

**California Baptist University
College of Architecture, Visual Arts & Design
Architecture Program**

**Architecture Program Report for the
2021 NAAB Visit for Continuing Accreditation**

Master of Architecture [168 credits]

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Section 1. Program Description

History and Mission of the Institution

California Baptist University began on [18 September 1950](#), when the Los Angeles Baptist Association opened the doors of California Baptist College (CBC) in El Monte, CA to 42 enrolled students who came seeking a liberal arts education in a Christian environment. The original mission statement outlined the need.

“The primary purpose of this corporation is to conduct regular four-year college courses in education, music, sciences and the liberal arts, and to grant certificates, diplomas and any and all degrees evidencing completion of any course of training, together with any and all honorary degrees and to provide training for Baptist youth and others desiring to be affiliated with Baptist theology and theological instruction and such other instruction as may be needful and advantageous in preparing and qualifying ministers and others for Christian work.”

In 1955, after four years of continued growth, the College relocated to larger facilities in Riverside. In 1964, enrollment at CBC eclipsed the 500 student mark. It would take another 31 years to reach the 1,000 student mark, but a trajectory of significant increases in enrollment began at that point. By 1996, CBC served 1,500 students, and that enrollment doubled over the next decade. CBC became [California Baptist University \(CBU\)](#) in 1998 and is currently home to over 11,500 students, with an upward growth trajectory anticipated for the foreseeable future. CBU currently offers baccalaureate degrees in multiple disciplines, master degrees in 27 programs, and 7 doctoral degrees. CBU is one of the largest private Christian Universities in the United States and as of 2020 the College of Architecture, Visual Art and Design (CAVAD) is one of the largest design colleges in a Christian environment in the world.

The centrality of Christian faith and practice that was introduced in the founding Articles of Incorporation can be seen permeating the University in relation to its current [mission and purpose](#) which are designed to prepare students who are able to:

- Demonstrate spiritual literacy, including Biblical Christian faith and practice, Baptist perspectives, and the Christian's role in fulfilling the Great Commission.
- Respect diverse religious, cultural, philosophical, and aesthetic experiences and perspectives.
- Use critical thinking skills to demonstrate literacy: listening, speaking, writing, reading, viewing, and visual representing.
- Demonstrate competence in mathematical, scientific, and technological skills.
- Transfer academic studies to a profession and the workplace.
- Implement a personal and social ethic that results in informed participation in multiple levels of community.

This mission leads to the “Core 4” outcomes of all CBU students: Biblically Rooted, Globally Aware, Academically Prepared, and Equipped to Serve. These four pillars of California Baptist University, grounding students in a Christian liberal arts tradition to prepare them for service in the ever-changing global dynamic that is the 21st century. Following in the footsteps of, and complementing, growing programs in areas such as nursing, health sciences, engineering and

others, the architecture program was introduced as an expansion of the professional offerings of the University.

As a symbol of the founding mission of the University, the campus entry is marked by a kugel (sphere) fountain in black granite, aquaplaning on a film of water in a pedestal. Etched on the surface of the kugel is the outline of the globe; and the inscription on the base is of Matthew 28:19-20, the Great Commission. Students pass the kugel on their way to freshman orientation and touch it as they proceed on their way to commencement ceremonies. Interdisciplinary teams of students gather here during spring and summer breaks as they prepare to leave for various short-term service projects across the country and around the world, putting the skills and knowledge they have gained to work as they serve people locally and globally. The tradition of touching the kugel symbolizes each student's commitment to live a life of purpose in accordance with his or her spiritual beliefs.

History and Place of CBU Architecture

The University's decision to begin an architecture program was based on evidence of the need for architecture programs at Christian institutions, a strong need for an architecture program positioned to serve the Inland Empire, and to reach into an increasing spectrum of disciplines that support the mission of CBU. Internal data revealed that the most requested program from students making inquiries to CBU, that CBU didn't offer, for the previous three consecutive years had been architecture. The program was developed based on these needs.

CBU trustees voted in May 2011 to combine existing programs in art and design with a new architecture major and established a College of Art, Design, Architecture, and Film. Founding Dean Mark Roberson was hired in fall 2011 to direct the new CAVAD and launch the new architecture program, providing the vision to foster synergy among the existing disciplines and launch others in their time. Dean Roberson's thorough experience across the full gamut of the architectural profession was the first step toward ensuring the architecture program would accurately and effectively address the professional requirements, challenges, and ongoing changes within the field.

Harnessing his professional experience and relationships, Dean Roberson consulted with the architecture community – both locally and nationally – in order to develop a deep understanding of what skills and qualities are most needed in the field. As a result of an extensive environmental scan and direct feedback, CBU Architecture defined its core values: nurturing creative thinking, developing effective communication, and establishing leadership skills. By seeking industry feedback and customizing the program to address its greatest needs, CBU Architecture built a foundation upon which its mission could thrive. After 2 years of investigation, degree planning and curriculum construction and approvals, the program welcomed its first cohort of 28 students in fall 2013. The program was awarded initial candidacy with the NAAB in 2014, continuing candidacy in 2016, and initial accreditation in 2018, completing the sequence of steps necessary to establish the professional program.

An outstanding faculty cohort has added to the great success of the emerging program. Both experienced and energetic, Prof. Duemer and Dr. Papineau were added in 2013 and joined the Dean in stewarding the new program through initial development and offering of courses, student mentoring and advising, facility planning and development, and vision development. In 2015, practitioner Prof. Walder was hired and expanded design and technology coursework offerings. Dr. Niemann was added to the cohort of founding faculty in 2016, and then elevated

to a dual role as the first Associate Dean of CAVAD in 2017, meeting departmental and college growth demands. In 2017, Prof. Kaiser was added to the faculty serving in the role of Program Director, freeing the Dean's office of the program administrative duties and providing more administrative focus to the program through the initial accreditation years and through this current period. Practitioner Aaron Greene and Dr. David Ogoli were added to the faculty cohort in 2018, diversifying and enhancing the quality and number of faculty. Krysten Burton was added as a tenure track faculty in 2020 after serving for two years in an adjunct role. A stellar cohort of adjunct professors include faculty from the College of Engineering, Dr. Jong-Wha Bai and Dr. Yeesock Kim; several architecture practitioners in the region including Rita Chang, Xavier Adrian, Katherine Rush, and Herta Gaus; as well as engineering practitioners including Paige Prosser, Ricky Carrillo, and most recently Dr. J. Kuang. For two years, recent graduate Jacob Slagill has taught in mid-level studios for the program. Numerous graduate students have supported the freshmen studios as teaching assistants to the full time faculty.

Facilities are critical for a new architecture program and the university has provided numerous iterations of adequate facilities along the way. From early studios and classrooms in the James Building and the Health Sciences Campus to the current ARCH building (presented later in the APR), the program has occupied facilities that aided in its incremental development. The program relocated into the contiguous ARCH building at 3739 Adams in 2018-19 where all five years of the program share a singular facility. Each summer, additional portions of the facility are renovated to handle the incremental growth of the program, with a final build out scheduled for 2019-20, delayed until 2020-21 due to COVID disruption and a slightly smaller than expected graduate cohort. The program anticipates residing in the ARCH building for the foreseeable future, as the CAVAD and University raise funds for, and imagines, a future contiguous CAVAD facility.

The positive response to the advent of the CBU Architecture program has surpassed expectations in terms of student enrollment growth, the interest of faculty and practitioners from around the world, and the excitement it has engendered in the Riverside/Inland Empire region among the public and the professional community as well as in the world of Christian higher education. It will begin the fall 2020 semester with approximately 195 students enrolled in first through graduate years. CBU Architecture has been the focus of a featured story in the national magazine Christianity Today, has been featured in a story on a local segment of NPR Morning Edition, and has been the subject of stories on local radio and the City of Riverside Public Television Channel, providing evidence of the public interest. In summer of 2020, international journal Dezeen featured work from our school as part of their [virtual design festival](#). The program is heavily involved with the AIA Inland California chapter (both faculty and students). Professor Kaiser currently serves as President of the chapter. Dean Roberson serves on a wide range of theater, film, and art boards and organizations in the community as well as several advisory boards for local high school architecture programs. He has also been highly involved with the AIA California higher education task force and presented material on the new program at CBU in Spring 2020 at the Woodbury University Symposium that drew educators and practitioners together.

At the time of this APR our first graduates have completed the ARE, and the CBU Architecture program ranks at the top of the [NCARB list of pass rates](#) in the state of CA and region.

Mission of CBU Architecture

“To develop architects who demonstrate professional excellence and personal integrity, are

servant leaders in their communities and who live biblically based, missional lives within the profession.”

Vision/Worldview of CBU Architecture

CBU's mission is to provide an educational experience that will help each student find and live their ultimate purpose, no matter where it takes them in their studies, their careers, or in the world. It achieves this goal by integrating a Christian worldview to all areas of study. CBU employs faculty and staff that express a Christian worldview through a personal faith in Christ. The HR policy is mandated by the mission of the University and overseen by the President and Board of Trustees. The architecture program, under the founding Deans guidance, have developed, and continue to support, a program that reflects the following core principles:

- **Serve:** The program enables students to explore existing opportunities, and to envision new opportunities, to serve others through the built environment. It further seeks to impart a deep understanding of the human need for beauty and art, and how architecture can serve that need.

For I was hungry and you gave me food, I was thirsty and you gave me drink, I was a stranger and you welcomed me, I was naked and you clothed me, I was sick and you visited me, I was in prison and you came to me.’ Then the righteous will answer him, saying, ‘Lord, when did we see you hungry and feed you, or thirsty and give you drink? And when did we see you a stranger and welcome you, or naked and clothe you? And when did we see you sick or in prison and visit you?’ And the King will answer them, ‘Truly, I say to you, as you did it to one of the least of these my brothers, you did it to me.’

-Matthew 25: 35-40

- **Social and Environmental Responsibility:** The program teaches students that it is a moral obligation to incorporate the values of integrity, innovation, creative excellence and good stewardship in all that architects do. Part of good stewardship is teaching sustainable, efficient design methods, based on a combination of ages-old common sense and the latest technological tools and technology.

Are not five sparrows sold for two pennies? And not one of them is forgotten before God.
-Luke 12:6

And when they had eaten their fill, He told his disciples, “Gather up the leftover fragments, that nothing may be lost.”
-John 6:12

You are the Lord, you alone. You have made heaven, the heaven of heavens, with all their host, the earth and all that is on it, the seas and all that is in them; and you preserve all of them; and the host of heaven worships you.
-Nehemiah 9:6

You shall not defile the land in which you live, in the midst of which I dwell, for I the Lord dwell in the midst of the people of Israel.
-Numbers 35:34

- **Interdisciplinary Collaboration:** Through team projects and working together with other academic disciplines, the program affirms the value of collaboration as a vital process to achieve the best solutions and to best prepare for future success in the profession.

For the body does not consist of one member but of many. If the foot should say, "Because I am not a hand, I do not belong to the body," that would not make it any less a part of the body. And if the ear should say, "Because I am not an eye, I do not belong to the body," that would not make it any less a part of the body. If the whole body were an eye, where would be the sense of hearing? If the whole body were an ear, where would be the sense of smell? But as it is, God arranged the members in the body, each one of them, as he chose. If all were a single member, where would the body be? As it is, there are many parts, yet one body.

The eye cannot say to the hand, "I have no need of you," nor again the head to the feet, "I have no need of you." On the contrary, the parts of the body that seem to be weaker are indispensable, and on those parts of the body that we think less honorable we bestow the greater honor, and our unrepresentable parts are treated with greater modesty, which our more presentable parts do not require. But God has so composed the body, giving greater honor to the part that lacked it, that there may be no division in the body, but that the members may have the same care for one another. If one member suffers, all suffer together; if one member is honored, all rejoice together.

-1 Corinthians 12:14-26

- **Missional Focus:** The program not only encourages students to experience other cultures, it teaches the importance of serving in a way that respects people, their culture, their environment, their resources, and their values. By teaching students to apply these same principles as architects, the resulting work will always be unique, relevant, respectful, useful, and appreciated within its unique context.

Therefore, go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age.

-Matthew 28:19-20

Though I am free and belong to no one, I have made myself a slave to everyone, to win as many as possible. To the Jews I became like a Jew, to win the Jews. To those under the law I became like one under the law (though I myself am not under the law), so as to win those under the law. To those not having the law I became like one not having the law (though I am not free from God's law but am under Christ's law), so as to win those not having the law. To the weak I became weak, to win the weak. I have become all things to all people so that by all possible means I might save some. I do all this for the sake of the gospel, that I may share in its blessings.

-1 Corinthians 9:19-23

Proximity of CBU Architecture

One of the unique advantages of the architecture program is its location within southern California and the region. CBU Architecture is the only architecture program in the Inland Empire region of Southern California, which includes Riverside and San Bernardino Counties, two of the largest counties in the United States (Riverside County is larger than New Jersey).

Not only does the location provide students with access to a large potential student population, it also provides nearby access to some of the world's diverse urban and ecological laboratories, access to multiple forms of practice, not to mention a massive network of significant American architecture. CBU's location affords it a great opportunity to benefit from a rich blend of the historically significant pre-modern places and architectural heritage, some of the most innovative modern works, and a dynamic variety of contemporary works as well. Students and faculty travel the region on organized field trips and job site visits as well as firm tours and individual excursions. Within a two-hour drive, the architecture and cultural offerings of Los Angeles, the greater Pacific Coast, Palm Springs, and San Diego are at the fingertips of the College. The program is positioned well to serve people and the region of the Inland Empire by providing an outstanding context for architecture studies.

Program's Benefit to the University

Architecture holds a unique place within the University, in that it connects with other artistic and design oriented disciplines, as well as the disciplines of math, science, engineering and others, in a relationship much deeper and more complex than most other fields of study. Our philosophy is that architectural education is the heart of a university in that it is informed by, and informs, all the other parts of the university. Neither can properly exist without the other. The design thinking based education that architects have traditionally received has become more and more valuable to industries of every kind and is driving the world's economy forward.

The architecture program's [Student Learning Outcomes](#) (updated and revised in 2019 as part of long range and strategic planning efforts) are aligned with those of the University in numerous, important ways. The program will prepare students to serve their neighbors and their world, to improve the human condition through improving the built environment, to be leaders in their culture and to live missional lives of authentic, biblically rooted community through architectural practice, dialogue and education.

The program exists within, and is the anchor program of, CAVAD, which serves the University's desire to promote cross-disciplinary learning opportunities both within the College and without. Courses are co-taught by faculty from Architecture/Film, Architecture/Art and Graphic Design/Film and others, and more interdisciplinary courses are planned.

All incoming students in the College begin their education together with interdisciplinary Creative Thought classes to form a common foundation of design understanding and appreciation throughout the various disciplines of the College. The makeup of the College in general has, and will continue to promote natural synergies between it and several other existing majors outside of the college, such as Theater Arts, Communications, Marketing, Math, Science, Music, and History.

