

**The Catholic University of America  
School of Architecture and Planning**

**Visiting Team Report**

**Track I (pre-professional degree (137 credits) plus 60 graduate credits)**

**Track II (non-pre-professional degree plus 111 graduate credits)**

**The National Architectural Accreditation Board**

*to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of...*



I. Summary of Team Findings

1. Team Comments and Visit Summary

**Hospitality**

The team appreciates the hospitality provided by the School of Architecture and Planning and the Catholic University of America (CUA) in supporting the visiting team. We are especially appreciative of the time that President Garvey made available to us. The well-organized team room demonstrated that the school was prepared for the visit.

**Overview of the Program**

**Unique Mission of CUA**

The unique mission of the school is reflected in the focus of CUA's architecture school on "Building Stewardship" is well represented in the following range of programs:

- the connection of building design to the Cultural Studies and Sacred Space Program.
- the unique design-build opportunity, "Spirit of Place," where students collaborate to

Design course, where they work in teams in consultation with local firms that, in many cases, have national and international reputations.

Faculty that is uniquely multi-disciplinary.

The students are a mature, collegial, and remarkably interactive group, and there is excellent

Faculty, and may have some ideas on how to improve the program. The typical division that separate undergraduate pre-professional program students from graduate students are not apparent. The team feels that it is important to acknowledge the patience and understanding that the student body has shown as the program transitions toward stability during challenging financial cut-backs.

The team would like to highlight the work of one of the student leaders, Rogelio Blasco, president and founding member of CUA ASHRAE. This organization is a recent recipient of the university's "In Spirit of the Mission Service Award." The award recognizes a student organization's services that are timely and strongly connect to the organization's mission. Mr. Blasco led the organization

Day, and hosting educational seminars.

**Staff**

The staff members of the program, working with the faculty and students, and has been successful in supporting the program and adjusting to changes arising from budget cuts.

**Physical Resources**

The Gruch Center for Architectural Studies (Gruch Center), a former gymnasium, contributes to

and learning happens. The team commends the program for placing the advanced technology (new 3D printers) closer to the instructional classrooms where it will enhance the integration of technology into all coursework. The recent equipment purchases for the support shop in the basement of the building is a commendable decision. The shop is a significant decision and a significant decision. Additionally, moving the library into the basement of the building close to the instructional areas was a significant decision.

### Financial and Long-Range Planning

The visiting team understands the frustrations of a program that is going through difficult times with regard to budget cuts and commends the school administration for documenting in the APP the financial ups and downs since the last visit. The number of ideas that have been presented by the university as potential options for the next steps, including teaching efficiency documentation, show that there is a continuing effort to find the best way to move the program forward.

## 2. Conditions Not Met

- I.2.1 Human Resources and Human Resource Development: Faculty and Staff
- I.2.3 Physical Resources
- I.2.4 Financial Resources
  - II.1 Statistical Reports
  - II.2.3 Curriculum Review and Development
  - B.1. Pre-Design
  - B.2. Accessibility
  - B.5. Life Safety
  - B.7. Financial Considerations

## 3. Causes of Concern

### 1. Human Resources

The visiting team supports maintaining the program with a multi-disciplinary faculty.

- There is concern that the tenure-track faculty do not have adequate resources to

outside firms of these faculty members to improve building design projects and to establish summer internship and future employment connections. Therefore, the reduction in funding for hiring adjunct faculty is of concern.

There is a need to restore core support staff for the program in order to stabilize it.

Need to provide release time for faculty to assist with student advising. As the

Shop Supervisor Davide Prete, Computer Technician Daryoush Ghalambor, and Assistant to the Dean Pat Dudley.

- The team has health and safety concerns regarding the HVAC's extreme temperature fluctuations, which create difficult working conditions within the space.
- The buzzing lights, given the high use of the design studio spaces, are a distraction and an annoyance to students, faculty, and visiting critics, and disrupt the quality of the educational experience.
- The upgrade of the dust collection/ventilation system for the lower-level support shop is needed as an immediate fix to mitigate the migration of fumes from material cutting on the lower level to the upper level of the building. Moving the

be resolved.

moving forward with fundraising efforts.

