2023 but no longer assessed in this course)

1: Unsatisfactory	2: Marginal	3: Satisfactory	4: Commendable
Student did not demonstrate an understanding of the fundamental principles of land use and zoning regulations, including evaluative processes relevant to those principles used by architects within the context of a design project.	Student demonstrated a basic understanding of the fundamental principles of land use and zoning regulations, including evaluative processes relevant to those principles used by architects within the context of a design project.	Student demonstrated a good understanding of the fundamental principles of land use and zoning regulations, including evaluative processes relevant to those principles used by architects within the context of a design project.	Student demonstrated an excellent understanding of the fundamental principles of land use and zoning regulations, including evaluative processes relevant to those principles used by architects within the context of a design project, plus innovative design thinking regarding those principles.

Part 3: Laws and Regulations–to instill in students an understanding of current laws and regulations.

Assessed Assignment in ARCH 7103: A15-02 & A15-08

Assessed Assignment in ARCH 5206: Quiz 1, Question 5 (assessed in Spring 2023 but no longer assessed in this course)

1: Unsatisfactory	2: Marginal	3: Satisfactory	4: Commendable
Student did not demonstrate an understanding of current laws and regulations.	Student demonstrated a basic understanding of current laws and regulations.	Student demonstrated a good understanding of current laws and regulations.	Student demonstrated an excellent understanding of current laws and regulations, plus innovative design thinking with respect to that objective.

Part 4: Evaluation of Laws and Regulations–to instill in students an understanding of how to evaluate current laws and regulations, so as to apply them toward the design of a project.

Assessed Assignment in ARCH 7103: A15-08

Assessed Assignment in ARCH 5206: Quiz 1, Questions 2 & 4 (assessed in Spring 2023 but no longer assessed in this course)

1: Unsatisfactory	2: Marginal	3: Satisfactory	4: Commendable
Student did not demonstrate an understanding of how to evaluate current laws and regulations, so as to apply them toward the design of a project.	Student demonstrated a basic understanding of how to evaluate current laws and regulations, so as to apply them toward the design of a project.	Student demonstrated a good understanding of how to evaluate current laws and regulations, so as to apply them toward the design of a project.	Student demonstrated an excellent understanding of how to evaluate current laws and regulations, so as to apply them toward the design of a project, plus innovative design thinking with respect to that objective.

Evidence was found in the APR (pp. 78-79) and materials provided to the team in both the physical and virtual team room and affirmed during the visit while reviewing student final projects. Along with quizzes and readings found in the virtual team room, evidence was further corroborated with conversations with faculty during the visit.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. (p.10)

Team Findings:

☒ Met

2024 Team Analysis: The APR and team room materials provide evidence that the program sufficiently addresses SC.4 Technical Knowledge in the curriculum through a series of pre-assessment, scaffolded courses: ARCH 5301 Materials, ARCH 5302 Environmental Systems Principles, ARCH 5103 Structures I, ARCH 5104 Structures II, ARCH 5604 Computational Methods, ARCH 5605 Computational Practice.

The program is addressing this PC with a rigorous and iterative assessment process. Following the pre-assessment courses, the assessment point is ARCH 5305 Building Systems Integration, which has a co-requisite of ARCH 7103 Integrated Studio (not assessed for this SC). The SLO has two parts:

- SLO S4 Part 1: Established and Emerging Technical Knowledge–to instill in students an understanding of established and emerging systems, technologies, and assemblies of building construction.
- SLO S4 Part 2: Technological Assessment–to instill in students an understanding of methods and criteria used to assess established and emerging technical knowledge against design, economic, and performance objectives.

The program is successfully integrating technology into the ARCH 7103 Integrated Studio. Resulting improvements are listed in the APR, including changes to the way that the SC is assessed between fall 2022 and fall 2023. Several new improvements are listed–mostly addressing the difficulty of accomplishing all goals within the co-requisite courses and how these courses can be better integrated. The assessment rubric for SoA's SLOs is found below:

M.ARCH Rubric for SLO S4	Assessment point for NAAB **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.

SLO S4: The Parameters of Technology–to instill in students an understanding of the impact of technology on design, and to develop their methods of assessing specific architectural technologies within the context of other design criteria.			
SLO S4 Part 1: Established and Emerging Technical Knowledge–to instill in students an understanding of established and emerging systems, technologies, and assemblies of building construction.			
Assessed Assignment in ARCH 5305: Final Project (with Case Study providing preliminary instruction and assessment)			
1: Unsatisfactory	**2: Marginal**	**3: Satisfactory**	**4: Commendable**
Student did not demonstrate an understanding of established and emerging systems, technologies, and assemblies of building construction.	Student demonstrated a minimal understanding of established and emerging systems, technologies, and assemblies of building construction.	Student demonstrated a good understanding of established and emerging systems, technologies, and assemblies of building construction.	Student demonstrated an excellent understanding of established and emerging systems, technologies, and assemblies of building construction, and furthermore demonstrated innovative thinking with respect to that objective.

