



March 9, 2017

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Dear Chancellor Dirks,

At their February 2017 meeting, the directors of the National Architectural Accrediting Board (NAAB) reviewed the Visiting Team Report (VTR) for the University of California, Berkeley.

On behalf of the Board, it gives me great pleasure to inform you that the **Master of Architecture** degree program was granted an eight-year term of accreditation. The term is effective January 1, 2016 and the program is scheduled for its next visit for continuing accreditation in 2024.

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

- a) **Annual Statistical Reports.** These reports capture statistical information on the institution and the program. The next statistical report is due on or before November 30, 2017.
- 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. UC-Berkeley's first interim progress report is due November 30, 2018. There is more information on the IPR process in Section 10 of the *NAAB 2015 Procedures for Accreditation*.

Finally, public dissemination of both the Architecture Program Report and the VTR 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 the *NAAB Procedures for Accreditation, 2015 Edition*.

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

Very truly yours,

A handwritten signature in black ink, appearing to read 'Judith Kinnard', is written over a circular stamp.

Judith Kinnard, FAIA  
President

cc: Tom Buresh, Chair ✓  
Wendy Ornelas, FAIA, Team Chair

Enc: Final Visiting Team Report





**University of California, Berkeley  
Department of Architecture**

## **2016 Visiting Team Report**

### **Master of Architecture**

**Track I (non-preprofessional degree + 72 credits)**

**Track II (advanced standing + preprofessional degree - 120 credits + 48  
graduate credits)**

**The National Architectural Accrediting Board  
September 28, 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 team would like to thank the Department of Architecture, Department Chair Tom Buresh, Department Manager Joyce Jennings, Special Projects Coordinator Camille Thoma, Dean Jennifer Wolch, the administration, the faculty, and the students for their enormous efforts preparing for the accreditation visit. We appreciate your gracious hospitality.

The hiring of the new department chair, since the last visit, has made a tremendous difference in the life of the department. We applaud his leadership, energy, and sustained enthusiasm, which has inspired the faculty, encouraged the students, and dramatically enhanced the professional program at the university. His commitment and ability to work with the faculty to organize the curriculum; integrate coursework, especially the technical aspects missing during the last visit; and invigorate diversity of thought and design is commendable. His mission is to foster a sense of community and collaboration, which is evident throughout the school.

All constituents in the program consistently understand the program's core values. A respectful environment and broad appreciation for one another's talents, opinions, and contributions has led to a unique culture in the school. It is clear that students learn to think and communicate precisely.

UC Berkeley students describe themselves as competitive, yet collegial. The M. Arch students' diverse background creates a strong intellectual community. The program's commitment to an educational model of instruction with exceptional faculty fosters a confident spirit among its students.

The dean understands and appreciates the department's enormous research contribution to the UC Berkeley community.

The members of the visiting team on behalf of the National Architectural Accrediting Board extend our appreciation to the program's faculty, staff, and students, and the institution's leadership for their kind hospitality and cooperation during this continuing accreditation visit.

**b. Conditions Not Achieved:**

I.2.1 Human Resources and Human Resource Development

B.9 Building Service Systems

**II. Progress Since the Previous Site Visit (2010)**

**2004 Condition 3, Public Information:** *To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.*

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**Previous Team Report (2010):** As of this review, the language from NAAB 2004 Conditions – Appendix A has not been revised in the General Catalog.

**2016 Team Assessment:** The 2016 team found evidence in the APR and on the program's website that public access is provided to all required information as required under the 2014 NAAB Conditions for Accreditation, Part Two (II): Section 4 – Public Information.

**2004 Criterion 13.16, Program Preparation:** *Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria.*

**Previous Team Report (2010):** Evidence of ability in programming was found in several instances, but was not consistently observed for all students.

**2016 Team Assessment:** In 2010, the elements of program preparation were found in their own criterion, but now they are included in B.1 Pre-design. Evidence of student achievement at the prescribed level was found in student work prepared for A203 Integrated Design Studio, particularly in the project program, project development, and final presentations.

**2004 Criterion 13.22, Building Service Systems:** *Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems.*

**Previous Team Report (2010):** Understanding of building service systems was not consistently observed in student work. Awareness of building service systems was observed in the studio visits.

**2016 Team Assessment:** The team was unable to find consistent evidence for the majority of the elements of this criterion, such as student understanding of basic principles and the appropriate application and performance of plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

**2004 Criterion 13.23, 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.*

**Previous Team Report (2010):** While there is some evidence of the students understanding of structural and building envelope systems, there is insufficient evidence of the student's ability to integrate these systems. The team did not find consistent evidence of the ability to assess and integrate building service systems.