## 5. Curriculum and Development

Students expressed frustration over the fact that no one seemed to be overseeing all four

concentrations of tracks and if the masters' program with as a result there seemed

to be overlaps in various parts of the program and a lack of communication between

faculties in various departments. The program seemed to be a collection of

opportunities in which they might be interested. They have opportunities, but they

more frequently that extends across all concentration areas in a more unified manner

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with a more unified approach to the program and a more unified approach to the program

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**Previous Team Report (2009):** This condition is not met. A first attempt at a Studio Culture

Policy has been provided, but there is no consistent understanding among the faculty and

issues regarding studio culture need to be addressed in a systemic way. The culture has been

Laureate Policy after the 2009 NAAC visit. Among the more creative and most conspicuous

elements of the policy was the SPC text applied to the main corridor floor in vinyl

lettering, which provided a constant reminder of the requirement. However, students do

not believe that the policy is enforced.

The text was removed recently to allow for the refinishing of the wood floor, but is

student/faculty ratio. The support staff is hard working but minimal for the size of the program

and does not provide for growth. Students, faculty and staff expressed strong concern over the

lack of administrative clarity within the school. Frustration over organizational structure and the

advising effectiveness, timeliness, faculty assignments, course scheduling, and consistency.

from students and faculty expressed concern over excessive time delays in receiving feedback

from course evaluations. This adversely affected the quality of course effectiveness and

communication. Additionally, the team has concern over the lack of the critical nature of the

course evaluation questions which may inhibit the quality of the feedback

The support staff is much smaller now than it was at the time of the last visit, having decreased by more than half, while the number of students has decreased by less than

frustration over the decision-making process and the lack of clear communication was

scheduling, as well as consistency in faculty expectations and grading rubrics.

**2004 Condition 8. Physical Resources:** The accredited degree program must provide the

design studio space for the graduate level of work, studio space, lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes

**Previous Team Report (2009):** This condition is not met. Although every student, except the freshmen, has a dedicated desk space, there is not adequate layout or pin up space or adequate space at each station. The desk space is so tight it hampers the proper execution of a design problem. The freshmen share a desk. Even in this area there is a problem with adequate space for proper seating and alignment to drawing boards.

The faculty has adequate office space, however many offices do not have windows and there is

The woodworking shop is adequate and safety precautions are observed and students are being trained on the use of the equipment. However, the ventilation and dust exhaust system is a concern.

The storage in the building is not adequate.

**2015 Visiting Team Assessment:** This condition is still Not Met. The 2009 visit was

made at the peak of CUA student enrollment, which created a unique set of

inefficient spaces, but, as a whole, it is adequate in size for the current needs. The

insulation and noise, and they are expensive to operate. Students conducted an energy audit

Likewise, the uneven, uncontrollable HVAC system is not conducive to teaching or

The woodworking, print, and fabrication laboratories have been recently renovated and reconfigured. New equipment, ventilation, and lighting were installed following the flood mentioned above.

If the Department of Art joins the School of Architecture and Planning in the Crouch Center, the physical facilities will require re-evaluation and probably expansion.

**Previous Team Report (2009):** This condition is not met. The track for students with a pre-architecture background is not the most rigorous. The curriculum leading to the architecture degree must include at least 45 credit hours of architectural studies outside of architectural studies as a requirement. The team identified only 39 credits outside of architectural studies as a requirement.

There are many outstanding electives offered within the School of Architecture. Especially here, the School of Architecture inhibits students from either pursuing special interests or the School of Architecture inhibits students from either pursuing special interests

**2015 Visiting Team Assessment:** This criterion is not met. The current Master's program requirements in response to the 2000 accreditation visit reports. The Queen's Master's program (Track I) now requires 60 credit hours. The Track II Master's program requires 3 years and 111 credit hours.

**2004 Criterion 13.9, Non-Western Traditions:** Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world and traditions of architecture and urban design in the non-Western world.

**Previous Team Report (2009):** This criterion is not met. While there is evidence of awareness through lectures, the team did not find evidence of the understanding of the canons and traditions of the architecture and urban design in the non-Western world. Elective courses

**2015 Visiting Team Assessment:** This criterion is Met in ABPL 211/511 History of Architecture I and ABPL 212/512 History of Architecture II. Non-western traditions are extensively and effectively covered in both the lecture slides and the student essay responses on tests. Students are demonstrating a robust understanding of the course material in their essay responses on tests. Students understand the parallel and divergent canons of architectural history in many cultures around the world.

