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Greetings,

At their July 2016 meeting, the directors of the National Architectural Accrediting Board (NAAB), reviewed the Visiting Team Report (VTR) for the University of North Carolina at Charlotte.

On behalf of the Board, it gives me great pleasure to inform you that both the **Bachelor and Master of Architecture** degree programs were granted eight-year terms of accreditation. The terms are effective January 1, 2016; the programs are scheduled for their next visits for continuing accreditation in 2024

Please be reminded that continuing accreditation is predicated on two reporting requirements:

- a) Annual Statistical Reports. This report captures statistical information on the institution and the program. The next statistical report is due on or before November 30, 2016.
- b) Interim Progress Reports. Programs that receive an eight-year term of accreditation must submit an *Interim Progress Report* (IPR) two years after a visit and again five years after the visit. University of North Carolina at Charlotte's first interim progress report is due November 30, 2018. There is more information on the IPR process in Section 10 of the 2015 NAAB *Procedures for Accreditation*.

Finally, public dissemination of both the Architecture Program Report and the Visiting Team Report is a Condition of accreditation. These documents must be made public electronically in their entirety. Please see Condition II.4.4 of the 2014 *Conditions for Accreditation* and Section 5, of NAAB *Procedures for Accreditation*, 2015 Edition.

On the behalf of the NAAB and the visiting team, thank you for your support of accreditation in architectural education.

Very truly yours,

Scott C. Veazey, AIA
President

cc: Christopher Jarrett, Director ✓
Kenneth E. Crabiel, AIA, CDT, LEED®AP, Team Chair



**University of North Carolina at Charlotte
School of Architecture**

2016 Visiting Team Report

Bachelor of Architecture

(preprofessional degree + 30 undergraduate credit hours)

Master of Architecture

Track I (non-preprofessional degree + 96 graduate credit hours)

Track II (preprofessional degree + 60 graduate credit hours)

The National Architectural Accrediting Board

February 24, 2016

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I. Summary of Visit

a. Acknowledgements and Observations

The visiting team wishes to acknowledge how exceptionally well prepared both professional degree programs were for this accreditation review. The APR was clearly organized, well hyperlinked, and graphically concise, and it is an exemplar for other programs seeking accreditation. Consistent with the written material, the team room exhibit curation clearly and distinctly represented various levels of student achievement. Both the written and visual evidence was supported by input from thoughtfully prepared and articulate administration staff, faculty members, and students.

Both professional degree programs are on a growing trajectory. This is a path best evidenced by a regularly maintained written Strategic Plan, increases in applications, and curricular stability. The program is very self-aware of its strengths and challenges, its articulated path forward, and its opportunities for contributing to the broader institution.

The undergraduate admissions process—in particular, the interview sessions and the inclusion of undergraduate students in this process—is impressive and is a distinguishing characteristic of the program.

Mentoring at all levels—faculty-faculty, faculty-student, and student-student—is overtly part of the School of Architecture (SoA) culture.

The University of North Carolina at Charlotte (UNCC) benefits from its locality and contextual relationship to an urban center. The program's sense of place is well represented through studio coursework and verified through verbal conversations. The Center City Building, located within the uptown area of Charlotte, affords students and faculty unique opportunities to more closely engage with their community outreach partners, as well as students in other university degree programs.

The multiple lab types in Storrs Hall are well suited to support the program's pedagogy. The Integrated Design Research Laboratory (IDRL), the Digital Arts Center (D. Arts), the City Building Lab (CBL), and the Mobile Arts and Community Exchange (MAX) are all distinguishing components of the professional program.

All professional degree programs experience specific challenges. The professional degree programs at UNCC have made progress incorporating accessible design into building projects. However, the team observed inconsistencies in the accessible site design solutions. The visiting team also observed new struggles with respect to the environmental impact of material selection and legal considerations related to professional services contracts.