For example, CAVAD and the Theater program recently hosted a film screening and panel discussion, the Art program has designed and built stage sets for various theater productions, and CAVAD has teamed with the Natural Sciences, Music, and Behavioral Sciences departments to co-host guest lectures. Architecture in particular has close working relationships with Engineering and Construction Management, with which we enjoy shared access to equipment in the new Engineering facility alongside College of Engineering students. CAVAD is teaming with Behavioral Sciences to offer an art therapy studies degree; and architecture is also positioned for future collaboration with the College of Health Sciences and the School of Behavioral Science with regard to public health and the design of the built environment.

University's Benefit to the Program

Perhaps the greatest challenge we face as educators today is in recognizing the need to ““We are currently preparing students for jobs that don't yet exist...using technologies that haven't been invented...in order to solve problems we don't even know are problems yet” (Richard Riley, Former Secretary of Education). Toward that end, the architecture program is well served by CBU's entrepreneurial institutional spirit, its creativity, and its reputation as an institution that is self-reflective and eager to learn as we grow.

CBU was visited in 2020 by the regional accreditor, WASC Senior College and University Commission (WSCUC), and received a six-year reaccreditation in 2020 (see the WSCUC [action letter](#)). The letter includes areas of strength and areas of improvement that are somewhat

parallel to the development of the emerging architecture program. Both are rapidly growing entities and developing the scaffolding and structure to manage and sustain growth are concerns at both levels. The organization and management of the architecture program does provide a model for other programs on campus that do not benefit from the accountability and required self-assessment associated with specialized accreditation.

The institution's history with program development attests to its ability to develop and sustain a program such as the Master of Architecture. Over the last several years CBU has launched successful and rapidly growing programs in baccalaureate nursing, engineering, graphic design, photography, and allied health, and introduced a new division of online programs, while maintaining enrollment growth in traditional liberal arts programs. WSCUC approved the delivery of the M.Arch. degree in 2013 (see the WSCUC (at that time WASC) [action report](#)).

Despite such rapid growth, this recent regional accreditation, and our [accreditation history](#) overall, has confirmed that CBU has the capacity to deliver existing and emerging programs in an educationally effective manner and has the infrastructure and support necessary to ensure success of the academic programs. Architecture has taken its place within the fast paced, rapidly emerging culture of the University as an entrepreneurial, forward thinking program, devoted to innovative and progressive educational possibilities.

The university is also deeply committed to providing the appropriate support for faculty growth, physical, financial, technological and informational resources, and academic development that allows the architecture program to mature and thrive.

CBU is also unique in its commitment to spiritual life of students through various programs such as [International Service Projects \(ISP\)](#), [United States Projects \(USP\)](#) and [Summer of Service \(SOS\) \(United States and International Service projects\)](#). Practically speaking, this means that graphic design faculty lead design teams to Prague and New York City; nursing faculty lead nursing students to operate clinics in the rural villages of South Asia; music faculty lead music students to perform in various public venues in China, and behavioral science students do ethnography in a village in the Middle East. The CBU Office of Mobilization refers to this as the hybrid model, “academics on missions.”

According to a survey done in 2010 by the International Mission Board, of 400 colleges and universities across the country, CBU is sending more students on short-term service projects than any other institution in the country, public or private. The Architecture program is committed to and is in the planning stages to join the other disciplines of CBU in uniquely allowing students to employ the knowledge and skills gained in the classroom in meaningful and enduring service to their fellow man. We are currently connected to several ministries with worldwide reach where service opportunities exist. Some of our partners include [100 Fold Studio](#), [Engineering Ministries International](#), and the CBU chapter of Freedom by Design.

Liberal Arts Core Education

The educational effectiveness of our programs is assured in several ways. All are grounded in the university's program of general education designed to give students a well-rounded background in the liberal arts. This approach to GE affords students the opportunity to select 45 to 55 units of coursework that is particularly well-suited to their interests and program of study while maintaining proper balance among liberal arts, grounded in four domains: the natural world, the political world, the social world and the cultural world.

Courses in these four domains encompass art and music, math and science, language and literature, behavioral sciences, history and political science, philosophy, and Christian studies. Courses designated as appropriate for general education are populated by students from a variety of majors, creating a rich dialogue of perspectives around a wide variety of topics relative to the liberal arts.

The remaining units comprising the minimum 168 units of the M. Arch. build on this broad foundation and provide students with a specific lens through which to focus their discipline specific learning. The original design of the M. Arch. program was developed by the founding Dean, in conjunction with numerous advisors from academia and the architecture profession. It has subsequently undergone a number of reviews and refinements as a result of input from accreditors, professionals, new faculty, and students. The program takes full advantage of the breadth of general education available across the campus, and actively finds ways to cooperatively join the architecture program with as many other diverse programs as possible.

We believe that a broad knowledge of the world is essential in creating good architects who understand the deep complexities of the work that they are tasked to do. All new programs, including architecture, are approved at several levels beginning in the school or department, continuing through the Undergraduate and/or Graduate Curriculum Committee, the Executive Council, and finally the Board of Trustees. This multilayered review ensures not only the academic quality and educational effectiveness of the curriculum, but the continuity of the Christian liberal arts tradition that is essential to our institution.

I.1.2 Learning Culture

Learning Culture - CBU

The learning environment at CBU is very unique and continues to be founded on the principles of a Biblical, Christian world-view, which were laid out in our original application for candidacy in 2012. CBU believes that there is an overarching purpose for everything we as human beings do, including the acts of teaching and learning. Understanding, finding and pursuing this purpose is paramount to every facet of a CBU education. This philosophy is declared by the countless banners, signs and pieces of clothing seen across the campus proclaiming the phrase "Live Your Purpose." This is also exemplified in the expectations for student learning at CBU, which focus on [six University Student Outcomes \(USOs\)](#) approved by the Board of Trustees in 2002. Of the six outcomes, two specifically address the values of optimism, respect, sharing, engagement, and innovation foundational to the M. Arch. program in particular.

- Students will respect diverse religious, cultural philosophical and aesthetic experiences and perspectives.
- Students will implement a personal and social ethic that results in informed participation in multiple levels of community.

In 2010, CBU embarked on a marketing campaign to make students more aware of the intended learning outcomes for all students. The six USOs were captured in what has become known as the "Core 4," which provide the foundation of CBU's current "Live Your Purpose" campaign. By preparing students who are **Biblically Rooted, Academically Prepared, Globally Minded, and Equipped to Serve**, CBU seeks to enable every student to live the purpose for which they were created. Each of these core values has been assigned an icon.

These icons have become a prominent feature on campus banners and on syllabi promoting these institutional values and linking them to Student Learning Objectives (SLOs) at the program and course level. These values are also linked to co-curricular activities such as dorm life, community and international service activities, and athletics.

Appreciation of these values and expectations for social, academic, and professional conduct begins early in an individual's experience at CBU. Faculty and staff are provided with a robust orientation experience. For faculty hires, this consists of a two-day intensive workshop at the beginning of the fall semester and continues with regular workshops throughout their first year. Students receive several days of orientation at the beginning of their first semester and at special "Step Ahead" events throughout the summer, as well as a Freshmen Focus group experience their first year at CBU. This Freshman Focus experience orients students to the college environment and addresses topics such as time management; health and safety; support resources including the [Academic Success Center](#), [Annie Gabriel Library](#), computer labs, faculty office hours, the counseling center; or mobilization opportunities for ministry service opportunities through CBU [Serve Global](#) or [Serve Local](#).

Policies relating to learning culture for faculty and staff can be found in the [Employee handbook](#), which includes sections for both faculty and staff; the [Student handbook](#); and University catalogs. Departmental or discipline specific policies guide students in appreciating these values and understanding program-specific policies throughout their tenure at CBU and into their professional careers.

At the University level, the Faculty Senate is the representative body of the entire faculty at CBU. The Senate acts as a whole, or in committees and task forces, to address a wide range of academic and administrative issues. Each year the CBU College of Architecture, Visual Arts & Design elects a full-time tenured or tenure-track faculty representative to serve on the Faculty Senate. CAVAD is being represented during the 2017-18 academic year by Art Professor Simcoe, and the previous year by Art and Architecture Professor Dr. Papineau, 2018-19 by Dr. Papineau and Professor Kaiser, and 2019-20 by Professor Kaiser and Photography Professor Christopher Kern.

Student Outcomes, Retention, and Persistence

CBU devotes an extraordinary amount of attention to student success and outcomes. The university publishes all data regarding graduation rates and persistence through the Office of Student Success. Data on student achievement can be found [here](#).

Learning Culture - Architecture Program

The Learning Culture of the architecture program is based on the same fundamental principles as those of the university as a whole, but has continued to develop more specifically in relation to the needs, direction and specific mission of the program. This is another aspect of the program that has come into much clearer focus since our initial application for candidacy in 2012. The program promotes a learning culture based in communal, interdisciplinary, hands-on learning, and promotes work/school/social/spiritual life balance, mutual respect and holistic health and well-being. The internal and external policies and purposes of the architecture program are guided by the simple edict of Matthew 27:37-40:

“Jesus replied, “You must love the Lord your God with all your heart, all your soul, and all your mind.’ This is the first and greatest commandment. A second is

equally important: 'Love your neighbor as yourself.' The entire law and all the demands of the prophets are based on these two commandments."

The [Studio Culture Policy](#) was originally developed and approved by the architecture students in fall of 2013. It is presented and explained at the beginning of each school year, is communicated continually in multiple forms (hard copies handed out to students and posted in studios, linked on website) and is explained to and reconsidered each year by the students. The students were asked by the program to review and update the studio culture policy in spring 2018. The students elect class representatives to populate the Student Advisory Council, functioning as the representative voice of the students in the establishment and development of program policies and guidelines.

Another developing initiative will also have an impact on student learning culture. Dr. Niermann has developed a CBU Architecture Research Institute which is recognized by NCARB and concluding its third year of operation. The Church Design Research Institute (CDRI) is a non-profit organization that directly engages with and participates in the research, data-driven design development, and practice of architecture as it relates to Protestant Church design. CDRI provides design research for the practice of church design in general, and provides design research, design, and planning services for congregations with limited budgets who are not able to obtain these services. Consequently, the work of CDRI directly influences the practice of Protestant church design, which in the American context numbers approximately 350,000 congregations.

Part of the strategic plan of the program is to continue to formalize our visiting lecture and exhibit series to build upon a lecture-by-invitation and as individual courses demand approach. CAVAD has offered several guest lectures including: Heatherwick Studios London, ShoP Architects, Juan Moreno – JGMA Chicago, Marco Eacrett, Principal, PBK, HMC Architects, Ontario CA, Mel McGowan, President, Visioneering Studios, Irvine CA, Chris Grant, Senior Visualization Artist, HMC Architects, Ontario CA, Joanna Waterfall, Owner – Waterfall Design, Geoff Gouveia, Artist, Jim O'Heir, actor, Becky Sullivan, sound designer/editor, Rick Archer of Overland Partners, and Damon Hernandez, IDEAbuilder, Jeffrey Holmes – SOM & Woods Bagot, Nathan Kim – Gensler, Keith Bontrager – Bontrager, Ravi Swihney from RKS Designs, Peter Ochs, and John Justis. The program has a new gallery space as a result of renovations in Summer 2019 and has hosted exhibits of student work from the 2019 Global Engagement program in Italy in the Fall 2019 and the work of Artist/Architect David Baird in the Spring/Fall 2020. Due to the pandemic a [matterport virtual exhibit](#) of this show was developed and made available online.

Field trips to significant works, job sites, and regional offices are also a regular part of the CBU architecture student experience. Locations included: 5+ Design in Hollywood, CA, Modernism Week in Palm Springs, CA (which includes a private tour of the Siva House, by Hugh Kaptur and Albert Frey), the Salk institute in San Diego, CA, the Schindler-Chace House in Los Angeles, CA, the Getty Center, Inner City Arts by Michael Maltzan, Gensler Architects, Walt Disney Concert hall, and Our Lady of Angels Cathedral, among others.

The program faculty have presented and participated in various program specific conferences including: the Beginning Design Student Conference, the Now/Next/Future Conference, the Architecture Record Innovation Conference, the Licensing Advisors Summit, NOMA conferences, and the ACSA annual and Administrators conferences.

In addition to the architectural coursework, architecture students participate in a two course interdisciplinary sequence on creativity. In their first year, students from across CAVAD, representing eight different creative majors, all participate in *DES 110 – Creativity: Process and Purpose*. In this course, students are introduced to creativity through discussion and interdisciplinary project-based learning. The course provides overview and practice of creative processes (e.g. ideation, research, empathy, proto-typing, etc), in-depth discussion of the theological foundations for creativity, and practice for developing creative habits. As such, DES 110 acts as a shared foundation anchoring students in a biblical reference for creativity, and establishes a culture of design success shaped by the establishment of creative and character habit formation. Third and Fourth year students complete the second course: *DES 310 – Creativity: Context and Community*. Having established habits of creative practice and skill sets within their discipline, students come back together in interdisciplinary teams to apply their skills to ‘Loving God and Loving their Neighbor’ by completing context specific projects that serve the broader community, thereby experiencing and living out CBU’s Great Commission emphasis.

I.1.3 Social Equity

Diversity

The university is bound by Title IX requirements with regard to faculty, staff, and students. Title IX includes equal opportunity employment and affirmative action. The university has a Title IX officer that conducts training of faculty and staff in all aspects of the regulations. All policies related to Title IX can be found [here](#).

CBU Faculty and Staff Diversity

CBU has radically diversified over the past 5-10 years, especially with the addition of increasing professional programs and because of cultural influences related to equity and inclusion. The program enjoys very strong gender and ethnic diversity and seeks to continue to more thoroughly reflect the demographics of the students who are served. Current demographics data and trends can be found with regard to students, faculty, and staff [here](#).

CBU Student Diversity

Though the early history of CBU was characterized by young people from regional Baptist church affiliated families and backgrounds, trends in current student demographics show strong growth in the enrollment of minority students, first generation college students, and increasingly commuter/working students. CBU receives federal Title III and Title V funding and is designated as a Hispanic Serving Institution (HSI), reflecting our increased service to a diverse student population more reflective of the region as a whole. CBU has made it a priority to admit a diverse student body and provide equitable financial aid to support students of all means. A summary of Pell grant distribution can be accessed [here](#). A diverse population of students is likewise welcomed by the architecture program and the variety of experiences and backgrounds adds richness and depth to the cultural milieu of the program. Freshmen retention rates can be found [here](#).