**2004 Criterion 13.17, Site Conditions:** Ability to respond to natural and built site characteristics in the development of a program and the design of a project.

**Previous Team Report (2009):** This criterion is not met. The team has found little evidence that site concerns are addressed in an analytical and comprehensive fashion in student work. Inner



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**2015 Visiting Team Assessment:** This criterion is **Met**. The program has exhibited progress since the 2009 visit. Students in ARPL 602 Comprehensive Building Design Studio (CBDS) demonstrate extensive use of site characteristics to shape their design process. Students show an awareness of the existing urban context of their projects and the impact that their designs have on that context. Students also demonstrate a strong understanding of site vegetation for program, materials, and soil.

**2004 Criterion 42-23: Building Systems Integration: Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design.**

**2009 Visiting Team Report (2009):** This criterion is not met. Though shown in class work, the team

**2015 Visiting Team Assessment:** This criterion is **Met**. Students' studio work for ARPI

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**Compliance with the 2009 Conditions for Accreditation**

**PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT**

**PART ONE (II): SECTION 1 – IDENTITY AND SELF-ASSESSMENT**

**1.1 History and Mission:**

**[X]** The program has fulfilled this requirement for narrative and evidence.

program, the administrative unit, and the institution. As an architecture school within the national University of the Catholic Church in the United States, the school's principles are informed by the ethical, religious, philosophical, and societal potentials of the discipline. The School of Architecture and

*Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and if*

*Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community, faculty, staff, and students are aware of these objectives culture.*

*orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current program's human, physical, and financial resources. Finally, the program must demonstrate that it*

**[X]** The program has demonstrated that it provides a positive and respectful learning environment.

**[X]** The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.

team found a program that, for the most part, provides a positive and respectful learning environment. Students and faculty are supportive of their peers and feel free to share their concerns with each other and with the administration of both the school and the university. The team found that students and faculty were frustrated regarding the timeliness and transparency of communication from the administration.

Further, evidence was found that the program instills values of professional conduct and addresses programmatic issues, such as time management, for members of the learning community. Faculty staff and students are aware of these objectives, many of which are included in the Studio Culture Policy. The consistency of the implementation of this policy could be improved, and student leaders were engaged in this effort at the time of the visit.

It was clear to the visiting team that the program provides a culturally rich educational environment for all participants. Students with mobility or learning disabilities are accommodated, although the team would prefer that all students be able to access the reasoning level studio. The program has a clearly stated policy on diversity, which is communicated through the website, and statistics indicate that the students are diverse in terms of gender and ethnicity, with consistently improving ratios in this regard. Since the last team visit, the program has clearly made an effort to increase gender and ethnic diversity among the faculty.

**A. Architectural Education and the Academic Community.** *The faculty staff and* ~~group of scholars, community engagement, and teaching.~~ *In addition, the program* ~~must describe its commitment to the holistic, practical, and liberal arts-based education of~~ *architects and to providing opportunities for all members of the learning community to engage in* ~~the development of new knowledge.~~

[X] The program is responsive to this perspective.

- **2015 Team Assessment:** The university seeks to preserve its tradition of collegial governance opportunities to influence deliberation and choice. The School of Architecture and Planning at CIA is dedicated to the professional education of those who will plan, design, build, and conserve the built environment. The school aims at cultivating a holistic view of architecture, planning, and design so that students, future architects, and planners can assume a personal responsibility for the beauty, equity, and well-being of the world. Its ultimate goal is to foster inspiring contemporary attitudes toward Building Stewardship for society at large.<sup>2</sup>

The unique mission of the faculty of CIA's architecture school as Building Stewardship is well represented in the following range of programs:

- the unique design-build opportunity, Spirit of Place, where students collaborate to design and build a structure, typically in another country, in only 10 days.

<sup>1</sup> See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching, 1990.

the experiences that students have in the newly configured Comprehensive Building Design course, where they work in teams in consultation with local firms that, in many cases, have national and international reputations.