SLO S4 Part 2: Technological Assessment–to instill in students an understanding of methods and criteria used to assess established and emerging technical knowledge against design, economic, and performance objectives.			
Assessed Assignment in ARCH 5305: Final Project (with Case Study providing preliminary instruction and assessment)			
1: Unsatisfactory	**2: Marginal**	**3: Satisfactory**	**4: Commendable**
Student did not demonstrate an understanding of methods and criteria used to assess established and emerging technical knowledge against design, economic, and performance objectives.	Student demonstrated a minimal understanding of methods and criteria used to assess established and emerging technical knowledge against design, economic, and performance objectives.	Student demonstrated a good understanding of methods and criteria used to assess established and emerging technical knowledge against design, economic, and performance objectives.	Student demonstrated an excellent understanding of methods and criteria used to assess established and emerging technical knowledge against design, economic, and performance objectives, and furthermore demonstrated innovative thinking with respect to that objective.

Evidence of technical knowledge was verified by student work and the team room materials. The visiting team found clear evidence in coursework that students understand building technologies. In a meeting with the visiting team, faculty provided an informative overview of the assignments and student work that were used to assess this Student Criteria.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. (p. 12)

Team Findings:
☒ Met

2024 Team Analysis: Per the APR, students are encouraged to synthesize multiple variables into a cohesive design response focusing on six areas of knowledge: Aesthetics, Historical, Theoretical, and Critical Inquiry, Technology, Urban and Regional Systems, and Representation. Pre-Assessment learning occurs in prior studio courses, and the team noted that coursework developed in ARCH 5305 Building Systems Integration (taken concurrently with ARCH 7103 Integrated Studio) appeared to further support this SC.

Assessment is based on Student Learning Objective S5: Design Synthesis, which is assessed through specific evaluation of criteria within the final project deliverables. SLO S5 has an established benchmark of 80% of students exceeding three points out of four on a rubric for each part of the SLO as defined in the APR. 97% of students met the established benchmark. The benchmark is assessed within ARCH 7103 Integrated Studio and is evaluated on a two year cycle. Despite having met the benchmarks, the SoA is moving forward with refinements to further strengthen outcomes in this SC.

M.ARCH SLO S5	Assessment point for NAAB **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.

SLO S5: Design Synthesis–to instill in students 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.			
Assessed Assignment in ARCH 7103: A15, with criteria-related information in the following sub-sections: user requirements, A15-04; regulatory requirements A15-08; site conditions A15-03; accessible design A15-08; measurable environmental impacts of design decisions A15-05			
1: Unsatisfactory	**2: Marginal**	**3: Satisfactory**	**4: Commendable**
Student did not demonstrate an 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.	Student demonstrated a minimal 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.	Student demonstrated a good 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.	Student demonstrated an excellent 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, plus innovative design thinking with respect to that objective.

The team found evidence of a synthesis of user requirements, regulatory requirements, site conditions, and accessible design, as well as consideration of the measurable environmental impacts of their design decisions in final projects for ARCH 7103 Integrated Studio, as well as via discussions with faculty.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. (p. 12)

Team Findings:
☒ Met

2024 Team Analysis: The APR describes an approach that focuses students on developing an ability to make design decisions through the integration of multiple building systems and measurable outcomes of building performance. Pre-assessment learning occurs via coordinated technology and studio sequences that introduce and reinforce an understanding of basic principles before applying those principles to demonstrate ability.

The assessment point for this SC is found in ARCH 7103- Integrated Design Studio, which has established Student Learning Objective 6: Building Integration. SLO S6 is assessed numerically via the final project and through a collection of learning labs. SLO S6 is evaluated based on 80% of students achieving a score of 3 out of 4 points in a four-point assessment rubric. 91% of students met the benchmark in Fall, 2022. SoA continues to refine this course to further strengthen its goals.

M.ARCH Rubric for SLO S6	Assessment point for NAAB **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.

SLO S6: Building Integration–to instill in students 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.			
Assessed Assignment in ARCH 7103: A15, with criteria-related information in the following sub-sections: building envelope systems and assemblies, A15-06.2; structural systems, A15-06.1; environmental control systems, A15-06.3; life safety systems, A15-07; measurable outcomes of building performance, A15-05.			
1: Unsatisfactory	**2: Marginal**	**3: Satisfactory**	**4: Commendable**
Student did not demonstrate an 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 demonstrated a minimal 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 demonstrated a good 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 demonstrated an excellent 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, plus innovative design thinking with respect to that objective.