Institutional Diversity Initiatives

The university seeks to intentionally engage in searches and recruiting strategies that result in increased gender and ethnic diversity in all aspects of university life and seeks diverse applicant pools for faculty and staff positions. The university is committed to interviewing and hiring a diverse workforce. The university places importance on this by including diverse faculty and

staff on search committees for open positions. Directors and Deans are encouraged to reach out to personal contacts and networks to populate candidate pools with a diversity of candidates. The architecture program, although still in its early years, has already achieved some success in reaching a diverse audience of both students and faculty, based both on the diversity efforts of the university and those of the program.

Architecture Diversity Efforts

The architecture program has been very intentional in seeking increased gender and ethnic diversity. With regard to student recruiting, the architecture program has participated in the [AVID](#) and [ACE Mentoring Program](#) in area high schools, which exposes and mentors high school students in opportunities for careers the creative and built environment disciplines. Our program is heavily invested in regional NOMA programming and outreach efforts. Our Summer Design Camps have included less advantaged regional youth, including participants from a special program of the Riverside County Correctional Services department, as part of an effort to create a vision for a career in architecture and design disciplines. So far our efforts to support a diverse audience have been tremendously successful, as revealed in our student demographics. The program prioritizes scholarship and grant development as part of the strategic planning efforts. The NOMAS chapter of the CBU architecture program is very active and has participated in the NOMAS national student competition each year since 2017 and placed with an honorable mention among 20 other schools of architecture that year. NOMAS leader travel is partly funded by the program, and supporting grants from local offices to support and encourage these efforts have assisted as well.

CBU and the Architecture Program advertise open faculty/staff positions in a wide-ranging variety of venues in order to attract a diverse pool of respondents. These include the CBU website, monster.com, LinkedIn, Christianity Today, Relevant Magazine job board, ACSA, AIA, AIAIC, NOMA, Archinet and others.

Non-discrimination Policy

CBU's *nondiscrimination policy* is stated in University catalogs and the student handbook, and as described below. Sexual harassment and discrimination policies are consistent with [Title IX](#) requirements. Provisions for students with mobility or learning disabilities are made in compliance with ADA regulations, and syllabi are ADA compliant. All buildings have wheelchair ramp access and elevator access to all parts of the buildings. Sign language interpreters are available for students needing these services. The Academic Success Center helps coordinate [all accommodations](#) as needed. CBU does not require students to sign a statement of faith as a condition of admittance or attendance. All faiths are welcome as are students who hold no faith commitment. Faculty and staff, however, must be practicing Christians. CBU bylaws require that 51% of the full-time faculty be Baptist in belief and affiliation. California Baptist University does not illegally discriminate on the basis of any protected category. It does maintain the right to discriminate as it relates to the category of religion so as to fulfill its religious purposes, so as to be compliant with the Baptist Faith and Message. California Baptist University is exempted by the state from California Education Code 66270 to the extent the application of California Education Code 66270 is not consistent with the institution's religious tenets. California Baptist University retains all rights afforded it under federal law and the laws of the State of California.

With the exception of religion, CBU's policy prohibits unlawful discrimination based on race, color, creed, sex, pregnancy, child birth, national origin, ancestry, age (over the age of 40), marital status, physical or mental disability, medical condition including genetic characteristics,

veteran status. Likewise, the University prohibits discrimination against an employee's opposition to any violations of law, associations with any of the individuals who are described above as being protected by law, or any other consideration made unlawful as it applies to CBU, by federal, state, or local laws. CBU likewise prohibits unlawful discrimination based on the perception that anyone has any of the characteristics referenced above, or is associated with a person who has or is perceived as having any of those characteristics as referenced above.

I.1.4 Defining Perspectives

A. Collaboration and Leadership:

The CBU Architecture program believes scripturally-consistent teaching requires the inclusion of collaboration and leadership skills within its values, and also provides key insight into the definition and application of these values. In particular, we believe that Scripture calls for a unity of skills and gifts (collaboration) not as an end in itself, but as the definition of the church called to gospel witness (1 Cor. 2). Additionally, we believe that Scripture calls leaders to be 'agents of reconciliation' (2 Cor. 5) through the act of servant leadership (Matthew 20:28; Mark 10:42-25, John 13:12-15, Philippians 2:3-8).

Collaboration: The College of Architecture, Visual Arts, and Design seeks to create a broad culture of collaboration within the college and the university. As Apostle Paul teaches in 1 Corinthians 2, "God has created man with varying and diverse gifts." Yet despite these differences, He calls diverse individuals to unify under Christ within the church for the service of the gospel witness. CAVAD's culture of collaboration is grounded in this teaching. Diversity of disciplines and gifts – from within CAVAD and within the broader University – are intentionally unified through formal and informal activities, not as an end within itself, but for acts of reconciliation, creation, and ultimate witness of the gospel.

CAVAD has brought together its diversity of gifting in both formal curricular as well as co-curricular activities. Within the formal curricular requirements, a two course sequence, DES 110 – Creativity: Process and Purpose, and DES 310 – Creativity; Context and Community, architecture majors are introduced and provided opportunities to work in collaborative design groups while learning the dynamics of collaborative skills. Working alongside Graphic Design majors, Film majors, Fine Art majors, Photography majors, Interior Design majors, Illustration majors, and Art Therapy Studies majors, architecture students are asked to complete a full design process applied to a variety of project types. Previous projects have included urban design renewal interventions, Disney design competitions, homelessness social interventions, and more.

Additionally, the college offers a variety of special topic interdisciplinary courses. Previous topics have included Architecture in Film, Advanced Design for Emerging Media, AR / VR, and more are expected as the College expands its offerings.

The curriculum regularly integrates courses, students, and faculty with the College of Engineering. The materials and methods course (ARC280) and structures courses (ARC393 and ARC493) are taught by Engineering faculty or practitioners, and in most cases they play a role as consulting engineers on studio projects. ARC280 is paired with ARC210, Design Studio I; and ARC310, Design Studio III integrates structures course, ARC393. The ARC312, Design Studio IV integrates studio subject matter from ARC385, Luminous and Sonic Environmental

Systems. ARC410, Design Studio IV (the integrated design studio) is integrated with the structures course, ARC493 and the environmental systems course, ARC480.

Diversity of gifts are also brought together for collaboration through informal curricular activities. Faculty regularly and intentionally seek cross-disciplinary studio based interaction. Faculty are involved with collaborative discussions and efforts toward establishing linkages with Art, Graphic Design, Photography, Theater, and Philosophy/Theology faculty on a regular basis.

Although these collaborative structures are key for learning and exploration, for CAVAD, scriptural demands on collaboration seek to move its products from self-serving exploration to applied reconciliation and gospel witness. Therefore, CAVAD and CBU intentionally provides and encourages extra-curricular collaboration opportunities which aligns with its service oriented mission. Architecture students participate in service projects with other students outside their major and college globally (International Service Projects – ISP). These opportunities, the mission of CBU, and the interest of the students who choose to study here reinforce a particular interest in architecture for the common good, public-interest design, and leadership in service to humanity through missions.

Leadership: Through our many relationships within the architecture profession, we have identified leadership skills as some of the most sought-after skills in the field. We recognize this need, while simultaneously recognizing the need for effective leaders in the profession to live ethically, serve their clients, participate in community, and bear witness to goodness, truth and beauty. Thus, the architecture program looks to the scriptural model of leadership exemplified by Christ in his teaching in Mark 10:42-45. In this teaching, Jesus explains that those who will be great must serve, and those who are first must be servant of all just as the Son of Man came to serve and not be served. Within the architecture program, students are provided opportunities to both explore and live out the model of servant leadership. Faculty and staff strive to model these attributes of leadership.

Our program includes numerous studio projects, student organizations, and service opportunities that are specifically intended to build foundational leadership skills including project management, teambuilding, consensus building, and business development. This emphasis on leadership is formalized within the curriculum, within the culture of the architecture department, and within extra-curricular student leadership opportunities.

Within the curriculum, ARC 370 Professional Preparation dedicates one third of the course to the history of professionalism, one third to career development strategies, and one third to the “theology of work.” These foundational leadership content areas effectively prepare our students for future leadership success.

Within the culture of the architecture program, students are offered leadership opportunities which seek to provide formalized feedback structures for the program. These positions include formalized studio representative positions, student advisory council positions, and student recruitment representatives.

Additionally, students are offered the opportunity to serve as elected leaders of architecture student organizations including AIAS, NOMAS, Freedom by Design, and ACA (Association of Christians in Architecture). The student leaders of these organizations have played an instrumental role in the creation of the culture of the department including the development and

operation of mentoring structures, social events, professional development, and design competition opportunities.

Lastly, an emphasis in leadership education is placed on developing an entrepreneurial approach to the profession and the emerging economy. To accomplish this, we discuss case studies of how architecture is currently being applied to solve creative, humanitarian, and social challenges in a wide range of industries, many times through interdisciplinary models, particularly in the ARC570 Professional Practice course and the BUS506 Entrepreneurialism course. We further challenge our students to identify and propose new real-world opportunities that will be discussed and evaluated. We desire our students to see themselves as pioneers who are well equipped to blaze new trails, finding new and meaningful applications for architectural knowledge gained at CBU and in their continuous educational development as graduates and practitioners.

B. Design:

The CBU Architecture Program is centered on a multi-faceted and holistic understanding of design rooted in biblical theology, Christian ethics, and missional / practical application. This approach considers the unique perspective of the individual designer (Romans 12:2), the necessary accumulation of objective truths and/or collective knowledge (Romans 1:19-20), and the global reconciliation impact of architecture to humanity (2 Corinthians 5). At CBU, design excellence is defined by a fullness in the reconciliation of these factors, in addition to the conventional expressions of design excellence found at other schools of architecture.

This understanding shapes the culture of design and curriculum through a valuing of 1) the formation and renewed individual viewpoints through formal and informal scriptural education, and the breadth of the required and available liberal arts educational opportunities; 2) a design process informed by design thinking and design research which emphasizes empathy, analysis, research, generative strategies, ideation, evaluation, and communication; and 3) the belief that the purpose of architecture is to enhance human life, in all its diversity, rather than as an end to itself, thus requiring a deep consideration of human engagement with, and use of, the built environment.

This design culture is then reinforced and expanded through eight distinct design studios that are each focused on different aspects of design, the design process, design strategies, design research and technical expertise, culminating in several comprehensive learning opportunities. These studios are the core of our curriculum, and provide integration between design and technical courses at multiple points. Design research instruction is also threaded throughout the design curriculum, sometimes culminating in the optional graduate thesis proposal and project largely defined by the student and developed with an intentional degree of independence.

C. Professional Opportunity:

CBU Architecture highly values both thorough preparation of our students for full spectrum of possible architectural practice and the involvement and connection of working architects with our students at every phase of their education. Architects help develop and assess our curriculum. We have professionals teaching courses, reviewing projects, guest lecturing and speaking in classes. Our students visit architecture offices and construction sites. Our curriculum includes a required internship, and we have architects near and far providing

internships for our students. ARC370 Professional Preparation, which is a required third year course, leads the students through understanding of and registration for AXP, introduces the many branches of architectural service, introduces concepts of leadership, and leads students through preparing their first resume and portfolio. This course is the prerequisite for the required internship course, ARC491 Architecture Internship. Then, ARC 570 Professional Practice, a required graduate level course, provides detailed insights to the inner workings of an architecture office, and to the varied and vital responsibilities inherent in the profession. Through this required professional practice sequence, we strive to emphasize the importance of understanding the language, processes and purposes of professional architecture practice through providing students a real-world context for what they learn in the classroom.

The professional development of CBU architecture students also benefits from the presence of an engaged, informed Architect Licensing Advisor. Our advisor connects students with the information, resources and opportunities associated with NCARB and the Architecture Experience Program (AXP).

One of the express goals of our interdisciplinary activities (curriculum, guest lectures, activities) within the architecture program and CAVAD is to expose our students to many non-traditional examples of how the design thinking skills they are learning have real value in the wider world. Through these avenues, we also strive to expose our students to the wide variety of professional paths for which their skills and knowledge prepare them, and to the value of collaborative thinking, learning and working.

We believe our students need to understand the profession for which they are preparing as thoroughly as possible, to start to see not only how they will fit into it and the value of how their education is preparing them for it, but also to begin to understand the possibilities of evolving and advancing this vital profession. Therefore, it is of great importance for us to display, demonstrate and explain the connection between their academic curriculum, their faith understanding, and the profession that awaits them.

D. Stewardship of the Environment:

A biblically considered worldview calls us to be stewards of the creation that God has created, affirmed, and entrusted to us. Genesis Chapter 1 tells of the creation of the world, "In the beginning, God created the heavens and the earth." Following in Genesis chapter 2, God entrusts his creation to the care of the human race, and places a mandate on humanity to be stewards of this creation. This inherent responsibility places us as the caretaker of creation, and shapes our perspective on environmental stewardship.

In addition to the Biblical stewardship mandate found at the start of the Bible, the final chapters of the Bible reinforce the value of the material world alongside the spiritual world. Biblical eschatology teaches the reality of a "new heavens and new earth" at the final return of Christ. This teaching of a renewed, redeemed, and resurrected earth follows the example of the resurrected Christ, and speaks to a future reality when the fallen state of the world will be fully redeemed. Thus, through the model of Christ and the teachings of the "new heaven and new earth", the notion that 'spirit' is good and all material will pass away is nullified – effectively validating the goodness of material creation while simultaneously recognizing its need for redemption.

Therefore, our motivation and grounding for creation stewardship flows from the totality of the Christian story - from initial stewardship mandate to eschatological affirmation of a redeemed material / immaterial world. This grounding stands in contrast with a position of sustainability which finds its merit in a narrative of ultimate survival for the human race, and admits a larger overarching narrative of natural history. Or in other words, stewardship is not only important to us because we can observe the apparent effects of climate change and the effects of industrialization upon the ecosystem of the earth, but also because we have a spiritually guided view of the world. Thus, we seek to educate our students how to design our built environment in ways that fully considers the real considerations of climate change mitigation, is faithful to the joint importance of the material and immaterial world, and aligns with the scriptural mandate to care for creation. This education includes instruction on designing the built environment thoughtfully toward resource reduction, regeneration, and education of our future employers and clients on this 21st century concern.

The new ARCH building did not involve enough renovation to qualify for LEED for Commercial Interiors, but all of the specifications related to the renovation have been guided by sustainable building practices like optimizing lighting electrical consumption through led fixtures, daylight sensors and occupancy lighting controls, employing task lighting, low/no VOC finishes and paint/sealants, and careful recycling programming (the campus is served by a single stream recycling program for waste management). Our expectation is the knowledge of the faculty and the context of the work space will contribute to a stewardship mindset that reflects the faith based mission of the university with regard to prevalent philosophies of stewardship already championed by a Christian worldview.