**B. Architectural Education and Students.** *That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.*

**IV) The program is responsive to this perspective:**

**2015 Team Assessment:** The program immerses students in the global community. The school

allows its practitioners to work in a global context and enables students to travel abroad to

experience the practice of architecture in a global context.

**Architectural Education and the Regulatory Environment.** *That students emerge in the*

regulatory environments. Further, the high percentage of licensed architects within the CUA

architects. Through the use of adjunct professors and the availability of projects performed in collaboration with local professionals, the school facilitates the transition to internships and

**2015 Team Assessment:** The school has the advantage of being located in a major metropolitan city that draws its population from around the world. This same magnetic energy attracts architects and architecture firms to the Washington, DC area. These are the professionals with

criteria of this perspective.

**Architectural Education and the Fulcrum of the Fulcrum Program in the Architecture**

The program is responsive to this perspective.

**2015 Team Assessment:** Coursework for ABPL 402/432, 602/632, and 722 fulfills this

criteria. Discussions with student leaders affirmed that they are engaged citizens, are

**1.1.5 Self-Assessment Procedures:** The program must demonstrate that it regularly assesses the

How the program is progressing towards its mission

Progress against its mission plan. Our programs use a variety of methods to assess their progress and

Strengths, challenges, and opportunities faced by the program will be reviewed regularly

Self-assessment procedures shall include, but are not limited to:



PART ONE (I): SECTION 2 – RESOURCES

2.1 Human Resources and Human Resource Development:

- An accredited degree program must have appropriate human resources to support student

Human resources (faculty and staff) are inadequate for the program.

**2015 Team Assessment:** This condition is still **Not Met** and continues to be a concern of this visiting team.

The support staff work hard (and they appear to enjoy what they are doing), but the staff are minimal in number for the size of the program. This team is concerned that, because the total number of support staff has been reduced, the school has limited to no support in running the program. The total number of support staff positions was 12 at the time of the last visit. Currently, there are only 4

The total number of students in the College of Architecture and Planning during the last visit in 2008 was 504, which was peak enrollment (376 undergraduates and 128 graduates). At this visit, the actual numbers are 233 undergraduates and 111 graduates. With a 75% reduction in staff in the 6-year period between visits, the team has a concern that the school and, subsequently, the program, are not adequately staffed. The focus of our evaluation is on the professional component of the

2008-2009 academic year.

The faculty have concerns regarding course scheduling. Some faculty report that they are not always sure how many students they will have for a course—sometimes during the first few days of class, enrollment doubles from the number initially projected. University faculty recently voted to shorten the student drop/add period so that there would be more certainty with regard to class enrollment numbers at the start of each semester.

▪ **Students:**

An accredited program must document its student admission policies and procedures. The

requirements, admissions decisions procedures, financial aid and scholarships procedures, and transfers within and outside of the university.

An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.

**2015 Team Assessment:** This condition is Met. In addition, the visiting team commends the school

culture would like to have more information about other of scholarship decisions and learning

## 1.2 Administrative Structure and Governance:

administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions

Administrative structure is adequate for the program.

lead. Immediately prior to the team visit, staffing changes occurred, which will undoubtedly cause some  
modification to previous assigned responsibilities. The school has affirmed autonomy in faculty and

**Governance:** the program must demonstrate that all faculty, staff, and students have equitable  
opportunities to participate in program and institutional governance.

Governance opportunities are adequate for the program.

**2015 Team Assessment:** The APR states that the architecture faculty, students, and staff all  
participate in the formulation of policies and procedures at all levels of the institution. The dean

school's student body in the Cardinal Student Association, and faculty and students are appointed to

**1.2.3 Physical Resources:** The program must demonstrate that it provides physical resources that  
promote student learning and achievement in a professional degree program in architecture. This  
includes, but is not limited, to the following:

- o Space to support and encourage studio-based learning.
- o Space to support and encourage didactic and interactive learning.



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**IX1 Physical resources are inadequate for the program**

**2015 Team Assessment:** The Crough Center is a converted gymnasium with many inefficient spaces, but, as a note, it is adequate in size for the program. The University has made most of the building accessible.

