UNLV

UNIVERSITY OF NEVADA, LAS VEGAS

Program Review Self-Study

Program Reviewed: Bachelor of Science, Architecture

Degrees: B.S. Architecture.

Program Chair or Director: Vacant
Dean: Nancy J. Uscher, Ph.D.

Date of Report: July, 2018

GENERAL INSTRUCTIONS

1. Please provide Faculty CVs as a single electronic file (PDF preferred) or on a thumb drive *for the external reviewers*.
2. **Please complete the program review self-study using this template**.
3. If this review is covering several degree levels, please be sure to address ***each level*** in your responses to the questions.
4. Contacts for questions:

- Chair of the Faculty Senate Program Review Committee found here: http://facultysenate.unlv.edu/committees/program-review or the Chair of the Graduate College Program Review Committee found here: https://www.unlv.edu/graduatecollege/program-review-committee
- Gail Griffin in the Office of the Senior Vice Provost: Gail Griffin, gail.griffin@unlv.edu, 702-895-0482.

I. Program Description

A. College/Department/Program

1. **College or School:** College of Fine Arts
2. **Unit:** School of Architecture Web address: https://www.unlv.edu/architecture
3. **Program(s) being reviewed:**

a. Degrees and their abbreviations:

Bachelor of Science, Architecture
B.S. Architecture.

B. Primary individual completing this worksheet

1. Name: Daniel H. Ortega
2. Title: Professor and Associate Director, UNLV School of Architecture
3. Date of self-study: July, 2018 (Submitted 8.8.18)
4. Campus Phone: 53031
5. Mail Stop: 4018
6. E-mail: Daniel.ortega@unlv.edu
7. Fax Number: 51119

C. Other faculty involved in writing this report:

Glenn NP Nowak, Associate Professor and Master of Architecture Program Coordinator

D. Please insert the most recent catalog description(s) of the program(s). Due to display complications, this description must be typed into this form and not pasted from the Catalog.

The undergraduate program in architecture leads to the pre-professional Bachelor of Science in Architecture. The program is designed to provide a broad but rigorous design studio-based educational experience that is a pre-requisite to graduate studies in architecture and subsequently fundamental to the professional practice of providing architectural services. Students' creative and innovative design activities are guided by an understanding of the complexity of factors relating to human interaction with the designed and natural environments and an awareness of the fact that architectural design decisions have consequences that impact global habitability, cultural evolution, environmental change, and the sustainability of human societies.

1. Is the description correct? If not, what needs to be changed?

Yes, the description is correct.

II. Centrality to Mission

A. Department/Program Mission
What is the program's mission statement (or the department's if the program does not have one)?

School of Architecture Mission
The UNLV School of Architecture is a diverse and dynamic learning environment that offers professional education in socially and environmentally responsible design. The school capitalizes on its unique regional location to improve the human condition through teaching, research, and service.

B. Department/Program Mission Alignment
Briefly describe how this program is aligned to the mission of the University as described in the most recent mission statement, UNLV Mission https://www.unlv.edu/toptier/vision, and how it supports achievement of the institution's mission:

As stated in the School of Architecture's mission, the school capitalizes on its geographical location to engage the communities it serves through teaching, research, and service.

Projects such as the 2013 U.S. Department of Education (DOE) Solar Decathlon Competition and the 2017 Solar Decathlon event have had significant leadership from School of Architecture faculty and students, while substantially engaging other programs/units throughout the university. Furthermore, the great success of the 2013 UNLV Solar Decathlon House (DesertSol), which was the top-ranked U.S. entry and 2nd overall in that year's competition http://www.solardecathlon.gov/past/2013/final_results.html, allowed UNLV to engage its community in a very meaningful way by permanently displaying DesertSol at the Las Vegas Springs Preserve.

Similarly, the 2014 and 2015 U.S. DOE Race to Zero Student Housing Competition entries were led by School of Architecture faculty and students with collaboration from the Howard R. Hughes College of Engineering. The 2015 competition entry (Desert Sunrise), a service learning project that focused on the housing needs of the Moapa Band of Southern Paiutes, received a Design Excellence Award from the U.S DOE and was featured by President Len Jessup at the 8th National Clean Energy Summit (http://www.cleanenergysummit.org/event-information/agenda) and during his State of the University Address. The complexity of these projects also reinforces the program's relationship with the local design community and the allied disciplines' connection back to the institution at large.

In addition, the UNLV Downtown Design Center (DDC) is an extension of the School of Architecture facilities located in the Historic Fifth Street School. Through the activities and courses offered at the center, typically engaged in sponsored projects, the School of Architecture is able to strategically facilitate increased community engagement on behalf of UNLV.

Because of activities/programs like those described above, the institution has recognized the many benefits of the program by highlighting outstanding architecture student achievement at commencement ceremonies, inviting faculty to speak at orientation and welcome programs such as UNLV Creates, or inviting faculty to serve on institution-wide planning initiatives, and otherwise shining a spotlight on the program through awards and media coverage in UNLV Magazine.

As such, we feel strongly that achievements, like the ones listed above, place the Bachelor of Science in Architecture degree program in alignment with UNLV's commitment to promote community well-being and individual achievement through our unique approach to education, research, scholarship and creative activities, clinical services. Likewise, these activities also prove our commitment to providing an educational experience where our students are given the opportunity to perform within an environment that fosters innovation, promotes health and well-being, and enriches the cultural vitality of the communities that we serve.

C. Core Themes

Briefly describe how this program supports UNLV's Core Themes (the core themes can be found at https://www.unlv.edu/toptier/vision:

The 2017 UNLV Pathway/Core Themes have been identified as follows:

- Pathway Goal/Core Theme 1 – Advance Student Achievement
- Pathway Goal/Core Theme 2 – Promote Research, Scholarship, Creative Activity Excellence
- Pathway Goal/Core Theme 3 – Create an Academic Health Center
- Pathway Goal/Core Theme 4 – Foster Community Partnerships

It is our contention that the B.S. Architecture degree program greatly contributes to the support of Core Themes one (1), two (2), and four (4).

List and briefly describe five highlights or areas of excellence of the program:

Amongst the most noteworthy highlights most recently attributed to the B.S. Architecture program's students and faculty are as mentioned above:

Projects such as the 2013 U.S. DOE Solar Decathlon Competition and the 2017 Solar Decathlon event have had significant leadership from School of Architecture faculty and students, while substantially engaging other programs/units throughout the university. Furthermore, the great success of the 2013 UNLV Solar Decathlon House (DesertSol), which was the top-ranked U.S. entry and 2nd overall in that year's competition http://www.solardecathlon.gov/past/2013/final_results.html, allowed UNLV to engage its community in a very meaningful way by permanently displaying DesertSol at the Las Vegas Springs Preserve.

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engaged in sponsored projects, the School of Architecture is able to strategically facilitate increased community engagement on behalf of UNLV.