**2016 Team Assessment:** In the 2014 NAAB Conditions for Accreditation, this criterion is now separated into two different criteria: C.2 Evaluation and Decision Making and C.3 Integrative Design. The 2016 team found the integration of structural systems, building envelope systems, environmental systems, and life safety in A203 Integrated Design Studio. However, the team did not find sufficient

evidence of the integration of building service systems to assess the students' ability in the C.2 or C.3 criteria. The integration of building service systems is now at an understanding level in B.9, which the team found to be **Not Met**.

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

**Previous Team Report (2010):** The team was unable to find sufficient evidence of building cost, life-cycle cost or construction estimating prepared by students.

**2016 Team Assessment:** The 2016 team found evidence in A207d Cultures of Practice, a new required course since the 2010 visit, which devotes class-time and assignments to construction cost, estimating, and control.

**2004 Criterion 13.28, Comprehensive Design:** *Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability.*

**Previous Team Report (2010):** While ability is demonstrated as evidenced by student work in some sections of the comprehensive design studio, ARCH 201, it is lacking in other sections.

**2016 Team Assessment:** In the 2014 NAAB Conditions for Accreditation, this criterion is now C.3 Integrative Design. A203 Integrated Design Studio shows evidence of a comprehensive architectural project with the development of programmed spaces that demonstrate an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability.



### 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.

**2016 Analysis/Review:** Limited instruction in architecture began at UC Berkeley in 1884 under the direction of Bernard Maybeck. In 1913, the School of Architecture was formally established and later became a department in the College of Letters and Science. Until the end of WWII, the curriculum followed a Beaux Arts format with instruction by leading Bay Area architects.

William Wurster was a visionary regarding architecture's role in creating an expanded and interdisciplinary design approach to the built environment and was instrumental in imagining a new college. In 1957, a formal proposal for a College of Environmental Design was made to the university and accepted in April 1959. It was the first interdisciplinary college of its type in the country, bringing together the departments of Architecture, Landscape Architecture/Environmental Planning, and City and Regional Planning. It was also the first college to have the word "environment" in its name as a coalescing concept, which was remarkably prescient for its time, given the global environmental challenges that we currently face.

In 1964, the department chose to phase out the 5-year Bachelor of Architecture degree program and to replace it with a 4-year, liberal arts-based Bachelor of Arts in Architecture, with a Master of Architecture degree as its professional degree. This M. Arch program consists of 3 years of study for students with degrees in fields other than architecture, with the possibility of 1 year of advanced standing for select students with an undergraduate degree in architecture. The M. Arch Committee makes the determination of advanced standing for applicants at the time of admissions.

A founding principle of the program at UC Berkeley was that architecture design should be taught by leading practicing architects. This principle has been pursued through the many stages of the program's history until the present day. The second principle was that architecture education (and practice) should be informed by a broad liberal arts education. The third principle was bringing research and design together to provide "a synthesis of the fields that deal with the functional and aesthetic quality of our surroundings."

The mission of the Department of Architecture is played out by faculty and students in the defining themes. The faculty articulated a more general mission in the following statement, which was approved in 2009: "Our mission in the Master of Architecture program at Berkeley is to further the critical position of architecture within a larger cultural framework."

It is important to the program that its students ask questions as well as answer them. The program is constantly seeking to improve its curriculum so that research disciplines, design exploration, and cultural inquiry intersect in provocative ways. It wants its students to be agile in their ability to adapt to changing professional requirements, but also cognizant of their own systems of values. The program wants students to be as willing to propose as to react, and to be open to the increasing rate of change in architecture's ways and means. The increasingly complicated challenges that cross and intersect the arenas of ecology, politics, economy, technology, and aesthetics demand this fluid approach to architecture education.

The depth and breadth of benefits to the UC Berkeley campus provided by the architecture faculty are extensive and are summarized in the following categories:

##### Teaching:

- In addition to the professional M. Arch, the department offers (1) one undergraduate major: the B.A. in Architecture, (2) a post-professional graduate degree: the 1-year Studio 1 M. Arch (soon to be receiving a degree name change), and (3) advanced degrees: the M.S. and Ph.D. in Architecture.

- Further indications of the faculty's contribution to the stature of the university are the faculty's participation in the application of five patents (Rael and Gutierrez) and the fact that the design faculty have won more than 60 local, national, and international design awards since 2010.

**Service:**

- Architecture faculty service to the college and the campus has been extensive, with 17 faculty members serving on 11 college committees, including 7 on the CED Executive Committee, 1 on the CED Strategic Planning Committee, 2 on the CED Sustainable Design Committee, 3 on the Master of Urban Design (MUD) Executive Committee, CED Summer Program, and 2 on the Ph.D. committee.
- At the university level, 6 faculty members have served on 6 different Faculty Senate Committees, where the major decisions of shared governance are made. In addition, 25 faculty members have served on 23 other university committees, including the Committee on Research.