The team found evidence of compliance within the final project of ARCH 7103 Design Studio: Integrated Project.

4—Curricular Framework (*Guidelines*, p. 13)
This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation (*Guidelines*, p. 13)
For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

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

Team Findings:
☒ Met

2024 Team Analysis: The University of North Carolina at Charlotte (UNCC) holds accreditation from the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC), granting it the authority to confer all levels of degrees, including bachelor's, master's, and doctorate degrees. UNCC undergoes periodic reviews with SACSCOC to ensure several key factors: first, that the institution demonstrates a clear educational mission; second, that it possesses adequate resources, services, and programs aligned with this mission; and third, that it maintains well-defined educational objectives in support of its mission. These ongoing evaluations serve to uphold the integrity of UNCC's mission and the quality of the degrees it offers, providing a mechanism for assessing the institution's effectiveness in fulfilling its educational goals. A letter confirming UNCC's most recent 2024 accreditation by SACSCOC was provided to the team.

4.2 Professional Degrees and Curriculum (*Guidelines*, p. 13)
The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

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

4.2.2 **General Studies**. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.
In most cases**,** the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution. (p.14)

4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors. (p.14)

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

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

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

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

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

Team Findings:
☒ Met

2024 Team Analysis: Per the APR, The professional Master of Architecture degree program offers three tracks: M.Arch. I (96 credits), M.Arch. II (60 credits), and M.Arch. AS track (40 credits). Each track requires a total of 168 credits for completion. The curriculum for all tracks includes core components such as studio courses, history and theory studies, building technology, representation and computation, professional practice, and elective courses. Studio courses, including Design Studio - Integrated Project Design and Design Studio: Diploma Project, account for 12 credits in the final year. All M.Arch students are required to have additional studio credits as follows: M.Arch I (30 additional studio credits, all of which are taken within the program); M.Arch II (12 additional studio credits taken within the program and at least 6 additional studio courses taken in an undergraduate program, with additional studio credits varying between 30 and 36 credits depending on the undergraduate program; M.Arch AS (41 additional studio credits taken in our undergraduate program through 8 studio courses and, as noted previously in this report, an additional 6 credit studio in the summer semester).

History and theory studies encompass Architectural History III, Architectural History Topics, and Design Methodologies, totaling 9 credits. Building and technology studies consist of Building Systems Integration, a 3-credit course. Representation and computation courses, Computational Methods and Computational Practice, contribute another 6 credits. Professional practice is covered by the 3-credit Professional Practice course. Additionally, students must complete 9 credits of architectural electives. Notably, students pursuing the M.Arch. AS track must also undertake a 6-credit studio and a 4-credit document course during the summer semester preceding their academic year of graduation. Application to the M.Arch. program requires a review of prerequisite undergraduate General Studies requirements through UNC Charlotte's Graduate School.

Evaluation of Preparatory Education (*Guidelines*, p. 16)
The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

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

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

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

Team Findings:
☒ Met

2024 Team Analysis: The process of evaluating students' prior academic coursework for admission into the professional degree program at the School of Architecture at UNC Charlotte is meticulously documented, ensuring transparency and fairness in the admissions process.

The admissions review process, outlined in the APR and confirmed while meeting with administrative staff during the visit, involves a dual evaluation system, encompassing admission to both The Graduate

School at UNC Charlotte and the SoA. This dual process is designed to cater to different student backgrounds and academic experiences, ensuring that each applicant receives a tailored evaluation.

One key aspect of the evaluation process is the assessment of applicants' prior general academic experience. The APR acknowledges the importance of evaluating coursework in various disciplines such as humanities, fine arts, mathematics, natural sciences, and social sciences. This evaluation ensures that students have a well-rounded educational foundation compatible with the program's requirements.

Furthermore, the evaluation also considers applicants' prior academic experience related to the criteria set by the National Architectural Accrediting Board (NAAB). The program distinguishes between tracks based on students' previous coursework related to NAAB accreditation criteria, ensuring that students are placed appropriately and provided with necessary support to address any gaps in their academic background.

The establishment of rigorous standards for evaluating applicants' preparatory education experiences is a fundamental aspect of the SoA's admissions process. This includes a thorough review of transcripts and supporting documentation to verify compliance with accreditation standards.

Importantly, the SoA emphasizes clarity in its admissions process. Information regarding the evaluation of baccalaureate-degree or associate-degree content is prominently communicated on their admissions websites and catalog entries for each track. This transparency ensures that candidates understand the evaluation process and its implications for their professional degree program, fostering a sense of confidence and understanding among applicants.