That said, the SoA is a leader within the College of Arts + Architecture (CoA+A) and on a regional scale. For example, in a college composed of the SoA and four other arts departments, the SoA's studio culture policy has served as a model for the CoA+A's recently written Culture Statement. Further, the SoA's self-publishing of student work in ARCH 4203/5203 History III and the annual CriticalMASS, a symposium for thesis students around the region, are unique representations of the program beyond the institution.

b. Conditions Not Achieved

B.2 Site Design

B.4 Technical Documentation

B.6 Environmental Systems

D.4 Legal Responsibilities

II. Progress Since the Previous Site Visit

2004 Criterion 13.14, Accessibility: *Ability to design both site and building to accommodate individuals with varying physical abilities.*

Previous Team Report (2010): Although the program demonstrates improvement in the level of student understanding of accessibility issues in the design of site and building conditions, the work does not consistently display the required ability level.

The two previous visits (1998 and 2004) have also found this criterion to be not met and therefore it is a cause of concern.

2016 Team Assessment: The referenced criterion is now **Met**. Note that the 2004 Criterion 13.14 Accessibility is now Criterion B.3.

2004 Criterion 13.25, Construction Cost Control: *Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating.*

Previous Team Report (2010): Although the program provided evidence of a class speaker presenting information about Construction Cost Control through handouts in the Professional Practice course (ARCH 4112/5112), the level of understanding is not evident in student exercises, exams, assignment results, or in other courses.

2016 Team Assessment: The referenced criterion is now **Met**. Note that the 2004 Criterion 13.25 Construction Cost Control is now Criterion B.10.

III. Compliance with the 2014 Conditions for Accreditation

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

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

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

2016 Analysis/Review: Evidence was found in the APR (pp. 5-6); in meetings with the faculty, SoA administrators, and the dean; and on the CoA+A website.

UNCC is a rapidly growing university that is actively redefining its role in the quickly changing academic environment. The university is committed to increasing its research activities, internationalization, and interdisciplinary projects while also continuing its community responsibilities. The SoA has several community engagement initiatives, such as the MAX project supported by the Knight-Foundation. In addition, the SoA attracts prominent architects to give public lectures.

The CoA+A is continuously addressing demands to advance all fields within the college—such as the ongoing accreditation of all departments—and demands from the university as a whole for increased interdisciplinary research. The CoA+A proposed a model for providing a comprehensive General Education program to the entire university, thereby showing its preparedness for taking a leadership role in educating students in critical thinking and fundamental arts education beyond the CoA+A. Further, the college is investigating the development of two MFA programs in cultural leadership and community collaboration.

Within the CoA+A, the SoA plays a leading role. The college and school administrators, the faculty, and the students have stated that the SoA has a strong reputation in the university. The SoA is the only program in the college that currently offers graduate degrees. Faculty members have active roles in the university, as they serve on university-wide committees. The SoA collaborates with several universities worldwide. Its Master of Urban Design (MUD) program, with its programs abroad in Italy, China, and Brazil, intensifies international collaborations. Many initiatives, such as the Solar Decathlon and the dual degrees of M. Arch/ITS, MUD/MA Geography, and MUD/MBA, provide opportunities for interdisciplinary research and teaching.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.

- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2016 Analysis/Review: Evidence of a positive and respectful learning environment was clearly demonstrated in the faculty and student meetings, and in the team's observations in classroom settings. The faculty, staff, students, and administration overtly share mutual respect for one another and for the inherent diversity of perspectives among them.

The student body confirmed that a written studio culture policy was distributed to all students annually at the fall convocation. Further, the policy is reviewed on a 3-year cycle, with input from the Student Advisory Council, the American Institute of Architecture Students (AIAS), and the faculty. Of particular note was the fact that the SoA's studio culture policy served as a model during the development of the CoA+A Culture Statement.

Field trips, professional organizations and societies, and campus- and community-wide activities are integrated into the SoA culture. Students and faculty participate in college-wide gallery exhibitions, colloquia, national and international travel programs, research-centric labs, community outreach programs, and a regional graduate thesis symposium. The school's student exchange program is acknowledged as another positive aspect of the program's culture.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

2016 Analysis/Review: The team found evidence in the APR (pp. 10-11) of several policies and initiatives on diversity and inclusion. These range from the UNCC-wide policies to the SoA Diversity and Inclusion Action Plan, which was updated in 2013. All of these documents are made available to the SoA community on the UNCC and SoA websites. The effort to provide equality of educational opportunity is supported in part by the Chancellor's Diversity Challenge Fund. UNCC has six active non-discrimination policies and supports a multi-cultural resources center for students in the university's Division of Student Affairs.