The most important benefit emanating from the campus as a whole is collaboration with world-class faculty in both teaching and research, as outlined above. While the architecture faculty bring the value of "design thinking and methods" to the collaborative efforts, the campus faculty bring core theories and methods from their disciplinary perspectives, those of science, engineering, the arts, the humanities, and social science, which reciprocate and enrich the collaborations.

**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:** The program has created an acceptable studio culture policy and has shared it with students and faculty both in studio sessions and publicly on its website. The studio culture is understood by students and respected with regard to cleanliness, noise, safety, and mental and physical health and access to resources for assistance. Students are not regularly consulted on the process of its creation, revision, or implementation; however, students are elected as representatives who meet with administrators to discuss curriculum or culture issues. The process of and intent of elections and consultation seem to be a bit unclear to the students, who feel out of the loop regarding most administrative decisions. They have wanted to be included and informed significantly earlier in the decision process, but they concede that the program administration has been short staffed, which could be a contributing factor.

Students acknowledge that time management is an ongoing problem, but they do not regard all-nighters as an expectation or point of pride. They have support from staff in purchasing supplies needed for projects via the new fabrication supply store, which has competitive pricing that is sensitive to students' budgets and a location that is sensitive to their transportation constraints.

Students feel respect for one another and for faculty and staff, and appreciate the resources that are provided for them. Many students participate in teaching through the Graduate Student Instructor (GSI)

program in the College of Environmental Design, where they have opportunities to teach undergraduate courses and seminars. They identify AIA San Francisco and AIA East Bay as providing opportunities for them to participate in local events and networking. Students do not feel encouraged to join professional organizations, such as AIAS, because they do not find meeting and event times convenient to their class schedules. They feel that their college and university support them adequately with career fair employment events. Their sense of community is somewhat fractured between the various graduate levels because of the physical separation inherent in the studio tower of Wurster Hall; therefore, students find it difficult to learn from other studio levels in their program.

**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 college embraces cultural diversity and social equity throughout the program, including hiring, admissions, co-curricular activities, and public engagement. University Embracing Diversity, Equal Employment Opportunity, and Affirmative Action policies work toward creating a diverse environment for faculty, staff, and students. The admissions process consciously seeks to establish a diverse student body not only through racial, ethnic, and gender diversity, but also through financial support of first-generation college students and students from lower-income families. The Diversity Platforms Committee promotes student- and faculty-led examinations of race, ethnicity, gender, sexual orientation, power and privilege, poverty and inequality, restorative justice, and other aspects of human identity in the built environment through guest lectures, films, exhibitions, outreach, and other activities.

**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:** Students experience a collaborative environment in studios as fostered by their professors. Group work is required in several courses, including A260 Introduction to Construction and A207d Cultures of Practice. Students view studios as being competitive in a healthy, non-toxic manner.

There appears to be no truly representative student leadership group for graduate architecture students. Leadership opportunities include a college-wide student representative body that assists in planning certain (limited) events, such as lectures. How such representatives are chosen is unclear, and their benefit to the graduate architecture students does not seem to be fully understood by those students. AIAS opportunities are not viewed as desirable or beneficial. The department does not prioritize formal leadership opportunities for students, such as representation on departmental committees, although there are opportunities for informal feedback.

The department's commitment to design can be seen in the work of the studios. The faculty seek to provide a balance of design experiences that allow students to develop not only pragmatically generated designs, but also design explorations that are highly speculative, usually with a focus on a specific theme. Students are introduced to the many classic sources of architectural inspiration, including the analysis of precedents, the site, the program, building tectonics, and environmental performance. The design studios emphasize an understanding of architecture that conceives of a building as more than an object to be described, i.e., as a spatial construct that performs—not just what the building is, but what it does and how it works.

The studio pedagogies are committed to learning from exemplary precedents. The studio pedagogies are organized into a sequence of assignments with specific requirements for each step in the process. In the end, students are asked to present a compelling argument for their design proposals, which explains the generative concepts in pragmatic, speculative, and theoretical terms.

Traditional professional opportunities are adequately explored in A207d Cultures of Practice, and informally in A207a, b, and c Colloquia, through structured and unstructured discussions with faculty and practicing professionals regarding the opportunities and alternative career paths. Informally, students find connections for internships through faculty, but no formal job connection system, oversight, or expectation is in evidence at this time. Students are not informed through UC Berkeley of AXP or ARE expectations. Students who are currently enrolled in NCARB receive information directly from NCARB.

Students do occasionally network with professionals through the local AIA components, including AIA San Francisco and AIA East Bay, and they have informal connections to alumni through faculty, but few formal and program-endorsed connections are evident at this time. However, the CED Circus student exhibition, which is held during the spring semester, is facilitated by the college and cited by the students as a good opportunity to network with alumni, professionals, and employers.