Professors Duemer, Walder, Greene and Kaiser have each been involved in progressive architectural practices (SOM, Serena Sturm, EHDD, Gensler) that specialize in green building and high performance architecture. Dr. Ogoil is the resident expert on sustainability and conservation theory and weaves his knowledge together with theological considerations. History and theory courses, primarily delivered by Dean Roberson and Drs. Papineau and Niermann, integrate stewardship of the natural and built environment while considering theological and Christological considerations.

Finally, with regard to our courses that shine a light on this factor in the design enterprise, the building systems courses, ARC380 Thermal and Environmental Systems and ARC385 Luminous and Sonic Environmental Systems are integrated with design studio courses, considering stewardship as a component of integrative thinking. The ARC480 Advanced Sustainable Systems is an advanced, in-depth look at the far-reaching impact of stewardship in our work, the theology of the matter, and practice approaches to affect change in the natural and built environment. Each design studio is designed to integrate an element of stewardship, building toward a whole upon completion of the degree program.

E. Community and Social Responsibility:

The philosophy of service learning is part of the foundational ethos of CBU and specifically of the architecture program. As scripture teaches, the two greatest commandments are to Love God with all your heart, soul, and mind; and to love your neighbor as yourself (Matthew 22:36-40).

It is our goal at CBU Architecture to help our students understand, embrace and pursue architecture in terms of a greater purpose. And it is through seeing their professional lives as their opportunity to live their purpose that will allow them to impact their profession and their culture in powerful, meaningful ways. This means teaching our students that to be an architect is to take on a great responsibility to serve their neighborhoods, communities, cities and world. Our call is to understand that our responsibilities don't end with the completion of construction, and to leave the places and people we engage better off after our jobs are done than they were before we started.

We provide many opportunities for service learning through the extra-curricular university structures of our Global Engagement programs like International Service Projects (ISP), and are developing our own curricular and extra-curricular opportunities to engage our students in service learning both locally and internationally, through efforts such as Freedom by Design and international ministry internships with EMI and Hundred Fold. The program has actively participated with the City of Riverside and other local and international partners, on design projects that allow our students to lend their architectural expertise in the service of their neighborhoods and nations. Our students have partnered with the City of Riverside in a re-design of several portions of the downtown core, as downtown becomes more accommodating to the growing residential population. Our program has also been involved in a design project to redefine the perception on homelessness in Riverside, a priority initiative of the mayor.

We have developed learning objectives for our service learning projects that will help our students see all aspects of the potential impact, both good and bad, of an architecture project.

The learning objectives developed to date are:

- To develop an acute awareness of social needs specific to the context of a project, and the ability to identify a range of needs that others might overlook.
- To learn that when finding solutions to needs, all factors must be considered, resource usage, local/regional employment opportunities, and the impact of the process and the project on the daily life of those who use and experience it. This includes finding solutions that respect, honor, and involve those impacted as much as possible – in the decision-making processes, through respectful communication, throughout the life of the project.
- To learn the importance and impact of locally sourced supplies and materials and the impact of energy use, resource use and waste, all with the long-term view of the sustainability and resiliency of the buildings we create.

We are dedicated to the scriptural teaching of 'loving your neighbor as yourself', and the living out of this command through the proposition that architecture as a powerful opportunity and tool for service. As we explore the growing opportunities to serve our city and beyond, we are giving our students the opportunity to see the impact of architecture and design, in action, in real-world scenarios. This focus is providing them the opportunity to better understand the power of architecture to impact the lives of the people we serve, and is a vital part of what we do and a reflection of who we are.

I.1.5 Long Range Planning

Long-range operational planning and assessment are integrally linked at CBU. Planning occurs at each level of the University, including a [Comprehensive University Plan](#), and Academic Affairs Plan, a CAVAD plan, and the Architecture Plan. Each program is required to develop a five-year assessment cycle plan that examines a defined element or set of elements of the program each year and culminates in a comprehensive program review by an outside content expert every five years. This system enables faculty to bring their professional and pedagogical expertise to the development, implementation and revision of curriculum; and provides program directors and deans evidence that helps them make informed decisions that drive budget, faculty and staff hiring, and other long-range planning and decision making.

Strategic Planning and Goals

Strategic Goals are set at three levels with regard to the architecture program including: Department, College, and University. Planning for the Architecture Department is found in the Department of [Architecture Strategic Goals](#) and was begun in earnest during the 2017-18 academic year following a Blue Sky retreat, building upon the existing long range plan and goals of the program, and looking forward past initial accreditation. Prior to its development the department strategic planning was nested centrally in the CAVAD plan. The planning for CAVAD is found in the [College of Architecture, Visual Arts and Design Strategic Goals](#). The next level of planning goals are found in the [Academic Affairs Division Strategic Goals](#), which then contribute to the [CBU Strategic Goals](#). Strategic planning and goal setting/tracking is a comprehensive university system and interconnected with other units and budgetary planning.

I.1.6.A Program Self-Assessment

In addition to the regular review of curriculum and programs, the faculty of the department meet regularly to discuss business of the program and conduct environmental scans to strengthen the existing program and introduce incremental improvements to the program. Through [monthly department meetings](#), [retreats](#), focused topical deep-dive discussions (such as developing a [pre-architecture studio content matrix](#), or strategies for continuing to improve the emerging thesis process), and informal discussions amongst themselves, students, advisory council and others, the level of discussion and enthusiasm for growth is outstanding and a strong characteristic of the program. With a young program, assessment is happening virtually at every department meeting and retreat. Tooling the curriculum is an on-going process, though it should be noted that that tooling is now slowing and becoming more about developing depth and refining than implementing curriculum for the first time. The NAAB process and a current WASC process are ensuring program self-assessment is taking place.

I.1.6.B Curricular Assessment and Development

According to University procedures, and with the input of the architecture faculty, the architecture program has chosen a subset of its Student Learning Outcomes to assess every year for five years, so that the effectiveness of teaching all of the SLOs will be assessed in a five-year cycle. Each year, student grades and other assessment data collected in courses connected to the selected SLOs are examined and assessed in regards to an established benchmark. Results are then evaluated and a plan for improving performance is determined. At the end of the five-year cycle, program and university assessment administrators and an outside academic reviewer will review the entire program, including the yearly plans for improvement and their results. The results of this five-year review will inform faculty hiring, budget increases

and other institutional long-range planning. This system is the established, university-wide assessment process. The architecture program completed its five-year review in 2018-19 academic year and is now in a new cycle with new SLO's.

The process is grounded in a series of documents found in the [Architecture Assessment Portfolio](#). The first document found here is the Program & University Student Learning Outcome Curriculum Map, which graphically lays out the program Student Learning Outcome(s) expected to be met by each course, and whether that SLO is expected to be Introduced, Practiced or Demonstrated. The next document found is the Overall Assessment Plan, which graphically lays out which SLO(s) will be assessed each year of the five-year assessment cycle. Next is a series of Annual Assessment Plans and Yearly Assessment Reports, which lay out who, how and when each SLO will be assessed during each year (A-Plan), and then summarizes the results of the assessment and proposes action plans (Y-Report). There will be an A-Plan and a Y-Report for each year of the five-year cycle. This climate of on-going self-reflection and quality assurance also allows students a voice in planning and assessment through regular course evaluations, student forums, and focus and advisory groups.

Section 2. Progress since the Previous Visit

The last visit to the CBU Architecture program by the NAAB was in the fall of 2018 for the Initial Accreditation visit, resulting in a full 3-year term of initial accreditation. All relevant records from that visit are archived [here](#). The 2018 VTR noted no “Causes of Concern.” The following 3 items were notes as not met and corrective actions are noted per item.

II.1.1 Student Performance Criteria

Visiting Team Report [2018]:

B.3 Codes and Regulations: Sufficient evidence of student achievement at the prescribed level of ability was not found in student work. ARC 310: Design Studio III provided quiz evidence reflecting possible understanding, but student design work did not provide evidence of ability in satisfactorily applying accessibility and life safety regulations. Additionally, review of studio projects produced later in the curriculum evidenced similar lack of ability on these matters.

Program Activities in Response [Year of previous visit [2018] – Year of APR [2020]]: ARC410, Design Studio V, which also serves as the comprehensive/integrated studio included this SPC in the previous visit but adequate evidence was not provided. This has been corrected since the last visit.

B.10 Financial Considerations. The work produced for ARC 310: Design Studio III shows minimum evidence of Understanding financial feasibility. The syllabus for ARC 570: Professional Practice lists financial considerations but there is no evidence of understanding of construction cost estimating, construction scheduling, operational costs, or life-cycle costs.

Program Activities in Response [Year of previous visit [2018] – Year of APR [2020]]: ARC570, Professional Practice included this SPC in the previous visit but adequate evidence was not provided. This has been corrected since the last visit.

II.4.1 Statement on NAAB Accredited Degrees

Visiting Team Report [2018]:

The language identified in the program’s promotional material does not match that which is found in the *NAAB Conditions for Accreditation*, Appendix 1.

Program Activities in Response [Year of previous visit [2018] – Year of APR [2020]]: The matter of listing a 6 year maximum term of accreditation in some of the media was corrected to 8 years immediately after the site visit in 2018.

The program has entered what it colloquially refers to as v3.0, retiring some of the initial pre-accreditation assumptions and speculation (v1.0, yrs 0-3), galvanizing strategies and objectives that have stuck and become part of the culture and ethos of the program (v2.0. yrs 4-6), and striking forward with a more mature faculty cohort and emerging culture and footing. Some of the more significant changes that are underway include a rapidly growing student body and faculty, supporting an increasingly diverse community, filling out the newly renovated ARCH facility, establishing graduate scholarship endowments and assistantships, expanding studio

elective and open elective options made possible with continued growth, and establishing a rapidly growing cohort of graduates of the program.

The program finished 2019-20 remotely like many schools, endured the uncertainty of the summer of 2020, and began the 2020-21 academic year with a resilient spirit. Enrollment melted slightly among the 2nd through 5th years, yet nearly doubled in the entering 1st year class and among transfers marking the largest enrollment year in the program to date at approximately 200 students. Growth has been steady and measured, and the program expects to continue a growth trajectory of 10-15% for the next 2-3 years. The adjunct faculty pool continues to grow, bringing additional specialized expertise and flexibility to the program. Outside applicants to the graduate degree continue to show interest, particularly related to the fusion of Christian mission and architecture. The program is the largest private protestant Christian professional architecture program in the country and is poised for continued growth. CBU Architecture is meeting the needs of the community by providing emerging talent and leaders to the Inland Empire and region, and as of the writing of this APR, maintains the highest NCARB pass rates of architecture programs in the state of California. The professional focus of the program, energetic faculty connected to both evidence based research and creative practices, and community-minded graduates is a recipe for success that has shown great promise and momentum in its early, formative, years.

Program Response to Change in Conditions. The program is transitioning to the new 2020 Conditions and 2020 Procedures changes by making adjustments to its archiving protocols, considering the new evidence requirements in the new C&P, and making adjustments to the new format for reporting. The SC.5 and SC.6 will likely remain the purview of ARC410, Design Studio V, ARC480, Advanced Sustainable Systems, and ARC493, Structural Systems II. The program will closely monitor the reporting requirements during the term of accreditation.

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

Maintaining the human resources necessary to serve its students is a top priority at CBU. Even in the current dynamic economic and higher education climates, faculty hiring at CBU continues to substantially grow each year. While many other institutions have a freeze on hiring, CBU has been hiring faculty in double-digits for the past ten years. Our new colleagues bring fresh perspectives, new ideas, and probing questions that push us to new levels of excellence. Architecture has hired full-time and part-time faculty from around the country and enjoys strong gender, ethnic, and intellectual diversity. The current [faculty matrix](#) includes the rapidly expanding faculty members responsible for delivering the professional program.

variety of types (one-on-one desk reviews, small group pin ups, large group juries), interaction with resident and visiting faculty, consultation with and review by regional professionals, and peer-to-peer review are all part of the collaborative and interactive culture of CBU architecture.

Faculty hiring has been consistently addressed by the university administration and a regular flow of new faculty has occurred parallel to the student enrollment growth. Expanded budget to support student work assistants has occurred parallel to the growth of the unit.

Architect Licensing Advisor

Professor Caleb Walder is the NCARB ALA advisor to the students and has attended the Architect Licensing Advisors Summits. Many of the faculty contribute to NCARB and Certificate discussions due to the fact that many of the faculty are licensed in CA or other jurisdictions and hold certificates themselves.

Human Resource Development Policy / Opportunities

Ongoing professional development for faculty and staff is provided in several ways. The CBU and CAVAD faculty community comes together at the beginning of each academic year for a Fall Faculty Workshop during which time topics of general institutional interest are addressed. Faculty engage in a variety of interactive activities and interdisciplinary dialogue. Activities often include discussions of best practices and pedagogies. During the academic year faculty have at least one opportunity each month, through Faculty Learning Communities, to engage in small breakout sessions, workshops, hands-on activities, and collegial dialogue that suits their research interests and supports their development as teachers. Staff also meet throughout the year for ongoing, task-specific training and education sessions covering a variety of topics such as IT, travel policies and workplace safety. In addition, part of the purpose of the Department Fall Retreat is the professional development of the community within the Department, reinforcing collaboration and sharing, as well as encouraging each other in individual research agenda.

Faculty who wish to pursue development opportunities and research may apply for funds from their school, college, or department, or from the Faculty Development Committee, which supports conference attendance, travel and expenses. In most years all faculty requesting such funds are at least partially supported, and many years we are able to fully fund all faculty who are presenting at 100% with a smaller percentage going to faculty who wish to attend but not present at a conference. Where possible, faculty who serve in programs which require outside licensure or accreditation are encouraged to apply and are given priority. Faculty actively used the development funds, as reflected in the following breakdown:

Basic Break-Down of Faculty Development Activity for 2018-19 Fiscal Year

Number of conferences awarded funding assistance:	193
Total Funds reimbursed for conferences:	\$269,639
Number of microgrants awarded:	8
Total funds reimbursed to faculty for microgrants:	\$37,629

(faculty development activity for 2019-20 are comparable but incomplete at the time of issuing this APR due to COVID)

Additionally, faculty may take advantage of opportunities that are fully funded by the University through programs such as those offered by the Council of Christian Colleges and Universities

(CCCU) or by our regional accreditor, the WASC Senior College and University Commission (WSCUC). Faculty are also eligible to apply for and receive micro grants from the university to support research. Staff can also petition their respective deans for funding to attend outside, professional conferences throughout the year.

Continuing Education Policies

CBU also strongly supports faculty members who wish to pursue terminal degrees in their field of study. Faculty and staff wishing to pursue a terminal degree may participate in a loan forgiveness program that covers up to 75% of the tuition costs of the program at an accredited institution. This program has been instrumental in mentoring Masters level faculty to the doctoral level, particularly in fields such as nursing, with extremely sparse terminally degreed practitioners. Two of the three nursing faculty who received their terminal degrees this year participated in this program. Since the program began in 2005, over sixty faculty and staff have benefited or are benefiting from this program. Staff are also eligible to obtain a bachelor's degree through a program that covers up to 100% of the tuition costs.