The program provided evidence that the university, the CoA+A, and the SoA have policies that further EEO/AA. The SoA Diversity and Inclusion Action Plan clearly describes objectives, actions, and outcomes that "...make diversity a central part of the SoA's identity." These include emphasizing diversity in the SoA's promotional material, and recruiting and retaining a diverse student body, faculty, and staff. Curricular and community initiatives are also proposed to promote cultural diversity across courses and through community engagement. The SoA supports chapters of both the National Organization of Minority Architecture Students (NOMAS) and Freedom by Design.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each

program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.
- B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.
- C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.
- D. Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.
- E. Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

2016 Analysis/Review: The program develops a culture for individual growth through collaborative teaming exercises beginning in the first academic year. Throughout their education, students are supported by an environment that promotes both the giving and receipt of constructive feedback. In addition to the traditional classroom settings, the program demonstrated evidence of a collaborative work ethos in a variety of extracurricular activities. The program's contribution to the 2013 Solar Decathlon competition is an indication of the program's intention to raise public awareness of sustainability and to educate the public on the need for low-energy housing.

Design is integral to the SoA. One example of this is the fact that students in the preprofessional program are enrolled in design studios during their first semester. To further support a focus on design thinking and method, students are charted through the program by way of a Curriculum Map. This diagram outlines the course sequence by semester and articulates the relationship between courses in support of an integrated design-thinking curriculum.

The program adequately prepares students to enter the profession in many ways. Most notable is the program's recent acceptance into NCARB's Integrated Path to Licensure pilot. In order to participate in this pilot, the program must be well supported by the local professional community. The visiting team confirmed this support through conversations with local practitioners, students, and faculty.

Stewardship of the environment is demonstrated best through the program's commitment to environmentally oriented research. Under the umbrella of the IDRL, faculty are funded to teach technology topics related to the environment. The outcome of these teaching endeavors includes participation in the Solar Decathlon House, Algae Wall research, and the Sustainable Integrated Building and Sites project.

Students in this program are active and engaged members of their school, university, and community. Starting with current student participation in the Admission Open House events, through participation in community-based design initiatives, the program supports the engagement of students in many venues. Most notable is the participation of students in the CBL, which involves students as community liaisons, participant researchers, and pro-bono designers through courses and studios focused on community issues.

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

2016 Analysis/Review: Evidence was found in the APR (p. 16), the SoA 2015-20 Strategic Plan, the 2010-15 CoA+A Strategic Plan, and the 2011–16 UNCC Institutional Plan, and in meetings with the dean of the CoA+A and the SoA administrators.

The faculty are actively involved in shaping the curriculum. Currently, four searches are underway for faculty members with expertise in innovative design, advanced computation, and urban design.

I.1.6 Assessment:

A. Program Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multi-year objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

B. Curricular Assessment and Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify 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.

2016 Analysis/Review: The program continually and rigorously assesses all facets of the operation of the SoA. Sixteen specific program assessment reports are listed in the APR (p. 18). These range from data analysis (admissions and retention), to student learning (work quality and experience), to curricular planning (coordination and initiatives). The faculty explained that their full participation in curricular assessment and development/coordination across years and along themes is both vital to the program and to their teaching effectiveness. Conditions for NAAB accreditation are also assessed annually.

The director of the SoA reports annually to the dean of the CoA+A. The SoA's performance is measured by the alignment of its activities with the CoA+A Strategic Plan and its corresponding alignment with the

institutional mission (APR, p. 5). Long-term goals are established by Unit Strategic Plans. These goals are assessed annually for progress and relevance to the missions of the college and the university.

Faculty are assessed annually based on their current curricula vitae, teaching portfolios (including student work), professional development portfolios, and service activities.