Stewardship of the environment is one of the core values of the department, which is manifested in faculty research and integration into the curriculum, including studio projects.

The notion of community and social responsibility is a hallmark of the program. It helps to shape the student's perception and understanding of the critical cultural and environmental factors imbedded within this professional obligation. These values are shown in A270 History of Modern Architecture and A230

Advanced Architectural Design Theory and Criticism. They are also seen throughout various studio projects and are most prevalent in A202 Graduate Options Studios.

**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:** Architecture faculty input and conversations were central to the college-wide strategic planning process conducted in 2013-2014 and implemented the following year.

Long-range planning has been conducted within the self-assessment process described in I.1.6 below. It has been curtailed by severe budget constraints over the last 5 years, when the department has had to be resourceful and creative in maintaining excellence.

The department develops its objectives for student learning through course descriptions and syllabi. The M. Arch Committee periodically measures these objectives against the educational goals imbedded in the mission statement and the subject areas delineated by the founding traditions inherent in design and design process, history and theory, technical building performance, professional opportunities, and social responsibility. Further, data from course evaluations are used to measure not only the performance of the faculty, but also the effectiveness of the course itself, in content and relevance. The recently instituted CED Student Exit Survey will provide additional new data on learning objectives and performance.

While seeking to strengthen the architecture core, the department has contributed to the development of the undergraduate major, the B.A. in Sustainable Environmental Design, and a potential future program in Real Estate Development, Architecture, and Urbanism through the participation of the recent new hire in the Lalanne Chair. There is a powerful alignment between the Five Perspectives and the department's founding principles and traditions.

#### **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.

**2016 Analysis/Review:** Self-assessment began 5 years ago with the unprecedented hiring of a new chair from outside the department. The new chair was given the mandate to lead a complete re-assessment of the curriculum, the focus and pedagogy of the program, and the mix of faculty. The process was and continues to be conducted within the framework of multiple departmental processes and procedures as follows:

- First, the M. Arch Committee is charged with the task of reviewing the structure, content, and staffing of the curriculum and making recommendations to the faculty for changes in structure, emphasis, new courses, and new faculty FTEs. Appointed and convened by the chair, the M. Arch Committee consists of six faculty members and one staff member. The committee's

recommendations are brought to faculty meetings for discussion and decisions under the leadership of the chair.

- Second, there is the campus FTE process itself. Each year, the campus requests proposals for new FTEs from all departments in the context of a target size, which is determined by the department's teaching loads and student/faculty ratio. The process requires a careful justification of a proposal in relation to the target size and the mission and teaching needs of the department. It involves a detailed job description and advertisement of the job. The decision regarding which FTE positions to request, the justification, the job description, and the advertisement are all brought to faculty meetings. Discussion is held and decisions are made in the context of recommendations from the M. Arch Committee within the mission and traditions of the department.
- Third, there is the Campus Promotion and Tenure (P&T) process. Faculty are evaluated at least every 3 years. The process is a "ladder rank system" with salary ranges at each step on the ladder. Faculty cannot be promoted to a new step in any rank—including full professors—without demonstrating distinction and productivity in teaching, research/creative production, and service. It is a multi-tiered process: (1) each faculty member prepares case material and an updated CV, (2) a report and recommendation is prepared by peer faculty in the department, which is reviewed for comments by the faculty member, (3) the chair adds his/her assessment and recommendation, (4) the document goes to the dean for further comment and recommendation, and (5) the document is sent to the campus Budget Committee for review by faculty outside the department, with a recommendation to the provost, who makes the final decision. During the process, student evaluations are taken seriously in assessing teaching performance. The process has produced a culture of productivity and gives the chair detailed knowledge about the performance and productivity of each faculty member.
- Fourth, there is feedback from professional alumni who participate in the college-organized CED Circus. Each year, prominent alumni from each department are invited back to review student work. Students make presentations to alumni as if they were undergoing a typical faculty review. Alumni give feedback directly to students and award prizes to the students who exhibit the best work. Alumni also give direct feedback to the chair on the content and quality of the curriculum.
- Fifth, there is a recently instituted CED Student Exit Survey, which was initiated by the college to help departments in their continuing assessment and improvements.
- Sixth, the campus Program Review Oversight Committee (PROC) conducts external reviews of every department on a regular basis, approximately every 7-10 years. Each department prepares an Academic Program Report and is visited by an External Review Committee that prepares an Assessment Report. The Assessment Report is reviewed by the PROC, and specific recommendations are made to each department for improvement. These efforts have been curtailed over the past 5 years due to difficult budget constraints. Nonetheless, they involve curriculum changes, revised course sequencing, new courses, new faculty, and facility improvements through the creative use of existing resources. The process has also established clear goals for the future.