It is also worth pointing out that at the Winter 2015 Commencement Ceremony, the team leader of UNLV's entry to the U.S. Department of Energy's Race to Zero Student Design Competition was distinguished as one of UNLV Outstanding Graduates. This prestigious distinction highlights the level of accomplishment of our students and the relevance of their community engagement (the team designed a net-zero energy home for the Moapa Paiute, a low-income Native American community located northwest of Las Vegas. The project was presented at the National Renewable Energy Laboratory in Golden, CO, where it received a Design Excellence Award by the U.S. DOE).

III. External Demand for Program

A. Stakeholders

1. Who are the main local and regional stakeholders of your educational programs, i.e., employers and entities benefiting from these programs, hiring the graduates, or admitting them to graduate and/or professional programs?

The program has always enjoyed strong support from, and a close relationship to, local architectural practitioners, the Las Vegas Chapter of the American Institute of Architects, and the professional community of allied disciplines.

2. What are specific stakeholder needs for graduates?

Program alumni, local architects, allied professionals, professional organizations, community organizers, and real-estate developers, along with elected and appointed officials (ex. Nevada State Board of Architecture, Interior Design, and Residential Design) are among the stakeholders of the program, and the specific needs for graduates would likely include the ability to pursue professional architectural licensure. The pre-professional program prepares students to enter a two-year (NAAB-accredited) Master of Architecture degree. This is among the most critical components of one's path toward licensure.

Graduates of the UNLV B.S. Architecture program need to be able to professionally communicate design solutions that address complex social, economic, and environmental sustainability within the context of architectural design. Our alumni contribute to the work of the professional communities listed above, and are responsible for the contributing to the design of our built environments. Local architects require that our graduates are employable as competent personnel who are well-versed in the science and technology of the architecture field. Likewise, allied professionals rely on our graduates to act as colleagues capable of clearly communicating across disciplinary boundaries. Professional architectural organizations depend on our alumni to be; advocates for best practices within the industry, act as mentors for newly emerging professionals, and serve as advisors that understand current trends in education, internship, and practice. Community organizers need passionate practitioners that will creatively respond to local needs and real-estate developers need design professionals that understand current design and building practices while conducting themselves in a way that promotes a professional codes of ethics. Additionally, it is essential that state officials have access to graduates of the B.S. Architecture program in order to pursue continued academic and/or professional development as it pertains to the built environment within the State of Nevada. The lessons learned in the B.S. Architecture program build a significant amount of intellectual capital on issues specifically related to the

state's built environment and surrounding context: design for arid climates, water scarcity, solar and renewable energy, hospitality, healthcare, urbanism, and more.

B. Needs for Graduates and Future Plans

1. What are the anticipated needs for program graduates over the next 3-5 years? Please cite sources of information.

Las Vegas is among the most rapidly growing cities in the US, and the growth in certain key areas: healthcare, technology, hospitality, and entertainment (not to mention housing) offer indications of greater need to address overlaps between those areas and architecture. Preparing students to effectively contribute in those areas needs an educational framework that is informed by the profession and anticipates necessities to expand in order to meet demand. "According to an American Institute of Architecture (AIA firm leader survey conducted in late-2017), almost 80 percent of architecture firms felt that over the next few years there would be shortages of architecture staff to meet the needs of firms in their area." http://www.architectmagazine.com/aia-architect/aiafeature/how-many-architects-does-our-economy-need_o

2. What changes to the program will those require?

A portion of the program's mission "of delivering a diverse and dynamic learning environment" is an imperative to continue supporting the anticipated learning outcomes which require ongoing emphasis on teaching with the advanced tools graduates will be expected to work with. Increasing the interdisciplinary nature of the undergraduate programs and the overlaps between undergraduate and graduate areas of study (healthcare, hospitality, etc.) along with recruitment of B.S. Architecture graduates into the professional graduate program will work to support the learning objectives of preparing graduates for careers in diverse areas that are already being identified as having critical need in Las Vegas and beyond.

C. Success of Graduates

1. What steps does the department take to facilitate the success of graduates (e.g., internships, career fairs, employment talks, etc.)?

Internships are a valued component of our undergraduate programs. In recent years, architectural internships have aligned with national Internship Development Program (IDP) standards. By having our B.S. Architecture students establish records and report experiences to the National Council of Architectural Registration Boards (NCARB), we are in alignment with national protocol. During the first year of the B.S. Architecture program, students encouraged by the School's licensing advisor to create an NCARB account and seek internship opportunities.

Undergraduate internships introduce students to the second "E" of the "education, experience, examination" path toward professional architecture licensure. It should be noted that, the challenging job-market of the early 2010's saw many student interns embracing non-traditional experience settings to satisfy IDP requirements. With employment prospects in the architecture industry are steadily returning to pre-recession era numbers, students are finding more opportunities to engage in internship experiences. At the 2016 NCARB Architecture Licensing Advisor Summit, the School of Architecture at UNLV learned that Nevada is ahead of the national average on engagement and completion of IDP/AXP (Architectural Experience Program). Nevada will continue to improve in this area as the Education and State Coordinators have begun planning additional AXP outreach programs.

In addition to the endeavors mentioned above, students also engage professional colleagues through joint event programming with the American Institute of Architects and allied disciplines and organizations. In the academic and professional opportunities described above students are exposed to and have to negotiate the complexities of criteria from different fields and establish protocols to effectively work together.

2. Discuss the placements of recent graduates:

A School of Architecture Internship/Job Fair supports the placement/employment of graduates. Now approaching its seventh year of bringing prospective graduates and employers together, the UNLV SoA internship fair has served hundreds of interns and dozens of local design firms. Most B.S. Architecture graduates enjoy temporary placement as a means of satisfying undergraduate Clinical Internship requirements. Placements are not formally made but rather fostered through the internship fair.

3. If the department or program does not have placement information on graduates, what is the plan to implement gathering that information?

Following graduation, the program does not continuously gather information on placements/employments. However, the Architect Licensing Advisor for the program has initiated a regular practice of communicating with the Nevada State Board of Architecture, Interior Design and Residential Designers (NSBAIDRD) for names of alumni earning their initial licensure. Following the bi-monthly licensure swearing-in ceremony, graduates receive a UNLV pin commemorating their achievement. Connections between students' internship activities, which adhere to NCARB AXP guidelines, and our alumni's continued record maintenance with NCARB make data collection on graduates of the B.S. Architecture and the Master of Architecture Programs easier insofar as the program provides information on alumni pass-rates on the Architecture Registration Examination on its program website as required by NAAB (National Architecture Accrediting Board).

4. Do placements match stakeholder needs as identified above in A of this section?

It is reasonable to assume that the placements match stakeholder needs in terms of requisite competencies. However, it should be noted that the B.S. Architecture plays an important role in the accreditation of the UNLV Master of Architecture program. As such, since, as previously mentioned in this report, students are required to complete an accredited Master of Architecture program in order to pursue professional licensure, a large number of our students go directly into either our Master of Architecture program or that of another institution. Likewise, stakeholder needs may, at times, be difficult to meet. In the article above (B.1.), an average increase in architecture positions of only 4% over ten years is forecasted nationally. However, Nevada and the Southwestern U.S. represent an anomaly amongst traditional growth patterns, and as described in the 2017 State of the University Address by President Len Jessup, Las Vegas is positioned to be one of the fastest growing markets in the country. The stakeholders of the program may wish to see similar growth in the number of graduates.