Faculty also provide confidential evaluation of the director of the SoA and the dean of the CoA+A.

The Student Liaison Advisory Panel is a peer-selected, representative group that meets every semester with the director to discuss issues of concern or importance to students.

Student advising is thorough and engaged. The academic progress of students is tracked and assessed each semester. Each semester, the academic advisors meet separately with each cohort of students (UG 1, 2, 3, 4, and 5; Grad 1, 2, and 3) to review general advising topics that are relevant to each year level. Individual advising of first-year students is required.

Academic advising and assessment is supported at the college level by an administrator for all five college units. This administrator provides leadership and data-driven initiatives to assist the CoA+A and the SoA in advancing their strategic goals. The SoA curriculum assessment process is clearly delineated in a chart that lists the faculty members involved in the process, along with their areas of responsibility by year level or assessment task.

The SoA curriculum committee allows the greatest involvement of faculty in curriculum assessment and development. Each semester, the SoA conducts an assessment of student learning objectives as required by the UNCC regional accreditation process. Student course evaluations are also completed each semester. Additional student surveys on issues such as workload, employment, economic needs, and demographics are also conducted regularly.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2016 Team Assessment: Evidence of this condition was seen in the APR (pp. 26-35) and was verified through conversations with the faculty and administration.

The balance of faculty workloads appears to be consistent with academic practices at this institution and at other peer professional degree programs.

The program has an appointed ALA and is currently transitioning to a new ALA through a structured mentoring approach.

Faculty and staff are supported in the pursuit of professional development through the “time-reassignment of duties” program, faculty research grants, notable financial support for travel, and three funded research centers.

Students are supported by two full-time professional academic advisors, assigned program directors, faculty mentors, the AIA Charlotte mentoring program, the University Career Center, and the University Counseling Center.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited to, the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information 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, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] Described

2016 Team Assessment: The SoA operates out of two locations: Storrs Hall on the university's main campus and the Center City Building (CCB) in the uptown area of Charlotte. The majority of the architecture classes are offered in Storrs Hall. The CCB houses the fifth-year studio and the MUD program.

Studio-based learning is provided in Storrs Hall on two floors of open studio space equipped with desks for each student. The CCB has three large studio spaces.

Didactic learning occurs in two lecture halls (100 and 300 seats), a digital teaching classroom, and a general use classroom. The CCB has several classrooms and a conference space.

Interactive learning space is provided in various labs: the Wood Shop, Metal Shop, Digital Fabrication Lab, Daylighting and Energy Lab, Computation (Digital Arts)/Digital Fabrication Lab, and Print Lab. The Charles C. Hight Architecture Library, the only branch of the university library, is also located in Storrs Hall. The CCB functions as an interdisciplinary center for public outreach and research related to community development. The CCB also has two 60-seat Computer Labs.

Each full-time faculty member has a private dedicated office on the first or second floor of Storrs Hall. Faculty that teach primarily in the CCB have dedicated offices at that location.

Public interaction space is provided in the Storrs Hall Gallery and in the building's Salon, a large atrium space that runs down the center of the building. The CCB has an open-plan second-floor atrium space, which is used for receptions, reviews, and other events.

Evidence of this condition was provided in the APR (pp. 36-47).

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2016 Team Assessment: In the APR under the Direct Funding and University Shifts heading, there is a succinct description of the UNC system's institutional-based financial allocation process for each university in the system and its schools of study. The staged allocation sequence from the state level to the university, to the CoA+A, and then to the SoA is clearly defined.

Similarly, the APR and the Supplemental 6-Year Detailed Budget Summary outline the aspects of the expenses and revenue sources over which the school has direct control. The budget and both the written and verbal commentary have confirmed the school's determination to require that budgetary planning and management for the SoA be controlled by the program director. This approach—which was noted previously as a key goal of the strategic approach to the efficient fiscal operation of the CoA+A—appears to have been fully implemented since the last NAAB visit.

While in continual partnership with the college's leadership for development resourcing, the SoA has identified strategies and successful examples of both Indirect and Supplemental sources of funding borne out of internal strategic planning efforts, community engagement, and the development of relationships with practitioners and industry partners.