**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:** Course offerings are primarily shaped by a combination of faculty expertise/research interests, anticipated changes in the discipline and the needs of the profession, and

other review processes. Of these factors, perhaps the first is understood as the most critical, as faculty searches are the direct result of multiple conversations concerning what is next or what is missing with regard to the faculty's collective interests.

Curricular assessment and development is addressed in four distinct, yet critical ways:

First, students evaluate every course that they take. The evaluations are the result of answers to specific questions and written commentary. The evaluations and the summaries are made available to the individual faculty members and the chair of the department.

Second, M. Arch students take a survey upon graduation from the department. This survey measures their satisfaction regarding different aspects of their experience at UC Berkeley.

Third, UC Berkeley has monthly faculty meetings and a very robust studio review culture, including an annual presentation and critique of student work (the CED Circus) from across the college by distinguished alumni and faculty. End-of-term studio reviews are now compressed into a single week and are coordinated to allow students and faculty throughout the department to participate. This allows for a focused assessment of studio work for faculty and students alike.

Fourth, every fall, the faculty discuss the departmental needs and the desires of future faculty, which are a direct result of perceived curricular or disciplinary needs. The requests that result from the discussion are forwarded to the dean of the college and then to the university for approval.

Curricular changes are motivated by the changes in the discipline and the challenges and opportunities presented by students, faculty, alumni, and external or accreditation review bodies. These changes are formulated by the M. Arch Committee, consisting of six faculty members, along with a graduate advising staff member and the head of the graduate advisors. In consultation with the department chair, curricular changes are debated and voted upon at a meeting of the Department of Architecture faculty.



## 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 Architect 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] Not Demonstrated

**2016 Team Assessment:** Faculty teaching loads are carefully managed and typically limited to two courses per semester. While faculty research requirements for tenured or ladder faculty are high, faculty often use their research to inform their teaching and syllabi. Through the university, faculty have many resources to develop their teaching and research skills. The program provides faculty workspace for research, course preparation, and student mentorship. Students find faculty approachable and feel comfortable seeking feedback.

The department chair is also the Architect Licensing Advisor. He keeps his ALA-related information fairly current through information he receives from NCARB, although he has not yet attended the Licensing Advisor Annual Conference. As the ALA, he does not meet with students regarding the AXP or ARE, although they are exposed to licensure information in A207d Cultures of Practice.

Faculty are encouraged to pursue professional development outside the college via on-campus startup incubators, startup stipends for research and housing costs (provided to new ladder-ranked faculty in their first 4 years of employment), and the Center for Teaching and Learning for the development of lecture and teaching skills. In addition, they are encouraged to pursue professional practice outside of teaching and research modes.

Staff are encouraged to participate in professional development both through the university and off campus, but they find it difficult to balance additional professional development between the increasing demands posed by shrinking staff, and budget and time constraints. Annually, advisors are able to participate in university advisor training to increase their awareness of student needs.

Students trust their academic advisors and believe that their curriculum is adequately explained to them. Career guidance is mostly received through faculty in informal connections to opportunities based on availability and annual career fair events set up by both the college and the university.

**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:**

This condition is **Met with Distinction**.

The program's physical resources and how they support learning and student achievement are described in the APR. The extent of the physical facilities was confirmed through the visiting team's tour of Wurster Hall, the home of the College of Environmental Design. The team visited studios where each student had access to one or two desks, as well as the fabrication laboratory, which includes a wood shop, metal shop, laser cutters, 3D printers, and a blade cutter. The fabrication laboratory is staffed by a number of trained full- and part-time staff, including graduate students. A materials store is located adjacent to the fabrication laboratory, where students can order and purchase materials for model building. The laboratory is open on weekends, which reflects student work schedules and needs. The space is also associated with an outdoor workspace and a spray booth (which is under construction). The team toured the digital laboratory resources, which include a computer laboratory, plotters, and a repair facility for digital and electronic equipment. Additional plotters are housed on each studio floor of the tower of Wurster Hall. In order to save money and keep the systems up to date, staff members build much of the technological equipment. Dedicated staff support the digital and technological laboratories and equipment.

Wurster Hall includes pin-up spaces on each floor that has studio space. The first floor has a lobby review space, a gallery for exhibitions, and other rooms for discussions, seminars, collaboration, and presentations.

Faculty research laboratories are located in Wurster Hall and include an environmental systems laboratory, with a wind tunnel, and an experimental 3D printing laboratory.

Support spaces, including staff and administrative offices, are all located in Wurster Hall.