5. If not, please explain.

N/A

6. Does the program assess whether the graduates are meeting employer's needs?

The program has a long history of being closely tied to the Master of Architecture Program, and the assessments of graduates' abilities to meet employer needs is best represented through those students that go through both undergraduate and graduate programs. This is achieved through annual assessments with local practitioners', invited participation in the preparation of the Architecture Program Report for accreditation, and regular feedback through local professional organizations to faculty that serve as education liaisons with various stakeholders. To ascertain the specific performance of B.S. Architecture (only) graduates in professional settings would require more robust tracking of alumni. Several B.S. Architecture graduates go on to pursue Masters degrees outside the State or in fields other than architecture as the education of the B.S. Architecture program effectively prepares students for a wider range of employment opportunities.

7. If not, what will the program do to place this NSHE-required assessment in place and by what date?

In addition to the assessment of students' Clinical Internships through a national standard metric (NCARB AXP Experience Reporting), the Architecture Licensing Advisor will continue to look for additional ways to add assessment opportunities to the AAD 400 zero-credit internship course.

8. Additional Comments

None

IV. Program Resources

A. Faculty Time

1.Faculty and GA Resources

	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Number of Full Time Faculty	15	13	13	14
Number of State-Supported GA lines	10	10	10	10
Number of PTIs	10	13	8	14
Number of FIRS & Visiting	2	2	1	1

	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Percent of Classes Taught by Full Time Faculty	68%	60%	73%	62%
Percent of Classes Taught by Number of State-Supported GA lines	0	0	0	0
Percent of Classes Taught by Number of PTIs	23%	31%	22%	32%
Percent of Classes Taught by Number of FIRS & Visiting	9%	9%	5%	6%

	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Student Credit Hours Taught by Full Time Faculty	132	117	132	123
Student Credit Hours Taught by Number of State-Supported GA lines	0	0	0	0

Student Credit Hours Taught by Number of PTIs	45	60	39	63
Student Credit Hours Taught by Number of FIRS & Visiting	18	18	9	12

2. For other non-major courses – e.g., upper division for the college or university, estimate the unit's resources allocated to them:

N/A

B. Budget

1. Please fill in the table with three years of financial expenditures to be used to respond to questions 2 and 3 below.

Budget category	FY 14–15	FY 15–16	FY 16–17
State Operating (2101)	$ 1,781,879.000	$ 1,881,377.000	$ 2,043,280.000
Student Fees	$ 761,229.000	$ 1,078,056.000	$ 958.953.000
Indirect Cost Recovery	$ 0	$ 0	$ 6673.72
Self-supporting	$ 192,970.000	$ 129,905.50	$ 165,656.55
Total Allocations	$2,736,078.00	$ $3,089,338.50	$2,216,569.22
Number of Graduate Assistantships (including GAs on grants)	13	14	14

2. Are these resources sufficient to meet the degree program's instructional and scholarship needs?

The UNLV School of Architecture is currently in a period of transition, with respect to its leadership. The school has spent the last two and a half years under the supervision of an interim director. A new director will join the school of architecture on October 1, 2018. It would be premature to suggest whether or not these resources are sufficient as the SoA's new leadership may have an implementation strategy different from what we have been used to.

3. If not, approximately what line items and amounts would be needed?

N/A

C. General Education

1. If your program or unit offers General Education courses, please estimate what proportion of the unit's resources are allocated to this area:

The UNLV School of Architecture offers one section of CFA 100 per semester. CFA 100 serves as the College of Fine Art's first year symposium offering.

2. Does the combined load from A and B above affect your unit's ability to offer courses for its major?

Currently, it does not.

D. Other Funding and Resources

1. Is funding from other sources sufficient to assist the program in achieving its outcomes? Other sources to be considered include: differential tuition, grants and contracts, endowment income, and one-time gifts for student scholarships, other one-time gifts.

School of architecture funding comes from five different sources: state general fund; differential tuition; endowment income; scholarship gift accounts, and sponsored projects. With the exception of sponsored projects, which are managed directly by their Principal Investigators, all other funding sources are managed by the School of Architecture Director.

2. If not, which funding streams could most reasonably be increased to help the program attain its outcomes?

The UNLV School of Architecture is currently in a period of transition, with respect to its leadership. The school has spent the last two and a half years under the supervision of an interim director. A new director will join the school of architecture on October 1, 2018. It would be premature to suggest whether or not, or which, funding streams could be increased as the SoA's new leadership may have an implementation strategy different from what we have been used to.

3. Has any new donor revenue been generated since the last program review?

As mentioned above the school of architecture manages endowment Income. The purpose of this account is to supplement expenses not covered by the State General Fund and to supplement support for faculty and student travel. This account is funded twice a year, at the beginning of the fall and spring semesters. The average appropriation each fiscal year is $44,500.00.

Another source of funding to the School of Architecture are gifts and donations, however these are restricted by the donors' intent. For example, John Klai II funds the Klai+Juba+Wald Lecture Series in the amount of $15,000-$25,000 per year. Similarly, Tom Schuman gave the School of Architecture $50,000 over the past five years to fund student travel, David Howryla provided $125,000 to support the creation of the David G. Howryla Design Build Lab, and the Las Vegas Chapter of the AIA provides $11,000 for student scholarships every year.

<u>Scholarship, Fellowship and Grant Funds</u>

The school of architecture receives a number of scholarships that support student achievement:

- The School of Architecture General Scholarship is awarded annually in the amount of $4,000 to a meritorious student enrolled in the B.S. in Architecture Program.
- The Michal Alcorn Memorial Scholarship was created to celebrate the life and contributions of Professor Michael Alcorn, who was the school's first director, and a faculty member of the School of Architecture between 1993 and 2010. The recipient of this scholarship must be an architecture major who

demonstrates excellence in graphic communication and representation. $13,000.00 was awarded during the last two fiscal years.

- The Bob Genzer APA Scholarship is awarded to 3rd or 4th year architecture students doing urban design projects. $2,000.00 was awarded in the last two fiscal years.
- The Commercial Roofers Incorporated Scholarship has been awarded since 2007. Every year $1,500.00 is awarded to the most meritorious student in the ABS 322/522 class.
- The Leslie Sully Scholarship is awarded every year to a landscape architecture student having a cumulative GPA of 3.0 or higher. $2,000.00 was awarded during the last two fiscal years.