Nevertheless, the building infrastructure is antiquated and inefficient. Industrial bay lighting fixtures are the primary source of student illumination. They emit a very loud, very distracting noise and are expensive to operate. Students conducted an energy audit and recommended turning off the lights during daylight hours and using only the natural light. The first year's savings were reported to be about \$10,000. Studies indicate that better illumination and greater savings could be achieved by replacing the lighting, wiring, and controls.

Likewise, the uneven, uncontrollable HVAC system is not conducive to teaching or learning. The

appropriate institutional and financial resources to support student learning and achievement.

**IX1 Financial resources are inadequate for the program**

**2015 Team Assessment:** The financial challenges of the school are directly related to declining

undergraduates and 128 graduates. This vision will remain a reality unless the management of the

Resource Development, there is concern about the

issues to support the program.

total enrollment, with 12 total staff members to support the program. At this visit, the staff count is

the enrollment numbers that are being used to

133 undergraduates and 117 graduates. This situation would continue to go up since the number of applicants has been increasing. The school's

10215, a total enrollment of 10230 students, 1232 undergraduates and 100 graduates.

At the time of the team visit, a University budget had not yet been approved for next year, which also concerns the team.

**IX.2 Information Resources:** The accreditation program and the demonstration of an standards, faculty, and

**2015 Team Assessment:** Since the 2009 team visit, the Architecture and Planning Library has been relocated from Banchory Hall (the Engineering Building) to the basement of the Cough Center. This

Further, the CUA library is a founding member of the Washington Research Library Consortium (WRLC), a consortium of nine partner libraries of higher education. Through this partnership, the users of the Architecture and Planning Library have access to approximately 12 million titles through consortium loans, which represent the combined holdings of these partner libraries.

Monographs in shared storage are delivered to library users within 24 hours; articles in bound specific to architecture, including access to architectural and rendering software tutorials, and materials and product literature.

The Architecture and Planning Library is staffed by a full-time architecture and planning librarian, a full-time library technician, a part-time library assistant, and 12 student workers. The subject librarian acquires titles based on faculty and student suggestions and listservs, and is actively acquiring titles that complement the topics of the new Master's program. Ms. Hules provides instruction to the students (both in groups and one-on-one). The instruction includes how to use a subject-specific

It is condition is met with distinction.

**PART ONE (A) SECTION 3 - INSTRUCTIONAL AND PROGRAM CHARACTERISTICS**

**1.3.1 Statistical Reports<sup>4</sup>:** Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics

- Demographics (race/ethnicity and gender) of all students enrolled in the accredited degree program(s).
  - Demographics compared to those recorded at the time of the previous visit.
  - Demographics compared to those of the student population for the institution overall.
  - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
- Time to graduation.
  - Percentage of matriculating students who complete the accredited degree program within the normal time to completion for each academic year since the previous visit.
  - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.

- Program faculty characteristics

- Demographics (race/ethnicity and gender) for all full-time instructional faculty.
  - Demographics compared to those recorded at the time of the previous visit.
  - Compare to number of faculty receiving tenure each year across the institution during the same period.
- Number of faculty receiving tenure each year since last visit.
  - Compare to number of faculty receiving tenure at the institution during the same period.
- Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed

**IV) Statistical Reports do not provide the appropriate information.**

**2015 Team Assessment:** Statistical Reports are provided. However, not all of the required information is available or easily accessible.

Extensive demographic information is provided. However, no comparative data is provided to gauge the changes in demographics during the period since the last team visit. While it is possible to obtain information regarding the changes by comparing the reports from 2009 and from this year, the changes are too complex to allow a useful comparative reading. More data needs to be provided to allow better analysis of trends that gauge the effectiveness of the social equity policy.

The team did not find data on the percentage of matriculating students who complete their degree program within the normal time to completion or within 150% of the normal time to completion.

While extensive data was provided on the demographics of the faculty, comparative data between this visit and the 2009 visit was not provided.

No data was provided on the number of faculty receiving promotion or tenure. Data is provided on the number of faculty who have licenses in U.S. jurisdictions. However, little data is provided on where they are licensed.