5—Resources

5.1 Structure and Governance (*Guidelines*, p. 18)

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

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

Team Findings:

☒ Met

2024 Team Analysis: In the APR, the governance of the School of Architecture is characterized by clarity, continuity, and organization, aligning closely with the University it belongs to and the faculty and student organizations within its professional programs. Faculty actively participate in shaping the evolution of the school's programs and operations through various committees. They emphasize substantial involvement in governance and highlight opportunities for interdisciplinary collaboration, notably mentioning the development of an interdisciplinary school for AI. Leadership anticipates the University's forthcoming designation as an R-1 research institution and has outlined strategic plans, including leadership and faculty retreats.

The fairness of governance is underscored by the dean's support for faculty and observations regarding the director's advocacy and mentorship efforts. However, challenges regarding in-person studies post-pandemic have been raised, particularly by students from marginalized communities. One such instance involved a studio project set on a plantation site, prompting modifications following objections from students. Although recognized as a learning experience, lingering concerns among some students persisted. The school has responded by providing specialized training and committing to greater

inclusivity and sensitivity in curricular choices. Overall, considering the actions taken and ongoing progress, this aspect of governance is deemed satisfactory.

5.2 Planning and Assessment (*Guidelines*, p. 18)
The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multi-year strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
5.2.2 Key performance indicators used by the unit and the institution.
5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
5.2.5 Ongoing outside input from others, including practitioners.

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

Team Findings:
☒ Met

2024 Team Analysis: The program's planning and assessment process is exemplary and could serve as a model for other architecture programs. Evidence suggests a strategic and coordinated approach to assessment, integrated within multi-year Strategic Plans at the University, College, and School levels on five- and ten-year cycles. The program demonstrates alignment with both college strategic plans and the UNC Charlotte institutional mission through a clear table outlining connections across the 2021 strategic plans. Tracking outcomes via "Tactics and Timeline," "Measures," and "Performance Targets" offers a specific path for gauging progress. Strengths, challenges, and opportunities are effectively communicated, with a commendable openness to acknowledging areas for improvement. Planned curriculum adjustments aimed at continuous enhancement are readily accessible.

5.3 Curricular Development (*Guidelines*, p. 19)
The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:

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

Team Findings:
☒ Met

2024 Team Analysis: The relationship between assessment and curricular development in the program is characterized by a systematic and cyclical process involving key personnel such as curriculum committee members, program coordinators, general faculty, department chairs/directors, and the Assistant Dean for Advising and Assessment. These individuals play a critical role in the curriculum review and development procedures, ensuring alignment with SACSCOC and NAAB requirements. Efforts are underway to closely align Student Learning Outcomes (SLOs) for reporting to both accrediting bodies. The SoA acknowledges the dynamic nature of assessment and is actively evolving its practices in this area. Furthermore, roles and responsibilities of personnel involved in the curriculum review and development process are clearly defined.

5.4 Human Resources and Human Resource Development (*Guidelines*, p. 19)
The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional

faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

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

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

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

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

Team Findings:

☒ Met

2024 Team Analysis: During the visit, the team was able to verify information contained within the APR via conversations with faculty.

With 21 tenured faculty members, five on the tenure track, along with a research fellow and a visiting lecturer, the program boasts a diverse faculty base. Notably, two tenured faculty members hold leadership roles within the College of Art and Architecture. Each faculty member typically handles one studio and one lecture course per semester, which equals roughly 15-18 credit hours of teaching, research, and service load per semester. These details were confirmed during conversations with faculty and administrative staff.

The program's advantage in licensing matters became evident, with three faculty members occupying leadership roles pertaining to professional internship roles and preparation. Moreover, the program actively participates in the Integrated Path to Architectural Licensure (IPAL) program. Notably, the collaboration with AIAS in hosting CareerEXPO, attracting numerous participating firms, underscores the program's commitment to student career development.

UNC-Charlotte provides ample opportunities for professional growth. The teaching load is structured to allow ample time for preparation, services, and professional development. While sabbaticals are not part of the offerings, the program extends support through teaching buyouts, professional development funds, research grants (inclusive of travel opportunities for presentations), and financial resources.

Regarding support services, students benefit from a plethora of resources for academic and career-related advising within the School of Architecture and across the larger campus. These resources extend to mental well-being support and career/job placement services.

Overall, the evidence presented in the APR was reaffirmed through insightful conversations with faculty, staff, and administrators, providing a comprehensive understanding of the program's strengths and opportunities for further enhancement.