Sabbatical Policy

Sabbatical leaves are granted for the purpose of providing opportunity for faculty to pursue projects of advanced study and research. Application may be made for a leave of one semester or one full year. The faculty member will receive full salary for the one semester leave or one-half salary for the full year leave, as applicable. Criteria, procedures and conditions are available in section 3.301 of the Faculty section of the [Faculty Handbook](#) (v. 2020).

Promotion /Tenure Policy

Criteria used for determining rank, reappointment, tenure and promotion are included in section 3.200 of the Faculty section of the [Faculty Handbook](#).

Faculty are evaluated in four areas: teaching, scholarship (and/or creative activity), service to the institution, and service to the community. Faculty are required to submit annual self-review portfolios as part of the merit pay and tenure and promotion process. The annual portfolios faculty maintain include information on their academic activities and teaching loads; research, scholarship, publications and presentations, and creative activities; service to the institution, such as committee involvement, club sponsorship, or service project leadership; and other community service and civic engagement. These portfolios are reviewed by the faculty member's immediate supervisor and their dean, and are available to the Provost. The Dean forwards annual review letters to the Provost after reviewing the annual recommendation with the faculty member in a one-on-one meeting. If the faculty member is applying for tenure or promotion, the faculty led Tenure and Promotion Committee also reviews the portfolio and letters from the annual reviews and makes recommendations to the Provost. The Board of Trustees has final approval for all tenure and promotion decisions and reviews faculty files for new hires. To date, no faculty have been awarded tenure, though at the time of writing the APR, Dean Roberson and Professor Kaiser have both earned tenure, and additional faculty will follow in the next few years as the program stretches into the second half of its first decade. CAVAD faculty have been successful in earning tenure following the policies of the university.

Non-Faculty Staff

Currently our non-faculty staff (full and part time) consists of:

Karen Heinze, CAVAD office, CAVAD Administrative Secretary

Laura Peretta, CAVAD office, CAVAD Receptionist
 Samantha Naple, Academic Advising Office, CAVAD Academic Advisor
 Steve Emerson, Library Director, Architecture Collection

Additionally, central campus staff assist the program through IT services, student advising and counseling, and the registrar’s office.

Benefits

Both faculty and staff are eligible to take advantage of a generous medical insurance and retirement plan provided by the [CBU Benefits Program](#). The benefits are comparable to other universities in the region and within architecture programs nationwide.

CBU Student Tutoring

The [University Tutoring Center \(UTC\)](#) provides academic support and resources to help CBU students succeed in their lower-division coursework. The UTC offers peer tutoring in one-on-one, group, and supplemental instruction models. Tutoring is available on an appointment or drop-in basis at no additional cost to students. The UTC also works in partnership with university departments, colleges, and schools to assist students in meeting academic goals while participating in such programs. Additional services include academic coaching and mentoring, workshops, study support, and make-up exams. Our new service this year is academic coaching. Our coaches personalize sessions to assist students in improving academic skills, confidence, and academic performance.

Following Lev Semenovich Vygotsk’s zonal proximal development theory, the UTC cultivates the guiding and encouraging relationship between the tutor and the student. The strength of zonal proximal development is using sensitive peer instruction to assist students in reaching their highest cognitive potential. The UTC provides the necessary conditions for students to develop and learn while being guided by knowledgeable peers in their respective disciplines. By helping students discover and develop metacognitive skills, students become self-regulated/independent learners. Tutors support the learning process of students in these 4 ways: verbalizing the cognitive process, challenging and supporting students, understanding culture, and scaffolding the thinking process.

As California Baptist University has grown the University Tutoring Center has continued to see growth in student tutor utilization. A summary of growth of services follows:

Semester	SP16	F16	SP17	F17	SP18	F18	SP19	FA19	SP20
Trad enrollment (FTE)	5068	5587	5181	6048	5507	6507	6026	6887	6315
Total Tutoring Hours	1617	2,160	2,306	2,373	2,527	2646	2740	2945	2799

Academic Advising

The advising model of the university is central, mostly a holdover from earlier generations of the university when it existed as a smaller college. As the institution has grown, colleges and faculty have assumed a greater role in academic and personal advising and mentoring of students. This duplicity adds to the confusion of a typical college student, especially complicated

professional programs like architecture, and even more so programs that are continuing to develop, as has been the case with the architecture program. CAVAD has established a college-based academic advising model that brings academic advising within the college and help to streamline advising at a more local level for students. CAVAD has a dedicated staff person, Samantha Naple, who serves as the single point of contact for all students in the program. The Program Director and Advisor work closely together on issues that inevitably arise in advising such as variance approvals, course requirements review, graduation requirements, and alternative sequencing of classes when appropriate.

Internships

The architecture program requires internships of all M.Arch. students, ARC491 Architecture Internship, during the summer of the fourth year (though a student can opt to take this course earlier). Students are prepared for this internship experience by taking the prerequisite course, ARC370 Professional Preparation in the spring of the third year. Dean Roberson and Professor Kaiser share in the professional preparation course delivery depending upon their schedules, and consequently the management and guidance of students through internship opportunities. At the same time, faculty are very involved in the local and greater Los Angeles practice community and are regularly connecting students with firms. CBU NOMAS, and their faculty advisor Professor Greene, has increasingly played a role in connecting and placing students from underrepresented groups. The goal of the internship course is to expose students to office environments and experiences that cannot be replicated in the classroom. Many CBU Architecture students are first generation college students experiencing professional education and offices for the first time in their families. The goal of the internship program is therefore to introduce students to completely new environments, ease that transition, and mentor graduates accordingly. In situations where an internship is not possible for a 4th year student, the program provides an alternative course ARC492 at the end of the 4th year summer that provides a practice based research project to substitute. The summer of 2020 created some obstacles to some of the seniors, but only 4 students required the ARC492 this year, its first year of being offered.

CBU provides further internship resources and assistance to students, employers, and faculty through the [Career Center](#). The Career Center Internship Coordinator provides assistance to undergraduate students who are seeking volunteer or paid opportunities and those who intend to enroll for academic credit for an internship experience. The Career Center provides extensive job seeking and job placement services to all CBU students, including the professional track students like architecture. It also coordinates multiple career fairs, and in 2020, the architecture program was scheduled to host its inaugural Career Day in mid-March. This was canceled when the University pivoted to remote instruction due to the pandemic. The next Architecture Career day is already scheduled for March 8, 2021 and is full of participating firms who continue to contact the program regularly for talent.

I.2.2 Physical Resources

CBU Campus

The [CBU campus](#) occupies contiguous space along the 91 Freeway southwest of downtown Riverside, CA. A rapidly developing and growing campus population warrants a rapidly growing campus facilities system. Within the past 5 years the campus has built a recreation center, an events center, a College of Engineering, a College of Health Sciences, a new Residence Hall, renovation of the ARCH facility, and conducted a significant amount of renovation and

improvements to the existing campus. The university is currently developing a new campus master plan to guide its future development and growth projections. Narrative accounts of the campus master plan, their content and timelines can be found on the [Comprehensive University Plan \(CUP\)](#) under the Current University Strategic Goals, many of which have to do with growth and facilities.

Architecture Program Facilities

The CBU Architecture program resided in multiple locations over its first five years. From start up in the James building in the first year, then expanding to include dedicated studios and classrooms at the Health Science Campus, to its current contiguous facility in the newly renovated [ARCH building](#), the program has had excellent facility support from the University at every stage of development. In 2017 CBU began planning the relocation of the architecture program to the ARCH building as the College of Engineering departed to move into its new Gensler designed facility in the center of campus. Dean Roberson and Director Kaiser were involved in the programming and planning stages, as well as the build out, probably more so than academic program leaders normally are. The university ultimately invested \$1.9M in 2018 toward the renovation including significantly expanding furnishings for the growing program. This was approximately ¾ of the existing facility. In 2019, the dated front reception and conference room area was gutted and converted to a reception/gallery, further enhancing the quality of the building to students as well as guests by providing a modern, polished space for architecture exhibits. 2020 was earmarked for another \$400,000 renovation of the existing library into new graduate studios, moving the library in the current graduate studio, resulting in a right-sizing of both. The pandemic rendered this an unnecessary expenditure that could be deferred until summer 2021. The timing is perfect, as 2020-21 marks the final year of a graduate population that can be served by a single studio. 2021-22 the architecture graduate studio will include over 20 students for the first time and require two sections of studio for the first time.

The approximate spaces dedicated in ARCH are summarized here:

1 Freshmen Studio (80)	@	3000 s.f. each	3000 s.f.
3 Sophomore Studios (40)	@	1200 s.f. each	3600 s.f.
3 Junior Studios (36)	@	1200 s.f. each	3600 s.f.
3 Senior Studios (36)	@	1200 s.f. each	3600 s.f.
2 Graduate Studios (24)	@	1500 s.f. each	3000 s.f.
3 Public Critique Spaces	@	350 s.f. each	1050 s.f.
1 Large Classroom (36 seat)	@	1200 s.f.	1200 s.f.
2 Medium Clssrms (30 seat)	@	1000 s.f.	2000 s.f.
1 Seminar Rm (16 seat)	@	350 s.f. each	350 s.f.
2 Study Rooms (4 seat)	@	120 s.f. each	240 s.f.
1 Study Rooms (6 seat)	@	200 s.f. each	200 s.f.
8 Faculty Offices	@	120 s.f. each	960 s.f.
1 Director Office	@	150 s.f. each	150 s.f.
1 Conference Rm (12 seat)	@	150 s.f. each	150 s.f.
1 Reception/Gallery	@	350 s.f. each	350 s.f.
1 Micro Model Shop (dirty lab)	@	750 s.f.	750 s.f.
w/ desktop power tools, vented spray booth, storage			
1 Micro Digital Shop (clean lab)	@	250 s.f.	250 s.f.
3 lasercutters, storage			

1 Archive Room	@	1000 s.f.	1000 s.f.
Total Net			25,450 s.f.

With a focus on studio spaces that allow for growth, seminar and classrooms, and key micro shop spaces to support small scale studio making, the new facility suits the professional needs of the program for the next 5-10 years while a more substantial facility is planned, funded, and developed for CAVAD. The most current ARCH plans and photographs can be accessed [here](#).

Full-time faculty are provided a private office, computer, additional screen, private printer, required software, phone, email, internet access and other provisions to accomplish their teaching, research, scholarship, service, advising and other tasks. An office is provided to the Deans office for sharing when the Dean and/or Associate Deans (who office in the CAVAD central office suite in the James building) and another for shared adjunct faculty use. Classrooms are provided with smart boards/screens, projectors, televisions and other required provisions to allow faculty to successfully teach their subjects. Critique spaces are present throughout the facility and conducive to the various forms of pin up and review customary in architecture programs. The ARCH facility is expected to support a student population of 225-250 students and faculty of 8-10 when fully occupied. The program also has access to a new state of the art College of Engineering facility. A BIM lab and construction lab in Engineering is available to the students in the architecture program. Engineering and Construction Management shops support any larger scale building projects beyond the scope of the micro model shops in ARCH.

CBU Campus IT Systems

The university's primary network is LancerNet. ITS supports more than 1,500 staff and faculty and a student body of approximately 12,000. Of this, about 5,000 reside on campus and many take some form of online courses or programs. In addition to an average of three technology devices per student, LancerNet also supports more than 700 instructional and general use computers and more than 1,500 desktops, laptops, tablets and IP phones assigned to faculty and staff.

The following are highlights of campus technologies in support of the university mission:

- 10-gigabit fiber backbone with 1-gigabit to the desktop
- Campus-wide wireless with over 1000 access points supporting 802.11n with movement towards 802.11ac (gigabit wireless)
- Over 175 virtual and physical servers
- Over 125 available seats for virtual desktop access
- 11 gigabits of bandwidth for internet access
- 125 Terabytes of Storage Array capacity (SAN)
- High definition video conferencing with Telepresence & Webex
- Blackboard Learning Management System including a 24x7 online tutoring service
- Office365 student email & access to Microsoft Office products
- CrashPlan & Box.com for desktop backup and document sharing
- Cisco Unified Communications VoIP phone system
- Jenzabar CX/JX ERP System & Student Portal (JICS)
- Many other technologies that provide seamless and secure access to information, resources, & services

I.2.3 Financial Resources

The university has demonstrated a complete commitment to providing the financial resources necessary to accomplish a successful, stable, long-term environment for the architecture program.

Institutional Finances

CBU complies with the requirements to provide consolidated financial statements each year including the WSCUC required [Financial Indicators](#). The Annual Audit Report verifies the accuracy of the annual financial statements. The annual management letter also confirms the reports and audits. The Comprehensive University Plan (CUP) outlines revenue forecasts, integrates FTE enrollment information and analyzes its implications for financial decision-making, projects donor development, includes human resource planning, researches additional revenue opportunities and outlines plans to improve cash flow, collection, vendor relationships, and processes for providing services to our various constituents. Student Fees are approved each year by the Board of Trustees. Key financial ratios are reported annually. A WASC annual longitudinal recapitulation reports FTE, number of degree programs, tuition and fees, and financial information at a glance for the past 5 years. A summary of the longitudinal CBU Performance Indicators of the university that includes summary financial data can be reviewed [here](#).

Program Finances

The program currently derives most of its operational funding from the university. The program generates and submits an annual operating budget, submits it to the University for approval, and operates from that budgeted amount. Students pay a semester program fee, similar to students in the other professional programs of engineering and nursing. The program has received some direct donations, and continues to grow its network of supporting architecture offices and patrons toward the development of scholarships and specialized equipment/programming. Some grant efforts have been started in conjunction with individual efforts of the faculty and their research agenda. These are all expected to grow increasingly in the future, especially with the recent adjustments in the administrative structure of the College.