The APR has identified the school's intention to increase graduate student enrollment by continually offering opportunities for cross-disciplinary and industry-aligning study. Conversations with the administration and the faculty confirmed that the SoA program was not immune to the impacts of the economic crisis after 2007 and experienced a marked decline in enrollment at the depth of the crisis; however, the impacts of the crisis were not specifically referred to in the APR. The dean confirmed that enrollment has recovered and has been increasing.

The section of the APR on University Shifts denotes several key changes to state- and university-level assessments for student resource allocations outlined under the External Factors section, items A-D. In response, the school has outlined its contention strategy by providing links to the 2010-2015 Strategic Plan and the 6-year budget, and by citing the aforementioned autonomy strategies for the CoA+A.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architectural librarians and visual-resource professionals who provide information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning.

[X] Demonstrated

2016 Team Assessment: Adequate information, literature, and digital and visual resources have been identified. The APR (pp. 51-52) supports these findings. Information, literature, and visual resources are provided in the Charles C. Hight Architecture Library and Visual Resource Collection, which is located on the second floor of Storrs Hall. The library is used as a resource for precedent studies, research, and study space. Books, videos, and journals are provided on topics such as architecture, city planning, and building. A full-time Arts+Architecture Librarian supports the learning and research needs of the SoA.

Digital resources have been identified in the laboratories, which include a Wood Shop, Metal Shop, and Computer Lab. The Computer Lab is a resource for the Master of Computer Science and Master of Architecture students. The architecture library also provides services for students to commute to and from the library and is committed to offering student access to electronic resources, databases, and newspapers.

There is a satellite library, with a group study space and computers, in the City Center Building. Over 1,000 volumes are provided in this library. The City Center Building provides desktop computers, as well as printing and laser rooms for digital resources.

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2016 Team Assessment: The APR (pp. 53-56) describes the administrative structure of the university. The information is clearly presented hierarchically from the state-wide level, to the university, CoA+A, and SoA levels. The roles of the administrators, faculty, staff, and students are all explained.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1 Professional Communication Skills: *Ability* to write and speak effectively and use appropriate representational media both with peers and with the general public.

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 3601 Writing Architecture and ARCH 7202 Thesis Document.

A.2 Design Thinking Skills: *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4101 Studio and ARCH 7101 Studio.

A.3 **Investigative Skills:** *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4104 Studio and ARCH 7102 Studio (Integrated Project Studio).

A.4 **Architectural Design Skills:** *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4101 Studio, ARCH 3102 Studio, and ARCH 7102 Studio (Integrated Project Studio).

A.5 **Ordering Systems:** *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 1101 Studio, ARCH 1102 Studio, ARCH 4101 Studio, and ARCH 7101 Studio.

A.6 **Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 2102 Studio, ARCH 7201 Design Methodology, and ARCH 4202 History II.

A.7 History and Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4202/5202 History II and ARCH 4203/5203 History III.

A.8 Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4203/5203 History III. Specifically, the self-publishing of student writing, as a contribution to the academic community, is unique and is an exemplar for documenting critical thinking. This criterion is **Met with Distinction**.

Realm A. General Team Commentary: The professional degree students demonstrated a broad base of education built upon general inquisitiveness. The graphical representation presented in the artifacts was strong and supported by articulate written documentation. The professional degree programs clearly understand the disparate needs of the community as evidenced by their participation in the urban setting.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

- B.1** **Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement for pre-design at the prescribed level was found in student work prepared for ARCH 4101 Studio and ARCH 7102 Studio (Integrated Project Studio). The team found clear and consistent examples of client need assessment, spatial inventorying, analyses of site conditions, and the required review of building codes in varying degrees across the program. The team did not find that standardized, numeric per-person square footages were used to establish spatial requirements, and noted the primary use of precedent studies to justify the size of listed spaces instead.

- 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.

B. Arch
[X] Not Met

M. Arch
[X] Not Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was not found in the areas of topography, ecology, and soil.

- B.3.** **Codes and Regulations:** *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4103 Studio and ARCH 7102 Studio (Integrated Project Studio).