There are three libraries on site: the Environmental Design Library, the Visual Resources Library, and the Environmental Design Archives (see I.2.4 Information Resources below).

**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:** The past 3 years have been tight, with deficits in the department being covered by carry-over balances. M. Arch students are charged supplemental tuition on top of university tuition. The department receives 100% of the supplemental fee, but one-third of it goes back to the M. Arch students as financial aid, a portion of it supports the shops and laboratories within the college, and a small amount covers various college-level expenses. Approximately 40% is allocated to staff, faculty, and graduate student instructor (GSI) salaries and benefits; fee remission; student and faculty travel; equipment; public lectures; exhibitions; publications; visiting critics at final reviews; entertainment; and the like. The department has the ability to fund numerous scholarships, fellowships, and prizes for students.

The university helps to support new faculty through startup funds and research funding. The department also has multiple endowed chairs.

**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:** Information resources are available through the on-site Environmental Design Library, Visual Resources Library, and Environmental Design Archives, including, but not limited to, books, periodicals, large format drawings and prints, slides, and searchable image databases. All three entities work continuously to digitize their collections to make them available to students and academic researchers off site. Library and archive staff collect and keep both hardcopy and digital versions of media for posterity, and the Environmental Design Archives creates public exhibitions of research topics for display in the Environmental Design Library. These exhibitions are eventually archived online for greater exposure in order to assist other researchers. Students are allowed to scan periodicals, rare books, and other reference material in the libraries, and they can keep the digital copies for reference. The combined collection of the three libraries is housed in 14,846 sq. ft. of space, and this is the largest library collection on campus, with 208,820 volumes in circulation. These resources are found in on- and off-site storage, and the libraries offer private study and meeting rooms to students. A trained research librarian is available a minimum of 20 hours per week, and staff are trained to seek out students with questions. Evidence of this was apparent during the team's visit to the library facilities and in information provided in the APR.

**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 the 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:** In the APR, the team found an organizational chart of the college's governance structure, and the team confirmed the structure through meetings with the university's vice-chancellor, the college's dean, and the departmental faculty at UC Berkeley. Under a new department chair, who assumed the chairmanship since the last visit, the department has established a more collaborative governance structure that allows faculty to equitably participate in the life of the program. The role of the staff and students in the administrative structure and governance is not yet clear.

## 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.*

**[X] Met**

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for A230 Advanced Architectural Design Theory and Criticism.

**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.*

**[X] Met**

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for A230 Advanced Architectural Design Theory and Criticism and A204a Thesis Seminar.

**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.*

**[X] Met**

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for A204a Thesis Seminar, A204b Thesis Studio, and A230 Advanced Architectural Design Theory and Criticism.

- 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.*

[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student design work prepared for A200a Introduction to Architectural Studio I and A200b Introduction to Architectural Studio II.

- 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.*

[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student design work prepared for A200a Introduction to Architectural Studio I and A200b Introduction to Architectural Studio II.

- 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.*

[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student design work prepared for A200a Introduction to Architectural Studio I, A200b Introduction to Architectural Studio II, and A270 History of Modern Architecture.

- 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.*

[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for A270 History of Modern Architecture.

- 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.*

[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work, including assignments and presentations, prepared for A207d Cultures of Practice, A230 Advanced Architectural Design Theory and Criticism, and A260 Introduction to Construction.

**Realm A. General Team Commentary:** An overall review of student performance in all criteria of Realm A showed students' ability to think critically, and understand basic research and professional concepts. Their performance reflects diverse influences for broader perspectives; a solid liberal arts education that impacts their studio work; exposure to different mediums and formats for communicating their ideas, including digital/analog formats, public/personal formats, written/verbal presentations, and models; and an

explorative studio process. Graduate students in the department are curious, fiercely independent, open, interested in global practice and traditions outside of their own, able to communicate their concerns, and invested in the needs of those around them to a healthy extent.

**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.*

[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for A203 Integrated Design Studio, particularly in the project program, project development, and final presentations.

**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.*

[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student presentations found in the team room and work prepared for A200b Introduction to Architecture II, A201 Architecture and Urbanism, A240 Advanced Study of Energy and Environment, A204a Thesis Seminar, and A204b Thesis Studio.

**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.*

[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for A203 Integrated Design Studio and A260 Introduction to Construction.



- 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.*

[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level for the majority of the elements of this criterion was found in student work prepared for A200a Introduction to Architectural Studio I, A203 Integrated Design Studio, and A260 Introduction to Construction. Evidence of outline specifications was found in some, but not all, sections of A203 Integrated Design Studio.

- 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.*

[X] Met

**2016 Team Assessment:** This criterion was Met with Distinction on the basis of student work prepared for A150 Introduction to Structures.