**1.2. Annual Reports:** The program is required to submit annual reports in the format required by Section 40 of the 2000 NAAB Procedures. Beginning in 2008, these reports are submitted electronically submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

and is consistent with institutional reports to national and regional agencies, including the Integrated Governmental Accreditation Data System of the National Center for Education Statistics.

The program is required to provide all annual reports, including statistics and narratives that were transitioned prior to 2008. In the event a program underwent a focused evaluation, the Focused Evaluation Report and Equated Evaluation Team Report, including appendices and addenda, Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda

Annual Reports and NAAB Responses were provided and provide the appropriate information.

necessary to promote student achievement.

The APK and the faculty exhibit presented the team with a well-documented collection of materials to

The breadth and diversity of faculty achievement and competence is more than evident. The faculty exhibit demonstrated energetic faculty research and related achievements, as well as a wide selection of books and publications, in addition to built projects, produced by the faculty. Additionally, the ongoing emphasis toward research-oriented and practice-oriented projects is a positive development.

SECTION 4 - POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

IX) The policy documents in the team room met the requirements of Appendix 3.

2015 Team Assessment: All necessary policy documents were provided for the team to review. The team found that the documents met the requirements of Appendix 3.

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE  
CRITERIA

ii.1.1 Student Performance Criteria: The SPC are organized into teams to more easily understand the relationships between individual criteria.

**Reason A – Critical Thinking and Communication**  
Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This ability includes facility with the wider range of media used to think about architecture, including writing, interactive skills, speaking, drawing, and model making. Students' learning aspirations

[X] Met

to Architectural Theory demonstrate the ability to develop a persuasive argument in design concerning graphics, and one may assume to deliver a narrative speech to accompany the graphics. In addition, students' learning aspirations were well understood and observed

ideas to interpret information, consider diverse points of view, each well reasoned

analyses, both theoretically and practically. The range of examples from this course show an ability to raise clear and precise questions, along with an ability for analysis, synthesis, and reflection in

[X] Met

physical and digital means is demonstrated. Students have mastered diagramming and modeling as ways to communicate.

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

**[X] Met**

**2015 Team Assessment:** This criterion has been Met. Evidence of this ability is found in the documents and sample projects in the following course binders for Track I: ARPL 301: Architectural Design I, and ARPL 333: Construction 1: Assemblies and Detailing, and in the following course binders for Track II: ARPL 633: Construction 1: Assemblies and Detailing, ARPL 502: Architectural Design II, and ARPL 634: Construction II: Materials and Methods.

**A. 5. Investigative Skills: Ability to gather, assess, record, apply, and compare relevant**

**[X] Met**

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**Realm B: Integrated Building Practices, Technical Skills and Knowledge:**

Architects are called upon to comprehend the technical aspects of design, systems, and materials, and

to make informed decisions about their use. Architectural design decisions include

the selection of building systems, and their impact on the environment, including

energy, materials, and

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criterion.

**B. 2. Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.**

**[X] Not Met**

Building Design Studio (CBDS) and throughout the program do not provide evidence of student ability with regard to the accessibility requirements of this criterion.

**B. 3. Sustainability: Ability to design projects that utilize resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.**

**[X] Met**

**2015 Team Assessment:** This criterion is Met with Distinction. The team found substantial evidence that sustainable design is a priority and has been built into many of the courses in the program including the foundation course, ARPL 231: Introduction to Sustainability, Student work in ARPL 402/602: Comprehensive Building Design Studio (CBDS) and the ARPL 696 courses: Capstone and Independent Thesis demonstrates this ability well.

**B. 4. Site Design: Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.**

[X] Met

2015 Team Assessment: Evidence of site documentation and site models is found in APDL 204/500.

demonstrate a strong understanding of site, vegetation, topography, watershed, and soil in their site analyses and design concepts.

**B. 5 Life Safety: Ability to apply the basic principles of life safety systems with an emphasis on egress.**

[X] Not Met

Life safety is consistently taught to students at the level of ability required by the criterion.