- 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.

B. Arch
[X] Not Met

M. Arch
[X] Not Met

2016 Team Assessment: Evidence of student achievement was not found at the prescribed level for outline specifications.

B.5 Structural Systems: *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 3101 Studio, ARCH 4103 Studio, ARCH 4304/5304 Structural Systems, and ARCH 7102 Studio (Integrated Project Studio).

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.

B. Arch
[X] Not Met

M. Arch
[X] Not Met

2016 Team Assessment: 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.

B.7 Building Envelope Systems and Assemblies: *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4103 Studio, ARCH 7102 Studio (Integrated Project Studio), and ARCH 4305/5305 Building Systems Integration.

B.8 **Building Materials and Assemblies:** *Understanding* of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4103 Studio, ARCH 4104 Studio, ARCH 4305/5305 Building Systems Integration, and ARCH 7102 Studio (Integrated Project Studio).

B.9 **Building Service Systems:** *Understanding* of the basic principles and appropriate application and performance of building service systems, including mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4305/5305 Building Systems Integration.

B.10 **Financial Considerations:** *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4206/5206 Professional Practice. Student work fulfilling this criterion thoroughly demonstrated a multifaceted level of understanding in the areas of building costs and project financing as evidenced by case studies, group work, and the development of a detailed budgeting matrix. This criterion is **Met with Distinction**.

Realm B. General Team Commentary: The artifacts presented demonstrated achievement of the basic technical skills required by this realm. A focus on site considerations, accessibility, and codes and regulations was found in analysis exercises, without consistent translation or integration into studio work. The analysis of climatic conditions was exemplary and found in many seminars and upper-level studios; however, the influence of climatic conditions on design decisions was not consistently applied. Additionally, the broader emphasis on the use of sustainable principles and products did not influence design solutions.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

C.1 Research: *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4104 Studio and ARCH 7202 Thesis Document.

C.2 Evaluation and Decision Making: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4104 Studio, ARCH 7202 Thesis Document, and ARCH 7104 Graduate Thesis Project.

C.3 Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship,

technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4103 Studio and ARCH 7102 Studio (Integrated Project Studio).

Realm C. General Team Commentary: The professional degree programs demonstrate student comprehension of complex solutions through investigative research and synthesized solutions. In a unique way, many courses comprehensively stitched across the curriculum fulfill requirements of this realm.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 Stakeholder Roles in Architecture: *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

B. Arch
[X] Met

M. Arch
[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4206/5206 Professional Practice.

D.2 Project Management: *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

B. Arch
[X] Met

M. Arch

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4206/5206 Professional Practice.

D.3 Business Practices: *Understanding* of the basic principles of business practices within the firm including financial management and business planning, marketing, business organization, and entrepreneurialism.

**B. Arch
[X] Met**

**M. Arch
[X] Met**

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4206/5206 Professional Practice.

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.

**B. Arch
[X] Not Met**

**M. Arch
[X] Not Met**

2016 Team Assessment: Evidence of student understanding at the prescribed level was not found in student work in the area of professional service contracts.

D.5 Professional Ethics: *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct.

**B. Arch
[X] Met**

**M. Arch
[X] Met**

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4206/5206 Professional Practice.

Realm D. General Team Commentary: The program demonstrated strengths in student comprehension of the professional aspects of architectural practice and construction. These included the roles of stakeholders and related disciplines, project management, business practices, and professional conduct and ethics. The artifacts presented were of high quality and demonstrated the students' ability to grasp concepts and link professional practice with design philosophy. However, the visiting team observed new struggles regarding legal responsibilities related to professional services contracts.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2016 Team Assessment: The institution is accredited by the Southern Association of Colleges and Schools (SACS).

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following 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.

The B. Arch, M. Arch, and/or D. Arch are titles used exclusively with NAAB-accredited professional degree programs.

Any institution that uses the degree title B. Arch, M. Arch, or D. Arch for a non-accredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *NAAB Conditions for Accreditation*. Every accredited program must conform to the minimum credit hour requirements.