American Institute of Architects (AIA) Scholarships:
The Las Vegas Chapter of AIA administers several scholarships on behalf of its members. These scholarships are awarded at a recognition ceremony in the School of Architecture. A list of the AIA Scholarships, award criteria, and dollar amount given to the students is included below:

Scholarship:	Criterion:	Amount:
Felicia Friedlander Scholarship	Entering 3rd year in fall	$1,000.00
AIA Las Vegas Scholarship	Entering 4th year in fall	$1,500.00
Ric Licata, FAIA Memorial Scholarship	Entering 4th year in fall	$1,500.00
Carpenter Sellers DelGatto Travel Award	Any student 2nd through 6th year	$1,500.00
William Snyder Honorary Scholarship	Entering 4th year in fall	$1,000.00
SHarchitecture Scholarship	Entering 4th year in fall	$2,000.00
John R. Klai, II, FAIA Honorary Scholarship	Entering 5th Year in Fall	$2,500.00

4. Has the unit engaged in fundraising activities to support the program over the last 5 years? Springs Preserve?

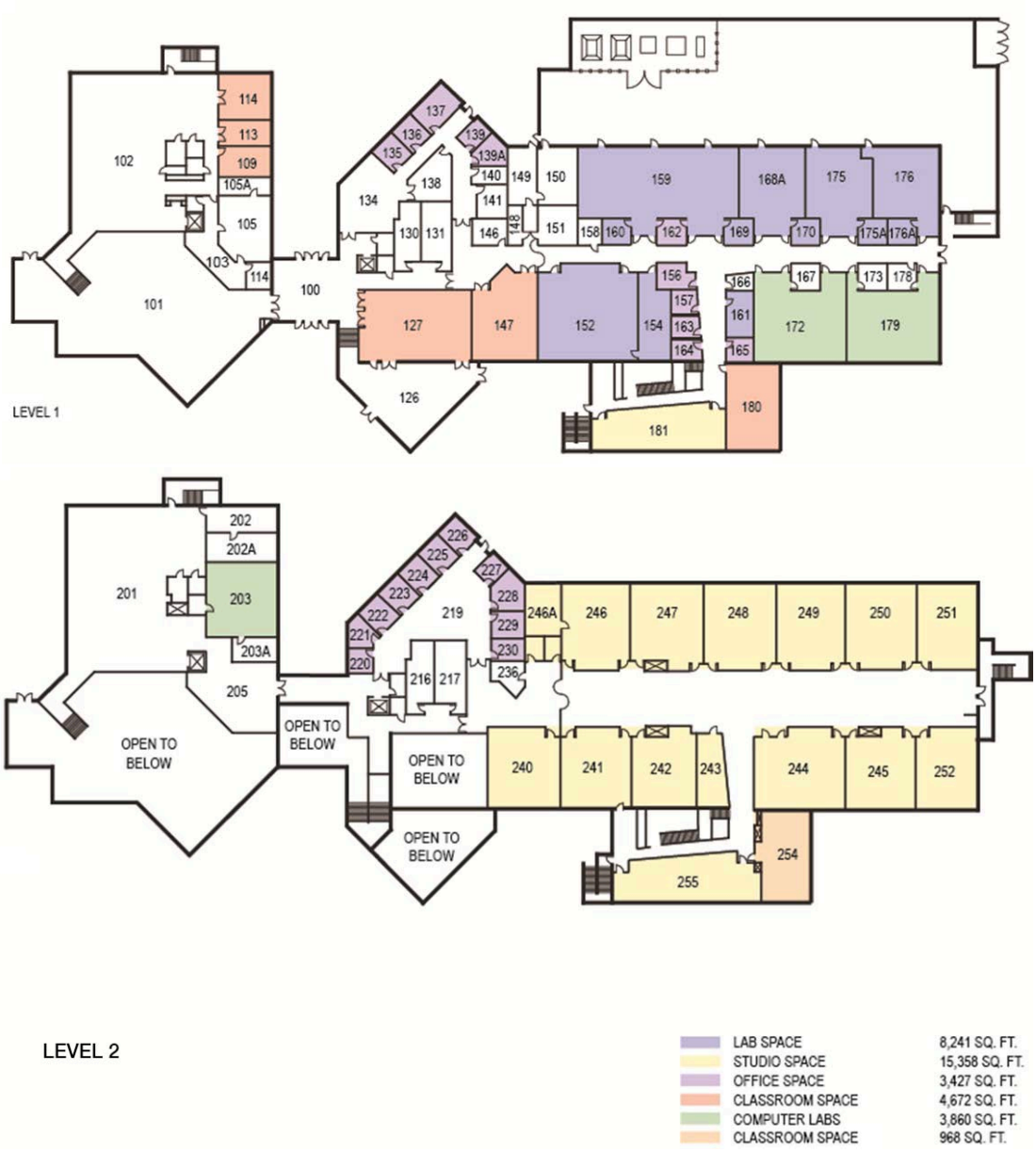
Seed gifts of $25,000 by Marnell Architecture and $1,000 by John P. Copoulos were received and deposited on April 4, 2018 to establish and name the AIA Las Vegas Chapter Fund. The purpose of the Fund is to provide financial support for the School of Architecture's academic and educational programmatic needs, multi-purpose and special project needs, training and research support, materials and other related expenses for faculty, students and staff as approved by the School of Architecture Director.

5. What has been the result of these fundraising activities?

As noted above, the external funds raised by the school of architecture support student scholarships, student travel, events, and other pedagogical initiatives.

6. Review the space data for your department and comment on its amount and quality. These data will need to be accessed by an individual with Archibus® access.

The Paul B. Sogg Architecture Building (ARC), a 76,000 square feet facility, has been the home of the School of Architecture since 1997. The floor plans included below highlight designated space uses for those rooms allocated to instruction and/or program support.



The ARC Building is located on the south end of the UNLV campus, on Brussels Street and Tropicana Avenue. Designed by Las Vegas architects Swisher-Hall, the ARC Building is programmatically organized in two distinct wings. The North Wing houses the two-story Architecture Studies Library (ASL). The South Wing of the building houses all of the classrooms, administrative and faculty offices, and the computer, research, and fabrication labs. The central node linking the north and south sides of the ARC Building is a large, two-story lobby. The building's lobby facilitates public interaction and accommodates receptions and school events. During 2004, a 7,000 square feet expansion containing graduate studios, a classroom, and critique space was constructed on the west side of the original building.

Summary of Space Allocation

ARC 100 – Paul B. Sogg Architecture Building Lobby - Reception Space

This space, located right next to the building's main access, serves as a gathering area during lectures,

exhibitions, or other school events. The space is also used as a gallery, displaying large physical models produced by students (this photo shows on the lower level a wall-section mockup from the 2013 Solar Decathlon and a sponsored-project site model). Adjacent to the lobby, there is an information board and a display monitor providing information about School of Architecture news and events.

ARC 127 – Lecture Hall - Multipurpose Room

ARC 127 can be accessed directly from the ARC Building lobby. This classroom, the largest in the School of Architecture, is characterized by its two-story space with moveable tiered auditorium seating for 130 students. ARC 127 is a lecture hall equipped with sound, computer, and audio-visual equipment. When the tiered seating is collapsed the room becomes a 1,500 square-foot multi-purpose space that is used for receptions and year-end events. Located immediately outside this classroom is a walled garden used for outdoor receptions and school social events.

ARC 147 – Smart Classroom

This smart classroom can accommodate 48 students at one time. Furnishings are moveable allowing the room to be used for course instruction as well as workshops and conferences.