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

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

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

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next

accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

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

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

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

Team Findings:
☒ Met

2024 Team Analysis: The SoA at UNC Charlotte demonstrated a comprehensive approach to recruitment, enrollment, and hiring practices through various resources provided to the team. The UNCC Diversity Website, managed by the Division of Academic Affairs, offers documents and policies addressing social equity. The Community Engagement Advisory Council fosters partnerships between the campus and the community. Progress reports such as the 2019 DEI report and the 2021 Inclusive Excellence plan outline objectives for diversity and inclusion. Initiatives like the Innovation and Inclusive Excellence Grants support diversity-enhancing activities. The Office of Identity, Equity, and Engagement provides support for individuals facing identity-related challenges. Additionally, departments like the College of Arts + Architecture (CoA+A) and the School of Architecture have dedicated efforts to diversity and inclusion. Student initiatives like the CoA+A Student Equity Council and SoA Studio Culture Policy further these goals. The institution aims to improve diversity in faculty, staff, and students through targeted recruitment efforts outlined in their strategic plan. Challenges persist, such as the underrepresentation of certain ethnicities among students. The university is committed to equal opportunity and non-discrimination, as outlined in its policies and the Equal Employment Opportunity and Affirmative Action Plan. Additional resources include the Office of Disability Services and programs like Students Honoring Individual Experiences and Learning Differences (SHIELD).

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

5.6.1 Space to support and encourage studio-based learning.

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

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

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

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

Team Findings:
☒ Met

2024 Team Analysis: Following a thorough examination, it was concluded that both the SoA's location at Storrs Hall at UNC Charlotte's main campus as well as the Dubois Center in downtown Charlotte provide sufficient space to accommodate students.

Storrs Hall, the main home to the SoA, was constructed in the 1990s and designed by famed architectural firm Gwathmey/ Siegel. The team found a building featured adequate space to support and encourage studio based learning, encompassing approximately 16,800 sf of studio space per APR, 10 bays per floor x 2 floors.The building also includes adequate space to support and encourage didactic and interactive learning, including two lecture halls, seminar spaces, small group study spaces, and shops and labs that include well maintained, cutting-edge tools and equipment. Corridors within Storrs also included adequate faculty offices. Extensive pinup space was found in a central atrium space that was washed in natural daylight and inspirational in its own right.
In Charlotte, the DuBois Center was also found to include Space to support and encourage studio based learning with four studio spaces located on the building's 10th floor. Additional instructional space and support spaces were also located at this location.

The specified spaces at both locations, including studio areas, lecture halls, and labs, were verified during the site visit, ensuring accessibility for students and staff. However, further discussions with faculty revealed concerns regarding office space at the Dubois Center, prompting the need for verification and potential adjustments. Additionally, considerations such as the operating hours of studios and maintenance of IT resources and limited shop equipment were identified as areas requiring attention.

5.7 Financial Resources (*Guidelines*, p. 21)
The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Team Findings:
☒ Met

2024 Team Analysis: The program has demonstrated robust institutional support and financial resources to facilitate student learning and achievement in the upcoming accreditation term. Funding for the School of Architecture (SoA) comprises Direct Funds (recurring budgets allocated by the University), Indirect Funds (non-recurring allocations from the College of Arts and Architecture as well as from external grants and contracts), and Supplemental Funds (one-time allocations from the CoA+A and University). Despite statewide budget cuts in 2020-2021, which the SoA managed through university and legislatively approved mechanisms, a more stable state economy and improved budget processes bode well for future improvements in teacher salaries and student scholarships. Anticipated challenges include an enrollment decline expected within the next three years, prompting the SoA to enhance outreach and recruitment efforts by adding another advisor who will be College-based and will be shared between the SoA and another unit in the COAA. Although this new advisor is funded by the Office of Undergraduate Education and, therefore, cannot provide advising services to graduate programs, the SoA is working to reduce the caseload of its current advisor as a result of the new hire (this will allow that position to serve more graduate students). Despite these challenges, the SoA is poised to navigate the situation successfully. University, College, and School leadership anticipate incremental growth, given the region's expansion and its attractiveness to students, with 70% of graduates remaining in Charlotte, bolstering its economic foundation. The dean asserted that the School of Architecture has consistently exceeded expectations and is likely to continue doing so in the future.

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

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

Team Findings:
☒ Met

2024 Team Analysis: The team found that the program ensures that all students, faculty, and staff within the School of Architecture have equitable access to architecture literature, digital resources, and support from two dedicated librarians and visual resource professionals. There are three main locations on campus housing architectural materials: J. Murrey Atkins Library, Charles C. Hight Library (specifically dedicated to the College of Arts and Architecture and located on the second floor of Storrs Hall), and the Visual Resources Center, also situated in Storrs Hall. Additionally, technology lending and support services are available at key points across campus, including the Information and Research Desk at Atkins Library, the "Area49" Technology Support Desk within the J. Murrey Atkins Library Building, and within the College of Arts and Architecture (CoA+A). These resources are supplied by various sources, including the School of Architecture, Atkins Library, College of Arts and Architecture IT, D+ARTS, and the Visual Resources Collection of the College of Arts and Architecture, ensuring comprehensive support for teaching and research endeavors.