A five year pro forma of the financial revenue and expenses of the program was developed early in the program history. The following table includes the first seven years of operations and projects the next five years as the program reaches its next milestones of full capacity within the new ARCH facility (next page):

California Baptist University
Architecture Program Report
September 2020

Foundation Years 1-7, Completed

	Year 1 (2013/14)	Year 2 (2014/15)	Year 3 (2015/16)	Year 4 (2016/17)	Year 5 (2017/18)	Year 6 (2018/19)	Year 7 (2019/20)
New Students – 1 st Year	24	30	35	36	48	60	70
Returning Students – 2 nd Year		21	16	17	26	35	45
Returning Students – 3 rd Year			12	15	18	20	30
Returning Students – 4 th Year				9	14	15	18
Returning Students – 5 th Year					10	10	12
Total FTE Students	24	51	63	77	116	143	175
# of units 35 ave. units generated/student/year	840	1785	2205	2695	4060	5005	6125
Tuition Charges per unit, 3% ave. increase/yr	\$1,012.00	\$1,062.00	\$1,099.00	\$1,137.00	\$1,171.00	\$1,206	\$1,206
New Students – 1 st Year	\$885,500	\$1,115,100	\$1,346,275	\$1,432,620	\$1,967,280	\$2,532,600	\$2,954,700
Returning Students – 2 nd Year		\$669,060	\$615,440	\$636,720	\$1,065,610	\$1,477,350	\$1,899,450
Returning Students – 3 rd Year			\$423,155	\$557,130	\$450,835	\$844,200	\$1,266,300
Returning Students – 4 th Year				\$358,155	\$409,850	\$633,150	\$759,780
Returning Students – 5 th Year					\$368,865	\$422,100	\$506,520
Tuition Revenue	\$885,500	\$1,784,160	\$2,384,830	\$2,984,625	\$4,262,440	\$5,909,400	\$7,386,750
Lab Fee (\$650 per semester)		\$50,700	\$59,800	\$94,900	\$135,200	\$92,950	\$113,750
Total Revenue	\$885,500	\$1,834,860	\$2,444,630	\$3,079,525	\$4,397,640	\$6,002,350	\$7,500,500
Full-Time Staff/Faculty (3% ave. increase/yr)							
Adjunct Faculty (18 units/year)		\$ 34,299 (2)	\$ 105,983 (3)	\$17,149 (1)	\$ 17,663 (1)	\$ 18,192 (1)	\$ 37,476 (2)
Full-Time Faculty (24 units/year)	\$200,679 (2)	290,828 (3)	\$ 381,231 (4)	\$422,070 (4.5)	\$503,749 (5.5)	\$667,107(7.5)	\$778,736(8.25)
Shared Administrative Secretary	\$43,200	\$44,496	\$45,830	\$47,204	\$48,620	\$50,078	\$51,580
Shared Receptionist					\$18,000	\$29,000	\$29,870
Benefits 20.0%	\$23,800	\$48,770	\$74,047	\$79,432	\$102,724	\$102,724	\$108,980
Total Expenses	\$267,679	\$418,393	\$607,091	\$565,855	\$690,756	\$867,101	\$1,006,642
Total Operations Expenses (12% ave. increase/yr)	\$84,500	\$212,000	\$250,480	\$112,400	\$123,700	\$435,150	\$150,000
Total Revenue	\$885,500	\$1,834,860	\$2,444,630	\$3,079,525	\$4,397,640	\$6,002,350	\$7,500,500
Total Expenses	\$267,679	\$418,393	\$607,091	\$606,698	\$807,642	\$867,101	\$1,006,642
Net Revenue	\$617,821	\$1,416,467	\$1,837,539	\$2,472,827	\$3,589,998	\$5,135,249	\$6,493,858

5-year Projected

	Year 8 (2020/21)	Year 9 (2021/22)	Year 10 (2022/23)	Year 11 (2023/24)	Year 12 (2024/25)
New Students – 1 st Year	75	75	75	75	75
Returning Students – 2 nd Year	40	60	60	60	60
Returning Students – 3 rd Year	36	40	45	50	60
Returning Students – 4 th Year	24	32	35	40	40
Returning Students – 5 th Year	16	24	28	30	32
Total FTE Students	191	231	243	255	267
# of units 35 ave. units generated/student/year	6685	8085	8505	8925	9345
Tuition Charges per unit, 3% ave. increase/yr	\$1,206	\$1,206	\$1,206	\$1,206	\$1,206
New Students – 1 st Year	\$3,165,750	\$3,165,750	\$3,165,750	\$3,165,750	\$3,165,750
Returning Students – 2 nd Year	\$1,688,400	\$2,532,600	\$2,532,600	\$2,532,600	\$2,532,600
Returning Students – 3 rd Year	\$1,519,560	\$1,688,400	\$1,899,450	\$2,110,500	\$2,532,600
Returning Students – 4 th Year	\$1,013,040	\$1,350,720	\$1,477,350	\$1,688,400	\$1,688,400
Returning Students – 5 th Year	\$675,360	\$1,013,040	\$1,181,880	\$1,266,300	\$1,350,720
Tuition Revenue	\$8,062,110	\$9,750,510	\$10,257,030	\$10,763,550	\$11,270,070
Lab Fee (\$650 per semester)	\$124,150	\$150,150	\$157,950	\$165,750	\$173,550
Total Revenue	\$8,186,260	\$9,900,660	\$10,414,980	\$10,929,300	\$11,443,620
Full-Time Staff/Faculty (3% ave. increase/yr)					
Adjunct Faculty (18 units/year)	\$ 54,000 (3)	\$ 54,000 (3)	\$ 70,000 (4)	\$ 70,000 (4)	\$ 70,000 (4)
Full-Time Faculty (24 units/year)	\$872,872(9.25)	\$1,026,140(10.25)	\$1,126,140(11.25)	\$1,226,140(12.25)	\$1,226,140(12.25)
*Dedicated Administrative Assistant	\$60,000	\$62,500	\$65,000	\$67,500	\$68,000
*Dedicated Shop/Labs Director			\$70,000	\$72,500	\$75,000
Benefits 20.0%	\$112,249	\$115,617	\$119,085	\$115,617	\$119,085
Total Expenses	\$1,099,121	\$1,258,257	\$1,385,225	\$1,484,257	\$1,490,225
Total Operations Expenses (12% ave. increase/yr)	\$175,000	\$200,000	\$225,000	\$250,000	\$275,000
Total Revenue	\$8,186,260	\$9,900,660	\$10,414,980	\$10,929,300	\$11,443,620
Total Expenses	\$1,099,121	\$1,258,257	\$1,385,225	\$1,484,257	\$1,490,225
Net Revenue	\$7,087,139	\$8,642,403	\$9,029,755	\$9,445,043	\$9,953,395

The operational funding history and projection is summarized as follows:

2013-2014 Actual	\$84,500
2014-2015 Actual	\$212,000
2015-2016 Actual	\$250,480
2016-2017 Actual	\$112,400
2017-2018 Actual	\$123,700
2018-2019 Actual	\$217,169
2019-2020 Actual	\$184,795
<i>2020-2021 Projected</i>	<i>\$175,000</i>
<i>2021-2022 Projected</i>	<i>\$200,000</i>
<i>2022-2023 Projected</i>	<i>\$225,000</i>
<i>2023-2024 Projected</i>	<i>\$250,000</i>
<i>2024-2025 Projected</i>	<i>\$275,000</i>

Funding variations are primarily a result of furniture and library acquisition at start up, and also significant furnishings variations in 18-19, 19-20, and 20-21, as a result of relocation and incremental expansion into the ARCH facility. The incremental increase of the projected operating budget is directly related to the projected growth of student and faculty populations and their impact on the normal operating expenses.

2013-2014	Students: 24	FTE Faculty: 1	FTE Staff: .5
2014-2015	Students: 51	FTE Faculty: 2.5	FTE Staff: .5
2015-2016	Students: 63	FTE Faculty: 3.5	FTE Staff: .5
2016-2017	Students: 77	FTE Faculty: 4.5	FTE Staff: .5
2017-2018	Students: 116	FTE Faculty: 5.5	FTE Staff: .5
2018-2019	Students: 143	FTE Faculty: 6.25	FTE Staff: .5
2019-2020	Students: 175	FTE Faculty: 6.25	FTE Staff: .5
<i>2020-2021</i>	<i>Students: 200</i>	<i>FTE Faculty: 7.25</i>	<i>FTE Staff: .5</i>
<i>2021-2022</i>	<i>Students: 215</i>	<i>FTE Faculty: 10.25</i>	<i>FTE Staff: 1</i>
<i>2022-2023</i>	<i>Students: 225</i>	<i>FTE Faculty: 11.25</i>	<i>FTE Staff: 2</i>
<i>2023-2024</i>	<i>Students: 215</i>	<i>FTE Faculty: 12.25</i>	<i>FTE Staff: 2</i>
<i>2024-2025</i>	<i>Students: 225</i>	<i>FTE Faculty: 12.25</i>	<i>FTE Staff: 2</i>

Faculty FTE counts take into consideration any administrative release time associated with faculty (Roberson, Neirmann, Papineau, Kaiser). FTE Staff include administrative assistance provided by staff and student administrative assistants, generally shared among CAVAD and the departments. Increasing numbers of assistants can be assumed as the program continues to grow, particularly post-ADAMs facility, based on university growth predictions and their affect upon the unit. Student enrollment records are available at the start of each academic year [here](#). (For the purposes of this report, student population is based upon headcount as nearly all students are studying full time. The student FTE is calculated at CBU in a way that calculates any student credit load over 12 hours as a 1.08 FTE and inflates the FTE over the headcount in the enrollment records.)

Student Financial Aid

The university provides various avenues, levels and amounts of aid to both undergraduate and graduate students through [University Financial Aid](#). The architecture program also provides program specific scholarships to architecture majors. These are, at this point, largely funded by the university budget, although some funds are derived from private donors. The program is currently developing strategies for a scholarship fund in honor of the late, local Modern architect Clinton Marr. Students must apply for these program funds and they are competitively awarded. The graduate program is supported by six graduate teaching assistantships currently with plans to grow this in the future as enrollments grow.

I.2.4 Information Resources

The [Annie Gabriel Library](#) provides students and faculty in CBU's College of Visual Arts and Design access to a wide range of information resources in support of the M. Arch. program. The library subscribes to 106 databases, including the following Architecture-related databases: Avery Index to Architectural Periodicals, Art and Architecture Source Full-Text, Artstor, Academic Search Premier, Films on Demand, Gale Virtual Reference Library, and Proquest Dissertations and Theses. In addition to these databases, the library subscribes to comprehensive journals packages from Wiley, Springer, Elsevier and Sage, as well as to the JSTOR Arts & Sciences back files. Through these databases and journals packages, the library provides students and faculty with full-text access to 47,686 journals titles, including 236 titles in the specific field of Architecture and several hundred more in related fields. The library's monographs collection contains 435,900 volumes, including 129,267 print volumes and 306,633 e-books. The library met its goal of amassing 5,000 Architecture and Design titles by 2017. To date, there are 3,547 NA titles and additional 3,125 titles in supporting fields. These [Digital journals](#) are accessible to the CBU community, and print periodicals collections are available in both the library and also in the large study center located in Architecture's ADAMS building. The financial resources devoted to the development of the architecture collection is summarized here, and is keeping pace with the growth of the program.

1920	\$15,105
1819	\$15,558
1718	\$15,331
1617	\$15,310
1516	\$15,388
1415	\$17,844
1314	\$22,490
1213	\$11,423

In addition, the library annually spends about \$13,150 on the Art and Architecture Source database, \$6,435 on Artstor, and an additional \$2,800 per year to maintain access to the Avery Index to Architecture Periodicals.

The Annie Gabriel Library occupies 27,400 square feet on two floors. It provides seating for 255 people, 41 research computers, an instruction lab, and three group study rooms. The Annie Gabriel Library is served by a staff of six faculty librarians, including a Director of Library Services, a Reference and Serials Librarian, an Electronic Resources Librarian, a Collection Development Librarian, an Instructional Services Librarian, and a Technical Processes and

Cataloging Librarian. Each of these librarians holds an M.L.I.S. degree from an ALA accredited institution, and two of them hold Ph.Ds. Three experienced and well-qualified paraprofessionals serve the library in the areas of access services and technical services. The library staff supports its resource offerings by providing in-person, chat, text, email, and telephone research and reference help to CBU library patrons. After briefly closing in the Spring/Summer 2020, the library re-opened its study spaces and print resource collections to the students and faculty of CBU during the Fall 2020 term for full access. The need to encourage social distancing has led to a temporary decrease in available study and computer space in the building, but all print and electronic resources remain available to library patrons during this time.

The Annie Gabriel Library provides global, 24/7 access to all of its databases – with their full-text journals holdings, e-books, digital dissertations holdings, e-reference, and streaming videos – for any faculty or student with internet access. The library's discovery service, OneSearch, a customized version of the EBSCO Discovery Service platform, makes it possible to search for information in all of these digital holdings, as well as in the library's print holdings, through a single search interface, conveniently located on the library webpage. The library has worked with the Online Computer Library Center (OCLC) to develop an online catalog of items in its collection, and the library uses SirsiDynix's Symphony software to make this catalog available to anyone with internet access, as well as to fully integrate it with many of the library's behind-the-scenes operations, including cataloging and collection development processes. Through the system students and faculty are able to access their personal library accounts any time at their convenience through the library [webpage](#).

The librarians offer students instructional services and training in the use of library resources and information literacy skills in several contexts. At the invitation of instructors, librarians visit classes and provide advanced information literacy and research instruction to students related to specific assignments. These advanced research instruction sessions build on the basic information literacy skills taught in the context of the university's Intermediate English Composition courses. In the context of this class all students at CBU receive from a librarian an intensive, week-long introduction to information literacy skills, including the identification of an information need, how to find information sources that meet that need, the evaluation of information sources, how to use information sources to produce a desired outcome, and how to use information sources in an ethical manner. This information literacy program is formally assessed on an annual basis. The library website provides a series of information literacy tutorials that allow students the opportunity to receive asynchronous research instruction at their convenience, and it also provides a collection of subject guides, including one for the field of [Architecture](#), that describe the many information resources available to students in particular subject areas. These instructional activities are coordinated by the Instructional Services Librarian, who is the primary library liaison in the areas of research and instruction between the library and the M. Arch. program.

Space is an issue facing the Annie Gabriel Library, and the campus masterplan is moving forward with an expansion of the facility in the next few years. However, creative collection development, collaborative partnerships with other libraries, and strategic acquisition of electronic resources enable it to serve the needs of a growing student body effectively. The AGL's [Strategic Plan](#) is updated twice annually and includes an extensive analysis of current and planned library resources and services. The [Collection Development Handbook](#) outlines general strategies that guide the selection of resources. The library has established several cooperative agreements with library groups that significantly increase the resources it provides

for its patrons. The library offers a document delivery service that ships items from the library's print collection to students living outside of the Riverside area upon request, and an interlibrary loan program that locates and obtains for patron's books and journal articles that are not part of the AGL collection. Other library groups to which the Annie Gabriel Library belongs include: [IEALC](#) (The Inland Empire Academic Libraries Cooperative), which allows CBU students to visit member libraries and directly borrow items from their collections, [WEST](#) (The Western Regional Storage Trust), which is a distributed retrospective print journals repository that ensures CBU library patrons have access to the complete runs of significant historical journals titles, and [SCELC](#) (The Statewide California Electronic Library Consortium), which negotiates discounted database pricing and facilitates the purchase of large e-book packages for its members. These cooperative agreements provide the needed supplemental resource support for the M. Arch. program.