ARC 152 – Smart Classroom (part of the SimLab)

This smart classroom is considered part of the school's Simulation Lab. This classroom is designed for laptop instruction and equipped with state-of-the-art audio visual, video conferencing, and interactive instructional capabilities. This classroom can accommodate 48 students at one time. Furnishings are moveable allowing the room to be used for course instruction as well as workshops and conferences.

ARC 154 – Building Structures Lab

The Building Structures Laboratory supports the important facet of the demonstrative and experimental components of building science courses. The main objective of this laboratory is to complement the sequence of two structures courses currently taught in the architecture curriculum by introducing students to illustrative experiments on the behavior and characteristics of traditional as well as innovative construction materials, structural components, and simple structural systems. The laboratory additionally provides tools for graduate students pursuing research interests in the areas of construction technologies and structural systems. In order to achieve these objectives, the lab is equipped with a 55-kip (244-kN) static testing machine, a data acquisition system, strain gauges, extensometer, a steel reaction frame with a 25-kip (111kN) capacity manual hydraulic ram, and miscellaneous laboratory tools. The lab testing equipment is housed in ARC 175.

ARC 157 – Photo Lab

The Photography Studio is approximately 160 square feet. It provides students and faculty lighting, stands and props, filters, other equipment to photograph and document models and drawings.

ARC 159 – Fabrication Lab (part of the Sim Lab)

The 1,800 square feet model shop has traditional woodworking equipment, metal working equipment, digital fabrication tools, a supervisor's office, model storage space, and access to a large outdoor building/construction yard. This space is equipped with saws, planers, sanders, metal working equipment (arc welders, soldering equipment), as well as hot wire for foam and cardboard. A computerized laser cutter enables students to use their CAD drawings as model templates for cutting wood, plastic, cardboard. Newer equipment includes a 4' x 8' bed, 3-axis, CNC milling machine as well as a 4' x 8' bed laser cutter. This side of the SimLab has direct access to the ARC Building Yard.

ARC 161 – Laboratory for Innovative Media Explorations (LIME)
LIME is the research arm of the Landscape Architecture program. Its main goal is to engage students, academics, and public and private stakeholders in the use of digital-based technologies as platforms for making thoughtful decisions that affect the future development of the places where we live.

ARC 168A – David G. Howryla Design Build Lab
The David G. Howryla Design Build Lab, now a part of the SimLab, provides manual and automated tools for working with steel and other metals. The facility houses a drill press, wet saw, a break, a shear, and welding equipment. Along with these traditional tools, the shop also has a CNC plasma cutter for cutting custom or complex shapes. The room is outfitted and approved for "hot work" with eye protection and fire proofing. This laboratory is adjacent to the SimLab and also enjoys direct access to the ARC Building Yard.

ARC 172 and 179 Computer Labs
These two computer labs are located on the first floor in the south end of the building. They both are equipped with 24 workstations and a teaching station. Rooms 172 and 179 are managed by the Office of Information Technology.

ARC 175 (and ARC 159) – Simulation Lab (SimLab)
The Simulation Lab (SimLab) has combined two previously separate labs to enable a wide range of course work and applied research by students and faculty. The shops are managed and supervised by Paul Morrison and consist of a wood-working shop, a metals shop, a new digital fabrication space, and an outdoor building yard. The wood shop (ARC 159) contains an array of heavier equipment such as table saws (including a SawStop for safety), drill presses, sanders, jointers, planers, along with hand tools available for student and faculty use. A centralized dust-collection system is currently being installed in the woodshop for safety and cleanliness. The digital fabrication spaces consist of two clean areas, one for laser cutters (ARC 168 & 169) and another for 3D printers (ARC 175A). The SimLab has three CNC (Computer Numeric Controlled) laser cutters: a Jamieson Systems laser with a 4'x8' open bed, and Full Spectrum system (18" x 24" enclosed bed), and a new Universal Laser System with a 150-watt beam and an enclosed 18" x 32" cutting bed. In addition, the SimLab has a Stratasys Dimension unit for precision 3D printing out of ABS and PLA plastics. The School of Architecture is in the process of acquiring a new, larger 3-axis CNC router to be housed in ARC 175. This computer-controlled equipment is built by Techno CNC with a 5' x 10' cutting bed, a vacuum hold table, and automatic tool holding, changing, and measuring. This machine will replace the SimLab's smaller ShopBot router.

ARC Building Construction Yard
The ARC Building Yard is an outdoor area adjacent to the SimLab, David G. Howryla Design Build Lab, and NEAT Lab accessible via 8' x 10' overhead doors along the east façade of the ARC Building. The yard is a large, walled outdoor work area located along the east end of the building and accessed for outside deliveries from a south-facing gate. The work yard is available for use for large construction and research projects.

ARC 176 – Natural Energies Advanced Technologies (NEAT) Lab
The NEAT Laboratory consists of both outdoor and indoor facilities to conduct its research and pursue its mission. The outdoor test area, located in the ARC Building Yard, houses prototypes to investigate the performance of green roofs, roofponds, and thermal insulation materials. The outdoor test area also has a complete outdoor weather station. The laboratory's indoor facilities include the main laboratory space and a small office. The main laboratory space consists of three separate areas: classroom space (capacity 1 students),

Heliodon (sun simulator) featuring digital video-recording capabilities; and graduate student workstations (3 desks each with a computer). The small office within the NEAT Laboratory is shared by the Director and faculty/students doing research in the laboratory. The office is also used to store the building science equipment and sensors (worth $60,000) used both in building science courses and in experimental research projects. More information regarding the NEAT Laboratory may be found at: http://web.unlv.edu/labs/neatl/.

ARC 180 – Smart Classroom

This smart classroom can accommodate 48 students at one time. Furnishings are moveable allowing the room to be used for course instruction as well as workshops and conferences.

ARC 181 (and ARC 255) – Architecture Graduate Studios

Two graduate studios are located in the building addition to the west side of the building. Each studio has an approximate area of 1,000 square feet and both open directly into a two-story critique space.

ARC 220 – Slide Library

An image library of 120 square feet is located adjacent to the faculty offices in the faculty common area on the second floor. This facility houses the school's slide collection (approximately 13,000 slides). The School of Architecture is in the process of digitizing its image collection; approximately 6,000 images are now included in a searchable database which will soon be available to all faculty on the school's server. The image library contains both a slide and a flat-bed scanner that are available to the faculty.

Offices

On the second floor of the ARC Building is an area dedicated to faculty offices. Eleven private faculty offices for full-time faculty, averaging 180 square feet each, surround an open conference area used as a work space and for faculty/student meetings. Four additional faculty offices, averaging 150 square feet, are located along the ground floor corridor to the graduate studio addition.
Administrative offices for the School of Architecture are located on the first floor next to the lobby. This office suite includes the Director's office, a conference room, four offices currently occupied by faculty and classified staff, a workroom for staff and student workers, a kitchen, mail boxes, and a storage room.