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

6.1 Statement on NAAB-Accredited Degrees (*Guidelines*, p. 23)
All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation , 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

Team Findings:
☒ Met

2024 Team Analysis: Exact language from the NAAB *Conditions for Accreditation, 2020 Edition,* Appendix 2 were easily navigated to on the SoA's website, at the following location: https://coaa.charlotte.edu/architecture/about/accreditation-are

6.2 Access to NAAB Conditions and Procedures (*Guidelines*, p. 23)
The program must make the following documents available to all students, faculty, and the public, via the program's website:

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

Team Findings:
☒ Met
2024 Team Analysis: The team was able to easily navigate to the above required information on the School of Architecture's website. Information was located at the following link: https://coaa.charlotte.edu/architecture/about/accreditation-are

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

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

Team Findings:
☒ Met

2024 Team Analysis: Documents provided by the School of Architecture and on-site investigations revealed that students and graduates benefit from comprehensive career development and placement services aimed at facilitating the formulation and execution of their career, education, and employment plans. Through a thorough examination of NCARB career advancement standards alongside students, faculty, and staff, it was observed that the School of Architecture ensures access to various career development resources and information. The Career Development advisor, well-known among students, consistently delivers valuable insights into licensure requirements. Additionally, faculty members actively engage in mentoring students, aiding them in securing internships and employment opportunities within the industry by facilitating connections, assisting with portfolio preparation, and refining interview skills. The collaborative efforts of students, faculty, and staff foster a supportive environment for career development initiatives, with student-led activities like the Career Expo being particularly notable. Spearheaded by the AIAS President, the Expo attracts numerous firms, showcasing opportunities for students. Faculty and staff contribute to the success of such events through logistical support and encouragement, ensuring students' active participation.

6.4 Public Access to Accreditation Reports and Related Documents (*Guidelines*, p. 23)
To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

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

Team Findings:
☒ Met

2024 Team Analysis: Access to all of the above listed formation (items A through J) was easily navigated to and found on the School of Architecture's website at the following location: https://coaa.charlotte.edu/architecture/about/accreditation-are

6.5 Admissions and Advising (*Guidelines*, p. 24)
The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees

d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

Team Findings:
☒ Met

2024 Team Analysis: The visiting team was able to find the following information:

- Application and admissions information was found on the SoA's website at the following location: https://coaa.charlotte.edu/architecture/admissions

- The page includes links to the University's main admissions page, as well as a helpful FAQ page that was specific to SoA, found here- https://coaa.charlotte.edu/architecture/admissions/graduate/faqs.

- Discussion of the transfer process was found at this link: https://admissions.charlotte.edu/wp-content/uploads/sites/667/2023/08/cc-architecture-2year.pdf

Of note on item e of this particular Condition was a recent Supreme Court decision. In the case of *Students for Fair Admissions vs University of North Carolina*, the Supreme Court ruled that, in summary, colleges and universities may no longer consider race during the admissions process. As a result, the Trustees at UNC have since enacted policies that prohibit race as a consideration during admissions. While faculty, staff, and administration at SoA were sympathetic to challenges faced by minorities with respect to obtaining a college education, SoA was bound by these policy changes.

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

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

Team Findings:
☒ Not Met

2024 Team Analysis: Students have access to current resources and advice for financial aid decision making via publicly available information on UNC website including: UNC Charlotte Financial Services, Four Steps to Financial Aid, UNC Charlotte Tuition & Fees, UNC Charlotte Estimating Costs, and the UNC Charlotte Net Price Calculator.

However, the team did not find evidence of an initial estimate for all required expenses of the full M.Arch. program that is provided publicly to all prospective students. Special fees, major fees, and tuition rates are provided in the UNC CHARLOTTE Tuition and Fees - Per Semester Fall 2023-Spring 2024 MAIN CAMPUS PROGRAM document, however program needs to provide an estimate that aggregates this with books, general supplies, and specialized materials (for example, a laptop) that are required during the full course of study.