**B. 6 Comprehensive Design: Ability to produce a comprehensive architectural project**

A.2. Design Thinking Skills

B.2. Accessibility

A.4. Technical Documentation

B.3. Sustainability

A.5. Investigative Skills

B.4. Site Design

A.8. Ordering Systems

B.7. Environmental Systems

A.9. Historical Traditions and Global Culture

B.9. Structural Systems

B.5. Life Safety

[X] Met

2015 Team Assessment: Evidence that this criterion is Met is found in Track I in APDL 400 and in

Track II in APDL 602, Comprehensive Building Design Studio (CBDS). However, the team thought that there was inconsistency in the evidence found regarding the ability level for both B.5. Life Safety and

B.2. Accessibility:

On the other hand, the team was impressed with the reconfiguration of the comprehensive design courses since the last team visit. Students now work in teams, assigned to work with local architecture firms as consultants, exploring strategies for building systems integration. Students are also provided an option to develop an independent study thesis project based on an approved proposal.

**B. 7. Financial Considerations: Understanding of the fundamentals of building costs such as acquisition costs, project financing and running, financial reasoning, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.**

[X] Not Met

2015 Team Assessment: This criterion is **Not Met**. The program needs to address understanding

the project, an architectural program, conceptual design, and construction administration with an emphasis on life-cycle cost accounting, instead of focusing on the financial considerations of an architectural firm's

including the use of appropriate performance assessment tools.

[X] Met

inclusion in sustainability courses. Evidence for this criterion is met. These courses include

B.4 Structural Systems: Understanding of the basic principles of structural behavior in

application of contemporary structural systems.

[X] Met

demonstrate this understanding for both tracks.

relative to fundamental performance: aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2015 Team Assessment: This criterion has been **Met**. Evidence is found in the following Track II courses: ARPL 333: Construction I, ARPL 331: Environmental Design, and ARPL 434: Construction II

appropriate application and performance of building service systems such as

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**2015 Team Assessment:** Evidence that this criterion is **Met** is found for Track I in ARPL 333 and for Track II, in ARPL 532: Environmental Design I. This course provides an understanding of the design of active building systems, including HVAC, electrical, plumbing, fire suppression, and transmission systems.

**B. 12. Building Materials and Assemblies Integration: Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.**

[X] Met

**2015 Team Assessment:** This criterion has been **Met**. The team found evidence that Track I students are achieving at the level of understanding required for the building materials and assemblies integration criterion. Student examinations and work from ARPL 333 and ARPL 434: Construction I: Assemblies and Detailing and Construction II: Materials and Methods demonstrate this understanding. For Track II students, examinations and coursework from ARPL 633 and ARPL 634: Construction I:

**Realm B General Team Commentary:** Generally, students in the program are meeting the criteria within Realm B. However, deficiencies in Financial Considerations, Life Safety, and Accessibility indicate a need to address the details of building-cost analysis and the application of life safety and accessibility features consistently across the course content.

### Realm C: Leadership and Practice:

*Architects need to manage, advocate, and act legally, ethically, and critically for the good of the client.*

[X] Met

**2015 Team Assessment:** Students' ability to collaborate is demonstrated most successfully for Track

**Human Behavior: Understanding of the relationship between human behavior, the natural environment, and the design of the built environment.**

[X] Met

2015 Team Assessment: This criterion is Met. Extensive student assignments in ARPL 231/521

in Introduction to Sustainability demonstrate student understanding of the relationship between human

[X] Met

[X] Met

Design Studio (CBDS) and ARPL 722: Practice Management—and for Track II—ARPL 602:

practice management such as financial management and business planning,

trends that affect practice.

[VI] Met

2015 Team Assessment: The team review found evidence to illustrate that this criterion has been

Track I—ARPL 402: Comprehensive Building Design Studio (CBDS) and ARPL 722: Practice Management—and for Track II—ARPL 602: Comprehensive Building Design Studio (CBDS) and ARPL 722: Practice Management.

environmentally in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

[X] Met

2015 Team Assessment: This criterion is Met with Distinction. Student notes in the notebooks provided for ARPL 402/602: Comprehensive Building Design Studio (CBDS) demonstrate active

they understand and value the complex issues at play in the communities they design for.

[X] Met

and cultural issues, and responsibility in architectural design and practice.

[X] Met

providing architectural services as well as the history of the profession.