Architecture Studies Library (ASL)

The Architecture Studies Library (ASL), organized in two-levels, can be accessed directly from the ARC Building lobby. The ASL provides access to resources and information about the professional fields of architecture, building and construction, urban planning, landscape architecture and interior design in support of the academic needs of the School of Architecture. With an area of 16,000 square feet, the ASL houses a collection of 25,000+ bound volumes, 600+ media items, and 240 journal titles. The ASL also features a computer lab/classroom, several group study rooms, and a gallery that serves as exhibition and meeting space.

School of Architecture Design Studios

Undergraduate studios for all the programs housed in the School of Architecture are located on the second floor of the ARC Building. Just over 20,000 square feet of loft-type space has been divided into three interconnected areas. The two studio spaces, with 7,252 and 9,102 square feet, contain approximately 200 workstations. Studios are equipped with outlets and a robust wireless network that allow students to access the internet as well as peripherals such as printers, plotters, and smart screens.

ARC 2nd -Floor Gallery

Located between the two undergraduate studio spaces is a 6,096 square feet sky-lit critique space. The

ARC 2nd -Floor Gallery is equipped with pin-up space as well as 4 smart screens which are used for announcements, exhibits, presentations and project critiques. The ARC 2nd Floor Gallery is a flexible, multi-use space used for circulation and available for juries, all-school meetings, group projects, spontaneous events, and design charrettes.

ARC Gallery II

The two-story critique space outside of the graduate studios features pin-up space, seating areas, and a new nine-screen digital display with a touch-screen monitor.

Space for Faculty Teaching, Scholarship, Service, and Advising

The School of Architecture provides faculty with the space needed to fulfill their various roles. Individual offices provide full-time faculty with secure space for work, with adequate storage for personal and student projects and documents, and with furniture to allow for private meetings on campus. All faculty members are also provided with a computer on a three-year upgrade cycle. Studios and classrooms throughout the School of Architecture are well-equipped with appropriate infrastructure and technology as well as new furniture to foster a 21st century learning environment.
Two conference rooms (one private and the other one in a shared faculty area) offer opportunities for collaboration with other faculty and students.

UNLV Downtown Design Center (Off-campus Location)

In addition to the ARC Building on the UNLV Campus, the School of Architecture maintains a vibrant Downtown Design Center (DDC). The DDC leases approximately 5,200 square feet of space in the renovated Fifth Street School, a 1936 Spanish Mission Style grammar school in Downtown Las Vegas. Renovations of the Fifth Street School were completed in August of 2008, with our first classes and public events offered in the fall semester of 2008. UNLV has a ten-year lease with the city, approved by the Board of Regents. Other tenants at the Fifth Street School include the Nevada School of the Arts, the Las Vegas Chapter of the American Institute of Architects, and the City of Las Vegas Department of Cultural Affairs. UNLV's space at the Fifth Street School consists of two dedicated studio spaces accommodating 12-15 design students each, one conference/seminar room holding approximately 25 people, and one office suite for a staff of up to five. The Fifth Street School's gymnasium has been converted into a 300 seat auditorium, and the locker rooms have been reconfigured as a gallery space. Both the auditorium, and the gallery, are shared by all four tenants at the Fifth Street School, and host a variety of public events in Downtown Las Vegas.

The UNLV Downtown Design Center (DDC) – (FSS)

The DDC is an extension of the UNLV campus located in the Historic Fifth Street School. This 1936 Spanish Mission Style facility is often described as a cultural oasis. Two classrooms that are setup as studio space, a conference room, and administrative support areas create adequate conditions to teach studio and seminar courses offered by the various programs housed in the School of Architecture. Courses offered at the DDC are typically engaged in sponsored projects and strategically held there to facilitate increased community engagement. Teaching courses at the DDC provides students with about 10-15% more personal learning space, gives them access to amenities that are only found in dense urban environments, and affords them the opportunity to work in service learning projects. The School of Architecture also benefits by gaining free access to an 8,400 square feet auditorium (within the Historic Fifth Street School), which has hosted many of School of Architecture's community-oriented events in past years such as the Klai Juba Wald Lecture Series, End-of-Year All-School Reviews, and Internship Fairs. The 2016 West Quad Conference headquarters was at the Historic Fifth Street School, and events such as the AIAS Beaux Arts Ball and special architecture project

exhibitions find numerous reasons to utilize the UNLV Downtown Design Center and the entire Historic Fifth Street School Campus.

7. Is the quality and quantity of available consumable materials and supplies (e.g., office supplies or lab supplies) adequate and if not, explain why not:

Yes, the quality and quantity of available consumable materials and supplies is adequate.

8. Is the quality and quantity of available technology resources, such as computers adequate and if not, explain why not:

The school of architecture's technology committee has indicated that the school requires significant classroom upgrades to improve the quality of available technology resources in three of the classrooms in the ARC building. Those rooms are ARC 152, ARC 180, and ARC 147 (listed in order of priority). The upgrades are necessary in that the current technology available in each of these rooms is outdated and does not serve in the full capacity expected in a Smart Classroom.

9. Is the quality and quantity of available equipment (other than computing) adequate and if not, expla why not:

Yes, the quality and quantity of available equipment other than computing is adequate.

10. Is the quality and quantity of available library and information resources adequate and if not, explain why not:

The quality and quantity of available library resources is more than adequate. The UNLV School of Architecture is fortunate in that the UNLV Architecture Studies Library (ASL) is housed within the Paul B. Sogg Architecture building. The Architecture Studies Library provides access to resources and information about the professional fields of architecture, landscape architecture, interior design, urban planning, and building and construction. Located in the Paul B. Sogg Architecture Building (ARC), the facility opened in 1997 and contains 16,000 square feet organized on two levels.

The ASL features two gallery spaces that are frequently used by the School of Architecture community to display student work and/or faculty/professional exhibits, a computer lab/classroom, three group study rooms, and light tables and scanners that augment study resources for School of Architecture students. Design software to support the academic programs of the School of Architecture is available on the ASL computer lab/classroom.

Collections: The collection contains 25,000+ bound volumes, 600+ media items, and 240 journal titles with about 175 current titles. An archive of Las Vegas AIA Design Awards preserves local architecture history. Hours of Operation: The ASL is opened 63 hours per week when classes are in session (8:00AM – 8:00PM Monday – Thursday; 8:00AM – 6:00PM Friday; Closed Saturday; 1:00PM – 5:00PM Sunday).

Staff: The ASL staff includes one full-time staff and nine part-time student employees. The College of Fine Arts Librarian also holds office hours in the ASL twice a week: on Mondays from 10:00AM – 12:00PM, and on Wednesdays from 3:00PM – 5:00PM.

11. Staffing

a. Are available department staff resources sufficient to attain the program's outcomes?

Currently, the SoA has two administrative support staff, while at the same time employing two part-time student workers. Addressing the necessary number of departmental staff members needed will require rigorous prioritization of responsibilities.

b. If not, what additional staff resources are needed and how would they be funded?

The school of architecture would benefit from a part, or full-time administrative staff member to facilitate sponsored projects. I.e., assisting PIs with budgeting, working with the UNLV purchasing department, managing grant-related employment contracts etc., A feasible way of paying for this staff member might be to require future PIs to include a percentage allocated to admin staff in their project proposals.