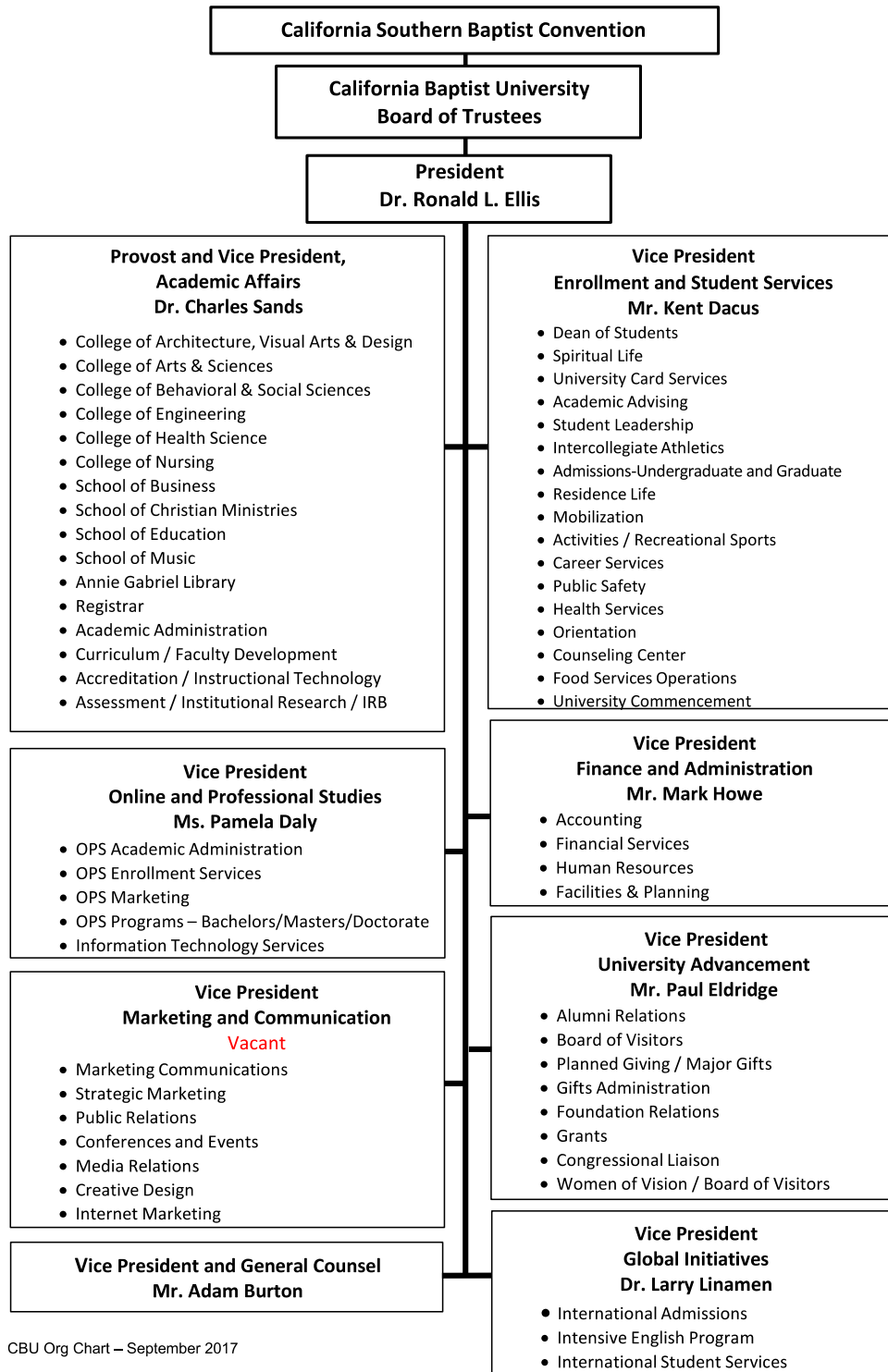
I.2.5 Administrative Structure & Governance

University Structure and Governance

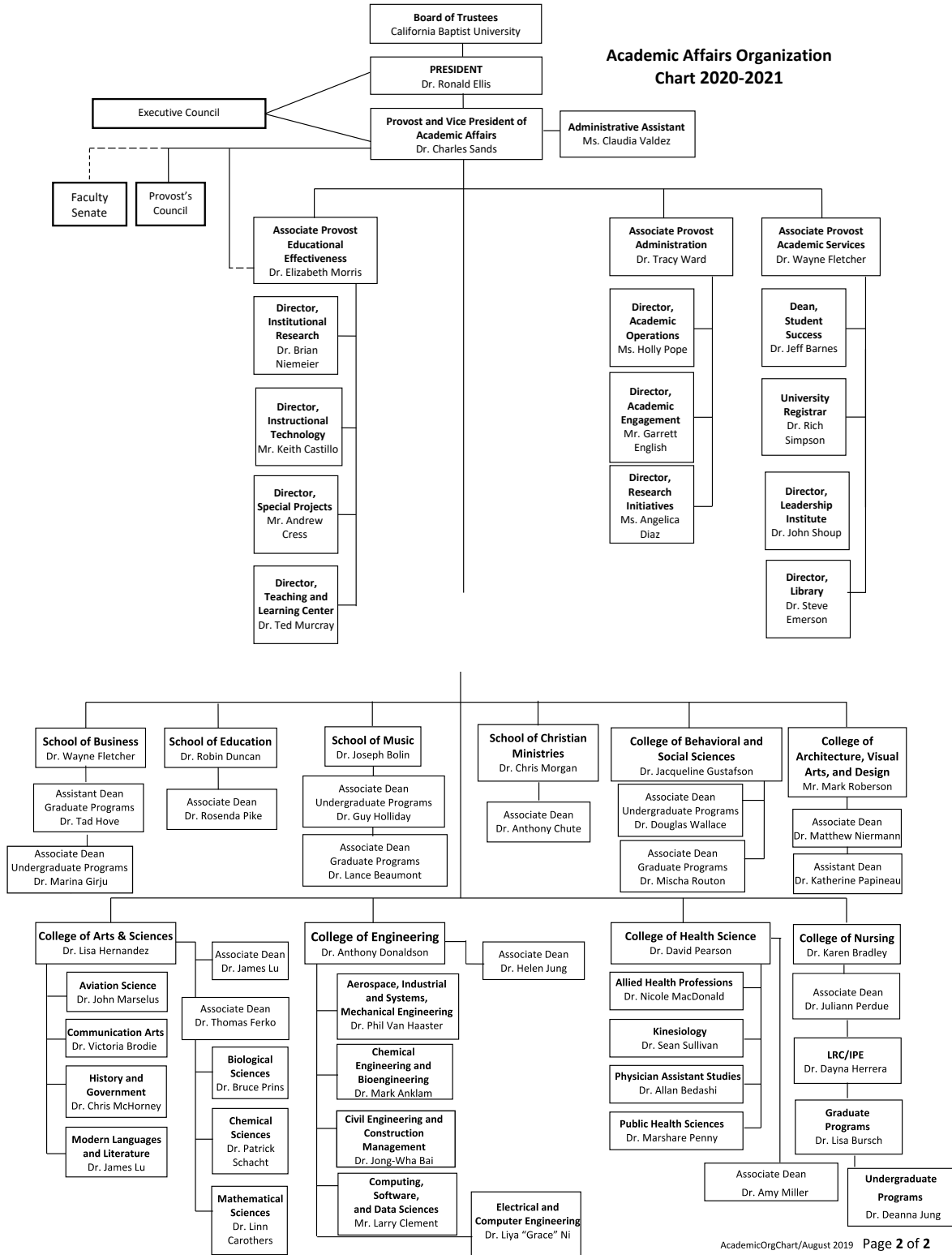
CBU is owned and operated by the California Southern Baptist Convention. The nominating committee of the convention elects members of CBU's Board of Trustees, the governing body of the institution, in a full session of the Convention. The only stated qualification for membership on the Board is that nominees be members of Baptist churches cooperating with the California Southern Baptist Convention, with the exception of up to six (6) global trustees who shall be members of Southern Baptist churches within the United States or churches cooperating with their respective Baptist Convention's outside the United States. In general, trustees are selected to provide ethnic, gender, church, geographical, and global representation. The relationship of the Board to its constituency is determined by the California Southern Baptist Convention rather than by the University. Duties and responsibilities of the Board are set forth in the [California Baptist University By-Laws](#). The Board of Trustees is ultimately responsible for the quality and integrity of the institution. It selects and evaluates the chief executive officer, approves the purposes of the institution, and concerns itself with provision of adequate funds. It establishes broad institutional policies, and delegates to faculty and administration the responsibility to administer and implement these policies. The Board protects the institution from external pressures antithetical to academic freedom (as defined in the Academic Freedom portion of the Faculty section of the Employee Handbook), to institutional autonomy, or to integrity. The Board differentiates roles and responsibility of various persons or bodies, and provides stability and continuity to the institution through an organized system of institutional planning and evaluation. Faculty are involved in the President's Advisory Council, Provost Council, Undergraduate Curriculum Committee, Graduate Curriculum Committee, Faculty Senate, Admissions and Retention Committee, Assessment Committee, Education Committee and others which are part of the system of governance for the university.

Administrative Structure

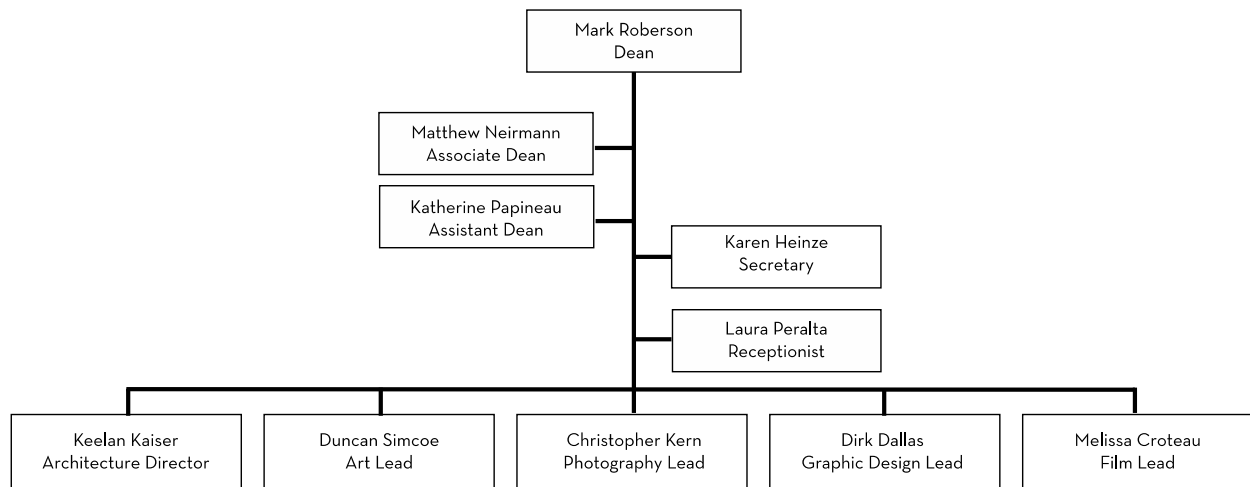
President Ronald Ellis reports directly to the Board of Trustees. Eight area Vice Presidents in turn report to the president. The Dean of the College of Architecture, Visual Arts & Design, Mark Roberson, reports to the university Provost, Dr. Chuck Sands, one of the eight Vice Presidents. The various programs of the College are led by Program Directors, all under the Deans supervision.



CBU Org Chart – September 2017



The Dean is assisted by an Associate Dean, Dr. Matthew Niermann, and Assistant Dean, Dr. Katie Papineau, who both share the administrative load of the College. Keelan Kaiser, was appointed Architecture Program Director in 2017. The Architecture Program Director reports to the Dean of the College. The architecture program and the College share an administrative secretary and receptionist. The program is supported by administrative support in the form of student assistants working with the Director in the main architecture reception/gallery area. The CAVAD organizational chart is as follows:



The Architecture Director is responsible for the leadership of the professional program, and manages the unit based on the university expectations and the additional needs of the professional program. The Director is a leader among peers and largely a facilitator, sometimes vision-caster, in the CBU model. Due to its size, the faculty function largely as a committee of the whole, though that may change in the future as needed. The Director conducts monthly organizational meetings of the program and periodic retreats as needed for program development. All faculty report to, and are assessed annually, by the CAVAD Dean.

II.1.1 Student Performance Criteria

The CBU architecture program is built on an accelerated 5-year M.Arch. program. The program assumes light, introduction to A-Realm SPC in the beginning years, followed by a more substantial execution of SPC, CBU Student Learning Objectives (SLO), academic inquiry, and professional content in the later years. Years three and four comprise the bulk of SPC, while SLO are found throughout the entire curricular experience. This frees up the first two years as preparatory in nature (particularly with a regular contingent of transfer students), while strengthening the fifth year of studies for more advanced investigation and inquiry. We have shaped the program to support the graduate student as an emerging adult learner beginning a transition to practice or advanced study.

NAAB Student Performance Criteria

CBU Student Learning Outcomes

While the SPC form the basis for NAAB accreditation purposes, CBU Architecture has developed a Student Learning Outcome (SLO) approach that is much more particular to the mission of the institution and the program. In its second generation, the recently developed 2020 SLO's are the result of several strategic planning workshops and retreats engaged in by the faculty since the last NAAB accreditation visit in 2018. Taking observations from the Visiting Team, the Professional Architecture Advisory Council, Student and Alumni recommendations, and self-reflection as a faculty, the faculty developed a second generation SLO cluster and mapped this against the curriculum. The faculty identified 5 areas that are specific to the unique opportunities in architecture education that exists with a new program and one that embodies a unique mission. They are established based on a strategic planning model where the faculty imagine the ideal graduate of the program, develop statements that each graduate in a perfect environment would embody. They are:

- **Faith Integration** – Students both integrate, and resist disintegrating, holistic Christian faith and purpose in their studies, professional preparation, and way of life.
- **Creative and Critical Thinking** – Students demonstrate the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.
- **Agape/Care and Empathy** – Students genuinely desire the good of others and have multiple experiences with and demonstrate a high level of empathy when solving design problems and working with community constituencies.
- **Evidence** – Students engage in evidence-driven decision making.
- **Excellence** – Students demonstrate fluency with research, analysis, and synthesis of problems in all aspects of creating.

For curriculum mapping purposes similar to the SPC matrix, the program has developed a “[SLO matrix](#)” to measure and assess student learning objectives following the university assessment model. A five-year cycle of review exists at CBU with SLO's, and each year one of the SLO is assessed and improvement planning is reported back to the institution. In 2020, the program developed the second generation SLO, and has now begun to incorporate these into the curriculum, using a three level integration model of Introduced, Practiced, and Demonstrated.