[X] Met

2016 Team Assessment: The institution offers a B. Arch accredited degree and two tracks for the M. Arch accredited degree. The credit hours required for each program are as follows:

B. Arch: Preprofessional credit hours + 30 semester (158 credit hours).

M. Arch Track I: Non-preprofessional undergraduate Bachelor's degree other than architecture credit hours + 96 graduate semester credit hours.

M. Arch Track II: Preprofessional undergraduate Bachelor's degree in architecture credit hours + 60 graduate semester credit hours.

Evidence fulfilling this condition was found in the APR (pp. 71-72).

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2016 Team Assessment: Evidence was found in the APR (pp. 93-97), on written material in the team room, and on the following pages of the website:

B. Arch:

<http://coaa.uncc.edu/academics/school-of-architecture/admissions/undergraduate-bachelor-of-architecture>

M. Arch:

<http://coaa.uncc.edu/academics/school-architecture/graduate-programs/degree-programs/master-architecture-ii>

For admission to the B. Arch program, no specific prerequisites are required. Admission to the 3-year M. Arch program is permitted to applicants with a 4-year undergraduate degree in any field who show evidence of completed coursework in Physics I and Pre-Calculus. No formal architectural coursework is required.

UNCC students completing the preprofessional architectural degree are "automatically recommended for admission into the B. Arch program if they have earned an Architecture/Major GPA of 3.0 or higher by the end of their fall semester of the 4th year." The B. Arch program is also open to students with a 4-year B.S. or B.A. in Architecture from a NAAB-accredited institution. As stated on the CoA+A website, among other materials, applicants must provide transcripts, and, using the Core Competency Evaluation (CCE) Form, they must list the courses they have taken that are equivalent to courses offered in the UNCC B. Arch program. An admissions committee reviews this list. Additional material (syllabi, assignments, exams, and projects) might be requested, which will be reviewed by the instructor in charge of the equivalent SoA course.

UNCC students completing the preprofessional architectural degree are also "automatically recommended for admission into the M. Arch program if they have earned an Architecture/Major GPA of 3.25 or higher by the end of their fall semester of the 4th year." The 2-year M. Arch program is also open to students with a 4-year B.S. or B.A. in Architecture from a NAAB-accredited institution other than UNCC. The evaluation process for this M. Arch program is similar to the one used for the B. Arch program.

The processes for evaluating equivalencies are adequate, and they were clearly articulated on the CoA+A website.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language found in the NAAB Conditions for Accreditation, Appendix 1, in catalogs and promotional media.*

[X] Met

2016 Team Assessment: In the APR (p. 98), there was evidence indicating that the SoA uses the exact language found in the *NAAB Conditions for Accreditation* in promotional material, on the school's website, and in the Graduate and Undergraduate UNCC Catalogs.

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

The 2014 NAAB Conditions for Accreditation

The Conditions for Accreditation in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2016 Team Assessment: In the APR (p. 90), evidence was found indicating that the SoA makes the *2004 NAAB Conditions for Accreditation*, the *2009 Conditions for Accreditation*, the *2014 Conditions for Accreditation*, and the *2015 Procedures for Accreditation* available on its website (<http://coaa.uncc.edu/academics/school-architecture/accreditation-are>).

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2016 Team Assessment: In the APR (p. 99), evidence was found indicating that the SoA provides access to career development information. The University Career Center at UNCC helps students prepare for career placement through advising and counseling. Several other initiatives have been integral to making career development information available.

In recent years, partnerships with firms have strengthened. Local firms are contributing \$5,000 grants to participate in the internship placement program.

Every year, the SoA and the AIAS host a Career EXPO. At the event, firms throughout the region interview students. The AIAS pulls the event together and prepares students for interviews and portfolio presentations.

Several SoA faculty members serve as Architecture Licensing Advisors as well as liaisons for NCARB and AIA Charlotte. They are responsible for updating students on changes related to licensure.

II.4.4 Public Access to APRs and VTRs:

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most *recent* APR.¹
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2016 Team Assessment: In the APR (p. 100), evidence was found indicating that the SoA makes available the 2010 APR, the 2010 VTR, the most recent NAAB Decision Letter, and the Annual Reports. All of these documents can be found on the SoA website.