**C. Community and Social Responsibility.** Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

[X] Met

**2015 Team Assessment:** This criterion is **Met with Distinction.** Assignments in ARPI 501/502:

**Realm C. General Team Commentary:** Students in the program have demonstrated levels of understanding and ability that have either met or exceeded the minimum standards and have shown a new understanding of how the natural and built environments relate to human behavior. They understand the role of ethical leadership and management in practice, and value their relationship to clients. In their





*Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the MAAP program.*

*In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring those SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited*

**[X] Met**

**2015 Team Assessment:** Only the graduate-level programs are being assessed during this visit. Students admitted to the Track II program for non-pre-professionals must have completed two prerequisites for acceptance: college-level calculus and an introductory course in physics emphasizing mechanics. Students with pre-professional degrees are admitted to the Track I program. Select students with advanced standing are admitted to the Track I program. Select students with advanced standing thereby reducing graduate study from four semesters (2 years) to three semesters (one-and-a-half years). Each case is individually evaluated.

The academic and work background of each student entering the program is thoroughly reviewed.

The summer institute of structure may be utilized to facilitate the student's advancement.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4 Statement on NAAB Accredited Degree: In order to promote an understanding of the accredited

~~of the accreditation process by all stakeholders, the school must make the following documents available to all students, parents, and faculty:~~

**[X] Met**

The 2009 NAAB Conditions of Accreditation, under the "Accreditation" page, within the "Welcome" section of the site.

II.4.2 Access to NAAB Conditions and Procedures: In order to assist parents, students, and others as

~~in understanding the accreditation process, the school must make the following documents available to all students, parents, and faculty:~~

The 2009 NAAB Conditions for Accreditation.

~~The 2009 NAAB Procedures for Accreditation.~~

~~The 2009 NAAB Procedures for Accreditation.~~

II.4.3 Career Pathways: In order to assist parents, students, and others as

~~in understanding the accreditation process, the school must make the following documents available to all students, parents, and faculty:~~

career pathways available to graduates of accredited degree programs, and program must make any remaining resources available to all students, parents, staff, and faculty.

~~www.ncarb.org~~

- [The NCARB Handbook for interns and Architects](#)
- [Toward an Evolution of Studio Culture](#)
- [The Emerging Professional's Companion](#)
- [www.NCARB.org](#)
- [www.aia.org](#)
- [www.aiaa.org](#)
- [www.aiaa-arch.org](#)

**[X] Met**

**2015 Team Assessment:** This criterion has been **Met**. The team reviewed the available information and found the architectural education and the career pathways to be available to graduates of accredited

degree programs, and found resources for all students, parents, staff, and faculty. There is a job link for students on the school's website, where current job openings from practitioners in the field can be found.

Several other useful links are provided, such as "CUA Office of Career Services," which help all CUA students and alumni to prepare for their careers, acquire experience, learn job-search skills, and find employment opportunities.

[X] Met

**2015 Team Assessment:** All revised documents are available electronically through the institution's website and are available to the public. However, the electronic site currently requires a password and PIN for access to Annual Reports and the APP. The school is encouraged to make this information even more accessible to the public.

**2015 Team Assessment:** The School of Architecture and Planning has included its alumni ARE Pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. The school is encouraged to make this information even more accessible to the public.

[X] Met

**2015 Team Assessment:** The School of Architecture and Planning has included its alumni ARE Pass

III. Appendices:

1. Program Information

[Redacted]

[Taken from the *Architecture Program Report*, responses to Part One, Section 1 Identify and Self-

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Reference: The Catholic University of America: APR: 00-15-08

2. Self-Assessment: U.C.A.

Reference: The Catholic University of America: APR: 00-28-32

[Redacted]

**2. Conditions Met with Distinction**

- I.2.5 Information Resources
- A.7. Use of Precedents
- B.3. Sustainability
- C.6. Leadership
- C.9. Community and Social Responsibility



IV. Report Signatures

Respectfully Submitted

Sheila K. Snider FAIA

Representing the AIA

Thomas Fowler, IV, AIA  
Team Member

Representing the ACSA



Team Member



Jeanne Jackson AIA, NCARB, JFFD@AP  
Team Member

Representing the NCARB



Meral Isik AIA

Non-Voting Member