ARC 120	Design Communications
ARC 122	Design Fundamentals
ARC 210	Design Studio I
ARC 240	Architectural History I
ARC 212	Design Studio II
ARC 220	Computer Modeling
ARC 242	Architectural History II
ARC 280	Materials and Methods
ARC 310/501	Design Studio III
ARC 380/584	Thermal Environmental Systems
ARC 370/569	Professional Preparation
ARC 312/502	Design Studio IV
ARC 393/593	Structural Systems I
ARC 385/585	Luminous and Sonic Environ. Systems
ARC 460/561	International Design Seminar
ARC 462/562	International History/Theory Seminar
ARC 410/508	Design Studio V (Integrated Studio)
ARC 480/580	Advanced Sustainable Systems
ARC 493/594	Structural Systems II
ARC 412/509	Design Studio VI
ARC 350/555	Architectural Theory I
ARC491/591	Architecture Internship
ARC 510	Design Studio VII
ARC 514/511	Project & Client / Thesis Research & Prep
ARC 504	Faith & Worldview Considerations
ARC 506	Thesis Research and Planning
ARC 570	Professional Practice
ARC 515/ 512	Design Studio VIII / Thesis Studio
ARC 500	Theory II
ARC 500	Ethics
ARC 500	High Performance Buildings
ARC 500	Daylighting
ARC 500	Reconciliation
ARC 500	Public Int. Des.

	I			
	I			
I	I			
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			P	P
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	P		P	P
	P		D	P
	D			D
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D				D
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D		D		

CAVAD Student Learning Outcomes (SLO)

- Faith Integration** - Students both integrate, and resist disintegrating, holistic Christian faith and purposes in their studies, professional preparation, and way of life.
- Creative and Critical Thinking** - Students demonstrate the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.
- Agape/Care and Empathy** - Students genuinely desire the good of others and have multiple experiences with and demonstrate a high level of empathy when solving design problems and working with community constituencies.
- Evidence** - Students engage in evidence-driven decision making.
- Excellence** - Students demonstrate fluency with research, analysis, and synthesis of problems in all aspects of creating.

*2-3 max per class

*8-12 max per column/SLO category

I = Introduced (100, 200, 300's)

P = Practiced (300, 400's)

D = Demonstrated (400, 500's)

Methodology for Assessing Student Work (“high achievement” vs. “minimum passing”)

Course grading and assessment by faculty follows university standards for assessment as is common within the WASC regional accreditation expectations. A standard scale of F, D-, D, D+, C-, C, C+, B-, B, B+, A-, A is utilized by all architecture courses (with the exception of ARC491- Architecture Internship which is pass/fail). With regard to high achievement and minimum passing, the program understands the high achievement as student work that falls within the B+ and higher range, that work that is very good to exceptional. Work that falls within the C to B range is considered minimum passing or competent. The program does not award credit for architecture or design courses with C- or below; students are required to repeat a course with a C- or below per catalog policy. Additionally, at the graduate level, all courses require a B or better to be considered passing. Work that falls in the A- to A range in graduate courses is considered high achieving, and work in the B to B+ range is considered minimum passing.

II.2.1 Institutional Accreditation

California Baptist University is accredited by the WSCUC Senior College and University Commission and was reaffirmed in 2019, see the [action letter here](#). The University is in the process of responding to the areas identified for improvement during the previous visit. The [M. Arch degree](#) was approved by the WSCUC Senior College and University Commission (then WASC) on 6 August, 2013.

II.2.2 Professional Degrees & Curriculum

Degree Offered

CBU offers a [M. Arch. degree program](#), which requires a minimum of 168 semester credit hours in academic coursework, of which a minimum of 30 semester credit hours are at the graduate level in academic coursework in professional studies and electives.

Undergraduate required general education: 46 credit hours

Undergraduate required major courses: 92 credit hours

Graduate required major courses: 30 credit hours

Alternatively, a student can choose to opt out of the M.Arch. degree program and complete the BA degree in Architecture as a non-accredited institutional baccalaureate degree. Students who choose to opt out of the M.Arch. program complete an application for graduation which allows for course substitutions in the senior year excluding select spring semester architecture courses. If a student happens to choose to re-apply for the M.Arch. degree program at some later date, they are readmitted with the remaining architecture courses required as preparatory courses before beginning the 500-level courses that complete the M.Arch. program.

Electives

Students are required to complete a minimum of 12 unit hours of electives in the program. The structure consists of 3 units at the 400-level and 9 units at the 500-level. Electives can be clustered together to form concentrations or taken independently at the discretion of the student.

Other Degrees Available from the College of Architecture, Visual Arts and Design

CAVAD offers Bachelor of Arts degrees in Fine Art, Graphic Design, Interior Design, Illustration, Art Therapy Studies, Photography, and Film. Additional programs are in the pipeline to increase the breadth and depth of the CAVAD offerings and expand the College to be the largest of its kind in the world.

Minors or Concentrations Offered

The accomplishment of a [Minor](#) alongside of an architecture curriculum has historically been challenging. However, CBU architecture students have access to a minor in any of the other CAVAD disciplines (graphic design, photography, film, art) based on the common core of DES courses, our commitment to offering cross-disciplinary courses within CAVAD, and available general elective credits. Numerous other curricular paths that include campus wide minors are available to any architecture student.

Concentrations in architecture are comprised of a combination of undergraduate electives and graduate electives. Concentrations currently draw largely from campus program resources outside of the College to provide a cross-disciplinary opportunity for students. Programs in

theology, construction, engineering, social sciences, are leveraged for content that can shape our graduates in unique ways, even in an accelerated five-year program. Current [concentrations](#) include: Religion & The Built Environment, Construction Management, Architectural Representation, and Human Factors in Design. As the faculty continues to grow, other concentrations in architectural technology and architectural theory are likely.

Off Campus Studies

The program requires an international study tour in Italy for a five-week period at the end of the third year of studies. The courses ARC460, International Design Seminar, and ARC462, International History/Theory Seminar, comprise the study tour coursework. The program partners with an international study abroad organization, [ACCENT](#), which assists in travel, lodging, and on-ground transportation in support of the coursework. The tour, in its first few years of operation, has included 13-15 students and 2 faculty members. The purpose of the study abroad experience as noted in the course descriptions: The course offers students an opportunity to learn and discuss historical and contemporary European theory and criticism, from Vitruvius and Alberti to contemporary figures; raises and addresses architectural questions of composition, society, politics, and environment. Students spend the majority of their tour in Florence and Rome, with day trips and excursions coordinated by the faculty mentors. Students create observational drawing, journals, photography, and essays. SPC and SLO are complemented by this course, but neither SPC's or SLO's are solely dependent upon the course to allow for a student to petition to opt out of the course for an alternative experience due to situations beyond their control, whether financial or familial, etc. To date, we have allowed an exception due to visa issues for an international student and a health related request. The course fee structure that governs the architecture majors includes a component of the fees necessary to fund the tour such that the students only out of pocket expenses related to the trip are meals and spending money. All travel, lodging, ground travel, admissions, etc. is covered through the architecture program fee structure that begins in first year of studies.

***COVID update:** Of course with the current pandemic, this required program experience is severely curtailed. Current planning includes an alternative program, shorter in duration of three quintessential domestic cities: Chicago, Washington DC, and New York City as many of our students have not left the state of CA and this also would be a remarkable experience. Should the travel limitations between states remain problematic by May/June, we are also considering a third option of touring western cities from Phoenix to Vancouver. At the time of the writing of the APR, this is merely at the brainstorming level. The discussions will include the students and faculty connected to the trips.*

MOOC's and Non-Conforming Degree Titles

The program currently does not enlist MOOC or Online courses at this time, nor does it use non-conforming degree titles.

Part Two (II): Section 3 - Evaluation of Preparatory Education

CBU architecture program is an accelerated 5-year, primarily single institution program resulting in an M. Arch. degree. Students have the opportunity to transfer into the program at any of the lower levels. While the program is only five years old, it is starting to solicit interest from around the Inland Empire by students beginning their studies at regional community colleges. The

university has established [articulation agreements](#) with several regional community colleges. The program does have [architecture-specific articulation agreements](#) with schools such as Mount San Antonio College, East L. A. College, Harbor College, Norco College, Riverside Community College, and Citrus College, and students seeking transfer credits are currently reviewed based on the pre-approved conditions for beginning courses.

Architecture Transfer Policy

The architecture program requires transcripts and a portfolio of work from any student wishing to transfer any architecture design studio or other design or design-related courses into the program. These courses are evaluated according to course descriptions and syllabi from the CBU architecture program for quality and appropriateness. The program avoids SPC conflicts related to transfer content by keeping the SPC primarily in years three-five. It is not possible to transfer courses into the CBU architecture program in these years unless a student transfers from a NAAB accredited program. In such cases, the student transcript and portfolio will be complimented by a course syllabus that will be assessed in conjunction with examples of work found in the portfolio to ascertain whether SPC are met through the coursework. In cases where students cannot demonstrate either comparable coursework content and/or SPC successfully demonstrated, the course will not transfer.

University-Specific Transfer Policies

A maximum of 100 semester units may be accepted in transfer toward fulfilling bachelor degree requirements. Within these 100 units, no more than thirty (30) upper division units may be transferred and no more than ninety (90) lower division units may be transferred. A maximum of thirty (30) semester units is allowable from examinations (AP, CLEP, DANTEs, IB). A maximum of eighteen (18) units may be accepted in transfer at the lower division level for college transcript completion of a Basic Peace Officer Standards Training (POST) certificate. A maximum of 45 semester units may be accepted in transfer toward fulfilling associate degree requirements.

The University will evaluate previous college work to determine its relationship to the requirements of California Baptist University. Only coursework completed with a grade of C- or better will be accepted in transfer. Lower division units and units from institutions that do not offer a baccalaureate degree will not be accepted for upper division credit. California Baptist University does not accept transfer work that was not designated as baccalaureate degree-applicable by the issuing institution.

All coursework completed at other institutions will be computed into the California Baptist University cumulative grade point average regardless of course transferability.

M.Arch. Applicants from Outside the CBU Pre-professional B.A. Degree

The architecture program is increasingly seeing interest in the M.Arch. degree program from outside applicants with undergraduate degrees from other institutions. As part of the long term planning of the program, the department has developed a transfer path for the M.Arch. degree program that provides a customized course of study for such applicants. Advanced placement for BA/BS degree holders from design, environmental design, and/or architecture majors is considered on a case by case basis and assessed according to the program transfer policy described above including gpa, portfolio review for sequence placement and SPC consideration. To date, CBU has admitted only a small number of students with advanced placement, but is prepared to admit additional upper level transfer students in the future. For the purposes of the central admissions and registrar record keeping, these students are classified as Track II M.Arch., though the program is within the single M.Arch. degree program offered by CBU.

Part Two (II): Section 4 - Public Information

All required public information is housed on the official CBU CAVAD website under the [Accreditation](#) tab. In addition, NAAB specific language is included in print material as well as the digital annual [University Catalog](#).

III.1.1 Annual Statistical Reports

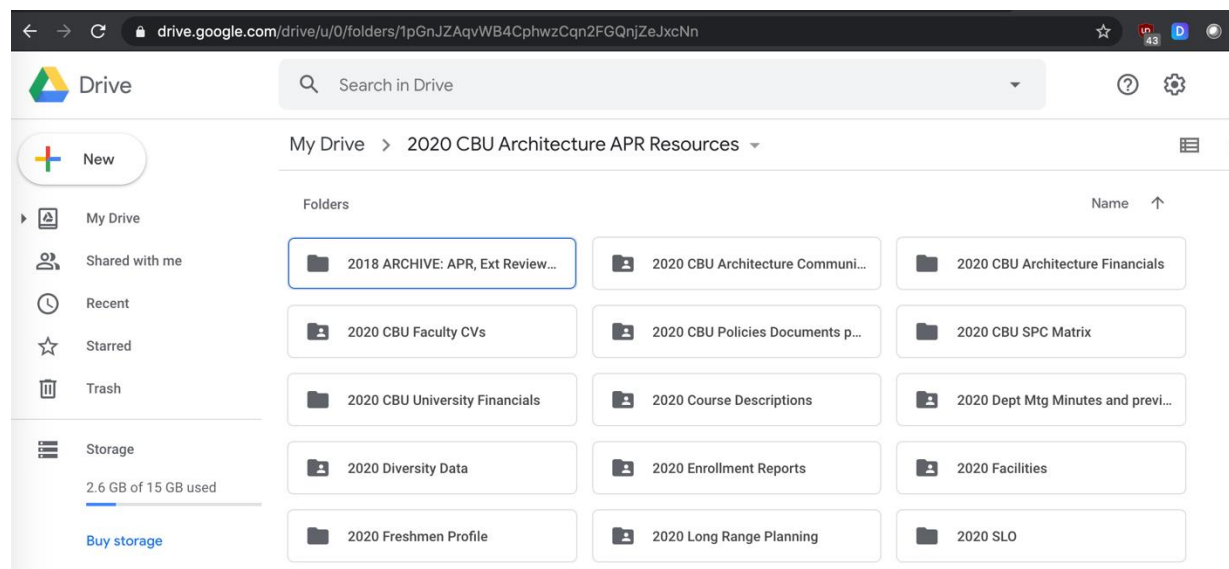
The program underwent a Continuation of Candidacy visit in 2016. The [APR](#) and [VTR](#) are publically available on the Department website devoted to Accreditation items. The annual statistical reports submitted in the interim period between the Initial Accreditation visit and the First Continuation of Accreditation visit are publically available on the same CAVAD accreditation website.

III.1.2 Interim Progress Reports

While the program has not been required to submit an Interim Progress Report, publically accessible reports regarding accreditation visits will be available on the program [website](#).

Section 4. Supplemental Material

Additional information is provided either by hyperlink below or easily accessible through the digital folder in [CBU Architecture Google Docs](#). The Google docs folders include the following information types:



- [Resumes](#) of faculty teaching in the accredited program
- [Faculty](#) credentials matrices
- Plans or images of physical resources assigned to the program are [here](#).
- [Descriptions](#) of all courses offered within the curriculum of the NAAB-accredited degree program.
- [Studio Culture](#) Policy
- [Self-Assessment](#) Policies and Objectives
- [Policies](#) on academic integrity for students (e.g., cheating and plagiarism)
- [Information resources policies](#) including collection development
- The institution's [policies](#) and procedures relative to EEO/AA for faculty, staff, and students
- The institution's [policy](#) regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements

- The [policies](#), procedures, and criteria for faculty appointment, promotion, and when applicable, tenure
- Response to the Offsite Program Questionnaire, N/A
- The 2018 [VTR](#)
- Focused Evaluation materials, N/A
- Copy of WSCUC institutional accreditation [action letter](#)
- [Letter](#) from institutional research regarding ARS data
- Current documentation related to [Institutional Research](#)
- [Higher Education Opportunity Act Compliance](#)