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Met

2016 Team Assessment: In the APR (p. 100), evidence was found indicating that the SoA makes links to ARE pass rates available on the SoA website under "Degree Programs." The pass rates can also be found on the NCARB website.

II.4.6. Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of pre-professional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

¹ This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

2016 Team Assessment: The admissions processes are clearly articulated on the CoA+A website. Admissions information was found in the APR (pp. 93-97), on written material in the team room, and on several pages on the website:

B. Arch:

<http://coaa.uncc.edu/academics/school-architecture/undergraduate-programs/admissions>
<http://coaa.uncc.edu/academics/school-of-architecture/admissions/undergraduate-bachelor-of-architecture>

M. Arch:

<http://coaa.uncc.edu/academics/school-architecture/graduate-programs/admissions>
<http://coaa.uncc.edu/academics/school-architecture/graduate-programs/degree-programs/master-architecture-ii>

II.4.7 Student Financial Information:

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

[X] Met

2016 Team Assessment: Evidence of student financial information was found in the APR (p. 103).

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

[X] Met

2016 Team Assessment: The APR affirms that all statistical data has been verified by the university. A letter provided by the associate director of institutional research is on a link to the APR document.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation*, 2012 Edition, Amended).

[X] Met

2016 Team Assessment: The NAAB confirmed that this process has been followed by the SoA each year since the last visit. The report that was provided for the team to review is the most current annual submission from the SoA and was found by the NAAB to meet all requirements.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

A.8 Cultural Diversity and Social Equity

B.10 Financial Considerations

Appendix 3. The Visiting Team

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V. Report Signatures

Respectfully Submitted,



Kenneth E. Craplet, AIA, CDT, LEED® AP
Team Chair

Representing the AIA



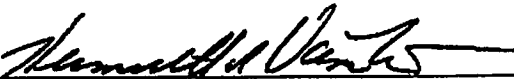
Ute Poerschke, Ph.D., LEED® AP
Team member

Representing the ACSA



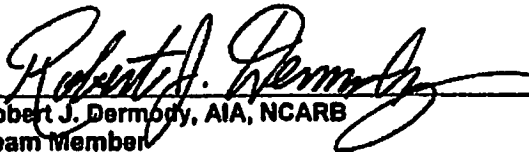
Sarah Wahlgren
Team member

Representing the AIAS



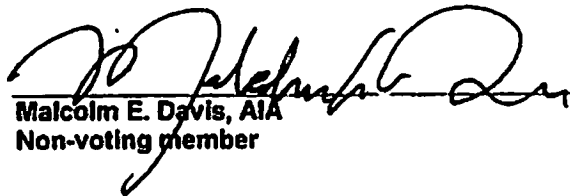
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Representing the NCARB



Robert J. Dermody, AIA, NCARB
Team Member

Representing the ACSA



Malcolm E. Davis, AIA
Non-voting member

Program Response to the Final Draft Visiting Team Report



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May 5, 2016

Cassandra Pair
Director, Accreditation
NAAB
1101 Commonwealth Ave. NW, Suite 410
Washington, DC 20036

Dear Cassandra,

Thank you for the opportunity to review the draft of the 2016 University of North Carolina at Charlotte Visiting Team Report. After careful review, we found no errors of fact. The report is thorough, comprehensive and clear. The comments provided by the 2016 Team Assessment indicates a close observation of the work we do in the School, and such comments are much appreciated and valued.

We look forward to receiving the results of the formal action taken at the NAAB Board of Director's Meeting, July 2016. Until then, the NAAB Visiting Team Report will remain confidential.

I'd like to personally thank you for the support your office provided us throughout the past two years, in preparation of the submittal of our APR this past September, and our 2016 NAAB Team Visit this past February.

If you have any questions, please feel free to let me know.

Sincerely,

Christopher Jarrett
Director and Professor

cc: Ken Lambla, Dean, College of Arts + Architecture
Kelly Carlson-Reddig, Associate Director
Naoka Tsujimoto, Executive Assistant