12. Additional Comments

None

V. Size of Program

1. Below are headcount, course enrollment, and degrees conferred data from Decision Support.

Academic Level Key

Undergraduate (UGRD):	Graduate (GRAD):
10 – Freshman	GR - Graduate
20 – Sophomore	PHD – PhD
30 – Junior	
40 – Senior	
50 – Post Bacc Undergrad	

Headcount

Architecture BS (ARCBS)

Academic Level - Beginning of Term	Fall 2012 Prelim	Spring 2013 Prelim	Fall 2013 Prelim	Spring 2014 Prelim	Fall 2014 Prelim	Spring 2015 Prelim	Fall 2015 Prelim	Spring 2016 Prelim	Fall 2016 Prelim	Spring 2017 Prelim
10	67	42	51	33	41	31	45	45	57	47
20	55	49	36	33	41	38	34	29	42	43
30	50	47	42	38	33	25	41	35	30	29
40	87	91	71	73	48	57	43	52	48	53
50	1	2	1	1	1	1	1	0	0	0

Course enrollments

Department Name of Course	Subject	Course Number Level	Spring 2014 Prelim	Fall 2014 Prelim	Spring 2015 Prelim	Fall 2015 Prelim	Spring 2016 Prelim	Fall 2016 Prelim	Spring 2017 Prelim
Architecture	AAD	100-Level	41		56		45		58
		200-Level	31	122	22	178	45	137	36
		300-Level	31	12	18	39	16	38	15
		400-Level	9	3	28	1	32		14
		500-Level	1	4	13	5	9	8	15
	AAE	100-Level		29	16	27	25	45	35
		200-Level	28	25	20	57	45	28	23
		300-Level	30	23	23	17	17	22	22
		400-Level	106	93	91	29	61	32	73
		500-Level		6			2		
	AAI	100-Level	28	28	54	23	63	33	54
		200-Level	14	42	16	24	28	31	16
		300-Level	52	33	33	58	63	56	56
		400-Level	27	11	48	15	33	13	42
	ABS	300-Level	60	101	52	94	45	95	49
		400-Level	28	7	34	20	27	17	25

2. **Discuss the headcounts from the last five years, i.e., are the trends in line with projections in your unit's strategic plan?**

   The UNLV School of Architecture has not had a new strategic plan in place during the period since the last program review. As stated earlier in this report, the school is currently in a period of transition, with respect to its leadership. The school has spent the last two and a half years under the supervision of an interim director. A new director will join the school of architecture on October 1, 2018. A majority priority for the new director will be to initiate a strategic planning process for the SoA.

3. **If not, why not?**

   Please see above.

4. **Does your program's enrollment trend differ from national trends?**

   The enrollment trends listed above are in alignment with national enrollment trends in schools of architecture.

5. **If yes, please discuss the reasons:**

   N/A

6. **Additional Comments**

   None

VI. Retention, Progression, Completion

A. Major Course Offerings

1. **How many major courses have been added or eliminated in the last 5 years?**

   __2__ Added __5__ Eliminated

   2014: ART 101 and COM 101 were removed from the B.S. Architecture curriculum

   2015: PHYS 151 became the specifically required four credit science with a lab

   The school of architecture removed its specific FYS (CFA 101 Introduction to Environmental Design) in favor of allowing students to take any university approved FYS.

   AAD 180L was eliminated from the curriculum

   AAE 440 was eliminated from the curriculum

   AAE 451 was eliminated from the curriculum

   2016: AAD 367 was added to the B.S. Architecture curriculum

AAE 451 was revised and reintroduced into the B.S. Architecture curriculum

2. Why were the actions taken?

These actions were taken in order to bring the B.S. Architecture curriculum closer to the 120 credit maximum allowed for bachelor's degree programs. Additionally, the changes were made to address changes in accreditation expectations.

3. After reviewing the program, what additional actions should be taken to improve retention, progression, and completion?

Discussions with the staff at the College of Fine Arts Advising center has helped to identify areas where curricular revision should be considered, with respect to this criterion. More specifically, the curriculum's technical sequence may need to be reviewed as an area where changes could be in order.

4. Are there any courses that students routinely have difficulty getting enrolled in, that slow progression and/or graduation? If so, please identify them:

Discussions with the staff at the College of Fine Arts Advising center has helped to identify AAE 280 as a class that students routinely have difficulty getting enrolled in, thus slowing progress toward graduation.

5. If last question was answered yes, what steps can be taken to reduce "bottle-necks" in these courses. Please indicate *both* financially-based and non-financially-based solutions.

Financially-based solutions
Hire PTIs and open more sections of the class.

Non-financially-based solutions
Adjust/change the pre-requisite(s)

6. Can any changes in sequencing of courses be made to facilitate graduations?

Currently AAD 180, which serves as the first-year design studio, is offered in the Spring semester only. Discussions with the College of Fine Arts Advising center has helped to identify that either moving the class to the fall, and/or offering the course in the Fall and Spring semesters could facilitate more timely graduations.

B. Curriculum

1.Is the program's curriculum aligned with current developments in the field?

Yes, the B.S. Architecture curriculum is well-aligned with current developments in the field of architecture. Recent changes in areas of digital fabrication and computational design serve the curriculum well in this regard.

2. If not, what needs to be done to make it current?

N/A

Graduation Rates

Program graduation numbers and rates are summarized below.

Degrees conferred

Department	Architecture
Academic Career	UGRD
Academic Plan Description	Architecture BS (ARCBS)
Degree	BS
Degree Description	Bachelor of Science

Academic Year - July to June	Degree Count
2005-06	30
2006-07	34
2007-08	25
2008-09	35
2009-10	29
2010-11	22
2011-12	31
2012-13	37
2013-14	32
2014-15	28
2015-16	20
2016-17	22

Using the data in the tables above, please answer these questions:

1. **Are trends in 6-year cohort graduation close to the University's goals (UNLV's undergrad goal is 50%)?**

   Yes, as the table below illustrates, the most recent six-year cohort (AY 2011-2017), had students graduate at a percentage only slightly lower than the University's goal of 50%.

Academic Year - July to June	Percentage Conferred
2011-2017	48.4%

2. **If not, what is being done to reach the goal?**
   The school of architecture's administration has begun to work with the CFA advising center's RPC specialist to identify specific initiatives that might help to increase the graduation rates.

3. Discuss how and why the graduation rate is changing.

As the table below shows, the six-year cohort graduation range decreased by four percentage point from AY 2010-2016 to AY 2011-2017. As indicated earlier in this section, feedback from the CFA advising center seems to indicate that the most recent six-year cohort had a more difficult time successfully completing the technical sequence of courses that are required in the final year of the B.S. Architecture program.

Academic Year - July to June	Percentage Conferred
2010-11	52.4%
2011-2017	48.4%

4. Additional Comments

None

VII. Relationship to Other Programs

1. What relationship does your program have to other programs (such as transfers, collaborations, partnerships) in the NSHE system?