V. Appendices

Appendix 1. Team PC/SC Matrix

PROGRAM AND STUDENT CRITERIA MATRIX	Track 1: 1st Year										Track 1: 2nd Year								Track 1: 3rd Year						Non-Curricular
UNC Charlotte M.Arch Track 1	Fall					Spring				Su	Fall					Spring			Fall				Spr		
	ARCH 6101	***ARCH 5201***	***ARCH 5301***	***ARCH 6602***		***ARCH 6102***	***ARCH 5202***	***ARCH 5302***	***ARCH 6603***	***ARCH 6103***	***ARCH 7101***	***ARCH 5203***	***ARCH 5303***	***ARCH 5604***		***ARCH 7102***	***ARCH 5204***	***ARCH 5304***	***ARCH 5605***	***ARCH 7103***	***ARCH 7201***	***ARCH 5305***		***ARCH 7104***	***ARCH 5206***	***ARCH 5050***	
	Design Studio: Fundamentals	*Architectural History I*	*Materials and Assembly Principles*	*Representation*		*Design Studio: Fundamentals*	*Architectural History II*	*Environmental Systems Principals*	*Representation*	*Design Studio Options*	*Design Studio: Topical*	*Architectural History III*	*Structural Principles*	*Computational Methods*		*Design Studio: Topical*	*Architectural History Topics*	*Structural Systems*	*Computational Practice*	*Design Studio: Integrated Project*	*Research and Design Methods*	*Building Systems Integration*		*Design Studio: Diploma Project*	*Professional Practice*	*Architecture Electives*	*Studio Culture Policy*
Shared Values																										
Design																			■						■	■
Env. Stewardship & Professional Respon.								■											■		■			■		
Equity, Diversity & Inclusion		■					■					■														■
Knowledge & Innovation																			■	■						
Leadership, Collab. & Community Engmt.																								■		
Lifelong Learning																										■
Program Criteria																										
PC.1 Career Paths																								■		
PC.2 Design																							■			
PC.3 Ecological Know. & Respon.			■										■						■							
PC.4 History & Theory												■														
PC.5 Research & Innovation																			■	■			■			
PC.6 Leadership & Collaboration																								■		
PC.7 Learning & Teaching Culture																				■						
PC.8 Social Equity & Inclusion												■							■							
Student Criteria																										
SC.1 HSW in the Built Environ.																			■							
SC.2 Professional Practice											■													■		
SC.3 Regulatory Context																			■							
SC.4 Technical Knowledge																			■							
SC.5 Design Synthesis																			■							
SC.6 Building Integration																			■							

Accreditation Assessment Point	
Pre-Assessment/Additional Learning	

PROGRAM AND STUDENT CRITERIA MATRIX	Undergraduate Degree												
UNC Charlotte M.Arch Track 2	At Least Six Studios						History/Tech Courses						
	Equivalent to ARCH 1101: Design Studio I	*Equivalent to ARCH 1102: Design Studio II*	*Equivalent to ARCH 2101: Design Studio III*	*Equivalent to ARCH 2102: Design Studio IV*	*Equivalent to ARCH 3101: Design Studio V*	*Equivalent to ARCH 3102: Design Studio VI*	*Equivalent to ARCH 4201: Architectural History I*	*Equivalent to ARCH 4202: Architectural History II*	*Equivalent to ARCH 4301: Materials and Assembly Principles*	*Equivalent to ARCH 4302: Environmental Systems Principals*	*Equivalent to ARCH 4303: Structural Principles*	*Equivalent to ARCH 4304: Structural Systems*
Shared Values													
Design													
Env. Stewardship & Professional Respon.													
Equity, Diversity & Inclusion													
Knowledge & Innovation													
Leadership, Collab. & Community Engmt.													
Lifelong Learning													
Program Criteria													
PC.1 Career Paths													
PC.2 Design													
PC.3 Ecological Know. & Respon.													
PC.4 History & Theory													
PC.5 Research & Innovation													
PC.6 Leadership & Collaboration													
PC.7 Learning & Teaching Culture													
PC.8 Social Equity & Inclusion													
Student Criteria													
SC.1 HSW in the Built Environ.													
SC.2 Professional Practice													
SC.3 Regulatory Context													
SC.4 Technical Knowledge													
SC.5 Design Synthesis													
SC.6 Building Integration													

Track 2: 1st Year									Track 2: 2nd Year								
Fall					Spring				Fall				Spr				
ARCH 7101	*Design Studio: Topical*				***ARCH 7102***	*Design Studio: Topical*			***ARCH 7103***	*Design Studio: Integrated Project*			***ARCH 7104***	*Design Studio: Diploma Project*			
ARCH 5203	*Architectural History III*				***ARCH 5204***	*Architectural History Topics*			***ARCH 7201***	*Research and Design Methods*			***ARCH 5206***	*Professional Practice*			
ARCH 5303	*Tech Topic (or Struct. Principles if no equivalent)*				***ARCH 5304***	*Tech Topic (or Struct. Systems if no equivalent)*			***ARCH 5305***	*Building Systems Integration*			***ARCH 5050***	*Architecture Electives*			
ARCH 5604	*Computational Methods*				***ARCH 5605***	*Computational Practice*											