- 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.*

[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for A240 Advanced Study of Energy and Environment. Additional evidence was found in student use of electronic tools and software used to measure and assess the performance of building components in A203 Integrated Design Studio.

- 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.*

[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for A203 Integrated Design Studio and A260 Introduction to Construction.

- 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.*

[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student design work prepared for A203 Integrated Design Studio and work prepared for A260 Introduction to Construction, which included using Wurster Hall for in-class case studies.

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

[X] Not Met

**2016 Team Assessment:** The team was unable to find evidence of student understanding of the basic principles and appropriate application and performance of plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

- 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.*

[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for A260 Introduction to Construction and A207d Cultures of Practice.

**Realm B. General Team Commentary:** Much of the departmental faculty expertise is devoted to building science and technology. Emphasis on the concerns and responsibility involved in educating students to be thoughtful, capable, and respectful stewards of the built environment is evident in multiple classes throughout the curriculum.

**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.*

[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student design work prepared for A204a Thesis Seminar and student assignments in A230 Advanced Architectural Design Theory and Criticism.

- 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.*

[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student thesis publications for A204b Thesis Studio. Evidence was also found in the work of some students in A203 Integrated Design Studio.

**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.*

[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student design work prepared for A203 Integrated Design Studio.

**Realm C. General Team Commentary:** The curriculum takes an integrated approach to its academics from the beginning of the program. In the first year, students take studio, a course in representation and history. The professors collaborate so that student work from each course informs the other courses. This integrated approach informs all studios and is especially evident in A203 Integrated Design Studio. Some but not all sections of this studio include process drawings and models, including different alternatives and the evolution of the design.

**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.*

[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for A207d Cultures of Practice and A260 Introduction to Construction.

**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.*

[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for A207d Cultures of 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.

[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for A207d Cultures of Practice and A260 Introduction to Construction.

**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.

[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for A207d Cultures of Practice and A260 Introduction to Construction.

**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.

[X] Met

**2016 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for A207d Cultures of Practice.

**Realm D. General Team Commentary:** Student understanding of professional practice begins through three colloquia prior to taking A207d Cultures of Practice. This allows a general understanding of the profession to be established before delving into the practicalities of practice. Studio proposals show a sophisticated understanding of technical knowledge through the students' design solutions.

## 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 APR shows evidence of institutional accreditation through a link to a letter of confirmation of accreditation from the regional accreditor, WASC, dated March 6, 2016. Accreditation status was reaffirmed for 10 years based on the WASC website and letter.

**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 curriculum description shared with the team shows 72 credits for the non-preprofessional degree, which includes 14 open electives. Students who enter the program with advanced standing, because of a preprofessional degree, must take 48 graduate credits, which include 14 open electives.

**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 preprofessional 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:** The Master of Architecture program has a clear process for evaluating prior educational experience, which begins with the departmental graduate admissions staff and then involves the faculty's graduate admissions committee. Students with advanced standing may have up to six required courses waived if they have taken the same courses at a previous institution and the waivers are approved by the faculty members teaching the courses. Students who wish to have courses waived must petition these faculty members, provide a syllabus of the courses and examples of work completed, and be interviewed by the faculty members to be certain that they have the required ability or understanding of the content of the courses. Students must substitute other courses for the waived courses. Public information regarding admissions and evaluation standards for the university and the department can be found via <http://ced.berkeley.edu/admissions/graduate/>

## 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:** The statement on NAAB-accredited degrees is posted clearly on the program's website, and the correct link was provided in the APR:

<http://ced.berkeley.edu/academics/architecture/programs/master-of-architecture/>

<http://ced.berkeley.edu/academics/architecture/about-us/accreditation/>

### 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:** The 2014 NAAB Conditions for Accreditation, the 2009 NAAB Conditions for Accreditation (in effect at the time of the last visit), and the 2015 NAAB Procedures for Accreditation are posted clearly on the program's website, and the correct link to each was provided in the APR:

<http://ced.berkeley.edu/academics/architecture/about-us/accreditation/>

### 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:** Access to career development, including campus and department services, is posted clearly on the program's website:

<http://ced.berkeley.edu/students/career-services/careers-in-architecture/>

### 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.<sup>1</sup>
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

**[X] Met**

**2016 Team Assessment:** All Interim Progress Reports and Annual Reports, NAAB Responses to Interim Progress Reports (including NAAB Responses to the Annual Reports), the 2010 NAAB decision letter, the 2010 APR prepared for the previous visit, and the final edition of the 2010 Visiting Team Report, including attachments and addenda, are posted clearly on the program's website, and the correct link to each was provided in the APR: <http://ced.berkeley.edu/academics/architecture/about-us/accreditation/>

**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:** The ARE pass rates for graduates of the program, as compiled and hosted by NCARB on its website, can be found linked on the program's website. The correct link was provided in the APR: <http://ced.berkeley.edu/academics/architecture/about-us/accreditation/>