Non-Curricular						
Studio Culture Policy						
SoA Faculty+Staff Culture Survey						
Student Representative Leadership						
Lecture Series						
Coffee Breaks, International Potluck, and other events						
Student organizations and other extracurricular activities						

Accreditation Assessment Point	
Pre-Assessment/Additional Learning	

PROGRAM AND STUDENT CRITERIA MATRIX	UNC Charlotte Pre-Professional B.A. in ARCH Degree																	Track 3 (12-months)									Non-Curricular					
UNC Charlotte M.Arch Track 3	Undergraduate Studios								Courses Cross listed w/ Track 1 Courses									Sum		Fall			Spr									
	Design Studio I	*Design Studio II*	*Design Studio III*	*Design Studio IV*	*Design Studio V*	*Design Studio VI*	*Design Studio VII (Topical)*	*Design Studio VIII (Topical)*	*Architectural History I*	*Architectural History II*	*Architectural History III*	*Architecture Electives*	*Architectural History Topics*	*Materials and Assembly Principles*	*Environmental Systems Principals*	*Structural Principles*	*Structural Systems*	*Computational Methods*	*Computational Practice*	*Design Studio: Topical (AS Track)*	*Document (AS Track)*	*Design Studio: Integrated Project*	*Research and Design Methods*	*Building Systems Integration*	*Design Studio: Diploma Project*	*Professional Practice*	*Architecture Electives*	*Studio Culture Policy*	*SoA Faculty+Staff Culture Survey*	*Student Representative Leadership*	*Lecture Series*	*Coffee Breaks, International Potluck, and other events*	*Student organizations and other extracurricular activities*
	ARCH 1101	***ARCH 1102***	***ARCH 2102***	***ARCH 2102***	***ARCH 3101***	***ARCH 3102***	***ARCH 4101***	***ARCH 4102***	***ARCH 4201***	***ARCH 4202***	***ARCH 4203***	***ARCH 4050***	***ARCH 4204***	***ARCH 4301***	***ARCH 4302***	***ARCH 4303***	***ARCH 4304***	***ARCH 4604***	***ARCH 4605***	***ARCH 7101***	***ARCH 6890***	***ARCH 7103***	***ARCH 7201***	***ARCH 5305***	***ARCH 7104***	***ARCH 5206***	***ARCH 5050***						
Shared Values																																
Design																				■	■	■										■
Env. Stewardship & Professional Respon.																						■		■		■						
Equity, Diversity & Inclusion																				■	■						■					■
Knowledge & Innovation																						■	■									
Leadership, Collab. & Community Engmt.																										■						
Lifelong Learning																																■
Program Criteria																																
PC.1 Career Paths																									■							
PC.2 Design																								■								
PC.3 Ecological Know. & Respon.																						■										
PC.4 History & Theory																							■									
PC.5 Research & Innovation																						■	■		■							
PC.6 Leadership & Collaboration																										■						
PC.7 Learning & Teaching Culture																							■									
PC.8 Social Equity & Inclusion																						■	■									
Student Criteria																																
SC.1 HSW in the Built Environ.																						■										
SC.2 Professional Practice																				■												
SC.3 Regulatory Context																						■										
SC.4 Technical Knowledge																						■										
SC.5 Design Synthesis																						■										
SC.6 Building Integration																						■										

Accreditation Assessment Point	■
Pre-Assessment/Additional Learning	■

Appendix 2. The Visiting Team

Team Chair, Practitioner Representative
Michael J. Thompson, AIA, LEED AP
Project Manager
Designblendz Architecture, LLP
Philadelphia, PA
architrave50@gmail.com

Team Member, Educator Representative
Bethany Lundell Garver, AIA, NOMA
Dean of Practice and Faculty
Boston Architectural College
Boston, MA
blg@the-bac.edu

Team Member, Regulator Representative
Jim Nielson, FAIA, LEED AP, NCARB
Adjunct Professor
Utah Valley University
Bountiful, UT
jimnielson.faia@gmail.com

Team Member, Student Representative
Nicholas Peterman
B.Arch. Student
University of Wisconsin – Milwaukee
Milwaukee, WI
Peterm35@uwm.edu

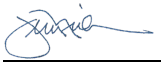
Observer
David Hill, FAIA
Professor and Head
NC State University, College of Design, School of Architecture
Raleigh, NC
david_hill@ncsu.edu

VI. Report Signatures

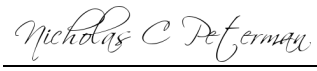
Respectfully Submitted,

Michael J. Thompson, AIA, LEED AP
Team Chair

Bethany Lundell Garver, AIA, NOMA
Team Member



Jim Nielson, FAIA, LEED AP, NCARB
Team Member



Nicholas Peterman
Team Member

David Hill, FAIA
Observer