**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 preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

**[X] Met**

**2016 Team Assessment:** Information regarding the college and university application forms, instructions, admissions requirements, required application materials, frequently asked questions, financial aid information, and diversity initiatives is clearly discussed and linked on the college and departmental websites: <http://ced.berkeley.edu/admissions/graduate/>; <http://ced.berkeley.edu/admissions/financial-aid/>; and <http://ced.berkeley.edu/admissions/diversity/>

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

**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:** Clear access to university and college tuition and fee information, as well as financial aid, fellowships, student employment, and prizes and awards, is found on the college website: <http://ced.berkeley.edu/admissions/tuition-fees/>; and <http://ced.berkeley.edu/admissions/financial-aid/>

### **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 team was provided with copies of the past 4 years of statistical data by the NAAB prior to the visit.

**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:** Evidence was found on the college website, and the team was provided with copies of the reports prior to and during the visit: <http://ced.berkeley.edu/academics/architecture/about-us/accreditation/>



#### IV. Appendices:

##### Appendix 1. Conditions Met with Distinction

**I.2.2 Physical Resources:** The fabrication and digital laboratories are noteworthy for their up-to-date technology and for the variety, extent, and quality of that technology. The laboratories are supported by experienced staff who respond to students' needs for access, maintain and troubleshoot equipment, provide training, and help students use the tools to experiment and express their design ideas. Furthermore, students are aided through the store adjacent to the fabrication laboratory that stocks common model-making materials and allows students to special-order other materials at reasonable costs. The libraries exhibit a robust collection of books, archives, and visual and digital resources.

**B.5 Structural Systems:** The information, coursework, and examples presented in A150 *Introduction to Structures* explore the conceptual aspects of a building's structural components. Students design and test the structural viability of components. The work required in this course, along with the collaboration of the structural professor in A203 *Integrated Design Studio*, helps students understand the design capabilities of structure in their studio projects.



## Appendix 2. Team SPC Matrix

UC Berkeley Department of Architecture  
College of Environmental Design

### SPC Met in NAAB Accredited Program

	Realm A							Realm B									Realm C			Realm D							
	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.1	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5	
Arch 150													x														Arch 150
Arch 200A				x	x	x						x															Arch 200A
Arch 200B				x	x	x				x																	Arch 200B
Arch 200C																											Arch 200C
Arch 201										x																	Arch 201
Arch 202																											Arch 202
Arch 203									x		x	x		x	x	x				x	x						Arch 203
Arch 204A		x	x							x									x								Arch 204A
Arch 204B			x							x										x							Arch 204B
Arch 207A																											Arch 207A
Arch 207B																											Arch 207B
Arch 207C																											Arch 207C
Arch 207D								x										x				x	x	x	x	x	Arch 207D
Arch 230	x	x	x					x											x								Arch 230
Arch 240										x				x			x										Arch 240
Arch 260								x			x	x			x	x		x				x		x	x		Arch 260
Arch 270						x	x																				Arch 270
	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.1	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5	
	Professional Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	History and Global Culture	Cultural Diversity and Social Equity	Pre-Design	Site Design	Codes and Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Systems abd Assemblies	Building Materials and Assemblies	Building Service Systems	Financial Considerations	Research	Integrated Evals and Design Making Practices	Integrative Design	Stakeholder Roles in Architecture	Project Management	Business Practices	Legal Responsibilities	Professional Conduct	

### Appendix 3. The Visiting Team

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V. Report Signatures

Respectfully Submitted,



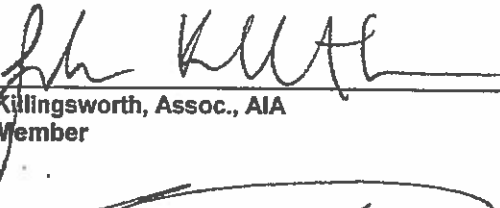
Wendy Ornelas, FAIA  
Team Chair

Representing the ACSA



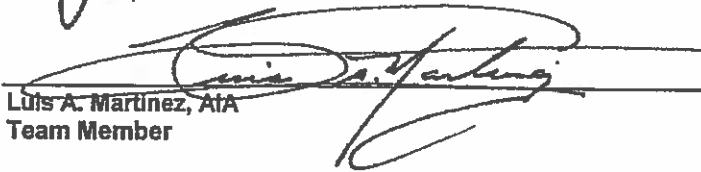
Marika Dalley Snider, AIA  
Team Member

Representing the AIA



Sarah Killingsworth, Assoc., AIA  
Team Member

Representing the AIAS



Luis A. Martinez, AIA  
Team Member

Representing the NCARB