In the past, the UNLV B.S. Architecture program has had healthy transfer-student relationships with the two-year architecture studies programs at both the CSN, and TMCC, community colleges. However, recently CSN's administration has decided to eliminate the two-year architecture studies program. Approximately five years ago, TMCC also eliminated their two-year architecture program. However, during the last academic year, the SoA's Associate Director met with a representative from TMCC who has been charged with re-implementing that program so as to reengage a symbiotic transfer relationship.

2. What the relationship does this program have to other programs at UNLV (e.g., collaborations, partnerships, affiliated faculty, General Education requirements, etc.)?

UNLV has provided School of Architecture programs the ability to build meaningful and productive relationships with scholars and students in other disciplines such as the Howard R. Hughes College of Engineering or the William F. Harrah College of Hotel Administration – routinely ranked 1st in the world. This fertile supportive environment has produced collaborations that resulted in a university wide minor and graduate certificate in Solar and Renewable Energy and a graduate certificate in Hospitality Design.

3. Additional Comments

None

VIII. Impact

1. What impact has this program had or will have in the following areas:

a. University

Projects such as the 2013 U.S. DOE Solar Decathlon Competition or the current entry for the 2017 Solar Decathlon event have had significant leadership from School of Architecture faculty and students, while substantially engaging other programs/units throughout the university. Furthermore, the great success of the 2013 UNLV Solar Decathlon House (DesertSol), which was the top-ranked U.S. entry and 2nd overall in that year's competition (http://www.solardecathlon.gov/past/2013/final_results.html), allowed UNLV to engage its community in a very meaningful way by permanently displaying DesertSol at the Las Vegas Springs Preserve.

Similarly, the 2014 and 2015 U.S. DOE Race to Zero Student Housing Competition entries were led by School of Architecture faculty and students with collaboration from the Howard R. Hughes College of Engineering. The 2015 competition entry (Desert Sunrise), a service learning project that focused on the housing needs of the Moapa Band of Southern Paiutes, received a Design Excellence Award from the U.S DOE and was featured by President Len Jessup at the 8th National Clean Energy Summit (http://www.cleanenergysummit.org/event-information/agenda) and during his State of the University Address. The complexity of these projects also reinforces the program's relationship with the local design community and the allied disciplines' connection back to the institution at large.

b. Community

A generous gift from David Howryla, a School of Architecture alumnus, allowed for the creation of the David G. Howryla Design Build Lab, which has made possible the curricular integration of design-build projects such as DesertSol in 2013, a ticket booth for the Shakespeare Festival at Lake Tahoe in 2016, and currently, a Utah artists' retreat project. The David G. Howryla Design Build Lab has activated underused laboratory space and reenergized an enclosed construction yard accessible to students and faculty of the School of Architecture and the Art Department.

The UNLV Downtown Design Center (DDC) is an extension of the School of Architecture facilities located in the Historic Fifth Street School. Through the activities and courses offered at the center, typically engaged in sponsored projects, the School of Architecture is able to strategically facilitate increased community engagement on behalf of UNLV.

c. Field

Through the integrated study of liberal arts and the specific discipline of architecture, the program encourages the holistic development of its students. By completing the UNLV General Education core requirements (46-49 general education credits) and 4-6 School of Architecture graduate electives (12-18 credits), students in the program receive a broad education that allows them to pursue a diversity of subjects and topics.

Increasing emphasis on paths toward licensure encourages the holistic development of our students by balancing their academic learning outcomes with professional internship objectives. As IDP continuously

adapts to changes in technology, industry, and society among others, the curriculum and advising has evolved to ensure students are engaged in their own path toward becoming architects, establishing records with NCARB early in their careers, and recording internship experiences often.

2. What are the benefits to the institution of offering this program?

The School of Architecture promotes a culturally and socially diverse climate that supports each member of its community. The learning culture is respectful of difference and fosters collaboration and interdisciplinary endeavors. Over the past several years, the School of Architecture has also supported the creation of learning communities that help cohorts of students move through the curriculum in series of co-requisite courses that strive to be highly integrated as a means of reinforcing transference of knowledge across all realms of the curriculum. For example, first and second year (foundation-level) courses are largely shared across the three undergraduate disciplines of the school; third year studios capitalize on students' simultaneous learning of building technologies, with shared assignments between studios and support courses. The culture of the fifth year is an intensive immersion in integrative design and research. The fourth and sixth year support learning communities are centered around topical studios and related seminars. The faculty recognizes and takes advantage of other opportunities that enhance the learning culture of the school through creative curricular interconnectivities (lessons shared between studios, seminars, labs) and extra-curricular activities (lectures, workshops, etc.). Faculty, staff, and students work together to uphold the highest ideals of personal and academic honesty while maintaining a safe and healthy living and working environment. Issues of time management and healthy living are discussed by faculty and included in the Studio Culture Policy. Facility improvements (addition of daylight to studios and new furniture in studios and classrooms) have also helped create a better learning environment for our students.

3. Are there examples of the integration of teaching, research, & service that you would like to highlight (e.g., faculty mentoring leading to student presentations at conferences, service learning classes, community service activities involving students, or other student activities and/or achievements that you think are noteworthy)?

The examples provided in this paragraph simply highlight ways in which faculty have chosen to align their scholarly activities to the areas of specialization adopted by the School of Architecture. Given the areas of concentration and emphasis adopted by the Master of Architecture. program in recent years, the School of Architecture has embarked in design-build projects and community outreach activities that showcase the integration of sustainability issues relevant to Las Vegas and the Mojave Desert. For example, after the great success garnered by UNLV's 2013 Solar Decathlon Competition, Assistant Professor Eric Weber has developed a research agenda focused around design-build and making (he has received more than $400,000 in extramural funding during his tenure at UNLV). Professor Alfredo Fernandez-Gonzalez, Director of the Natural Energies Advanced Technologies Lab and Coordinator of the Building Sciences & Sustainability Concentration, was contracted twice by Architecture 2030 to develop passive cooling swatches for the "2030 Palette" and then to customize and extend the outreach of this important resource to Latin America (total funding for these projects was $15,000). He is also working on a grant proposal to build the 2015 Race to Zero Student Housing Competition entry in the Moapa Paiute Reservation (the proposal will be submitted in October to the Sloan Foundation). Another excellent example of community engagement by School of Architecture faculty and students are the projects managed by UNLV's Downtown Design Center (DDC). Under the leadership of Associate Professor Steven Clarke since December of 2014, the DDC has completed three externally funded projects that have received significant media attention (e.g., http://lasvegasweekly.com/news/2016/feb/04/westside-story-the-legacyand-heart-of-a-historic/#/0 or https://www.youtube.com/watch?v=CfZV7tkx83Y) and have raised the

profile of the School of Architecture.

In addition, as architecture is widely recognized as a public discourse, issues of community engagement and social responsibility offer distinct avenues for the integration of architectural teaching, research, & service. Community engagement and social responsibility are two important components of the education our students receive at UNLV. Projects such as UNLV's Downtown Design Center's HUNDRED Plan for the Historic Westside Neighborhood include several lessons in community engagement and social responsibility through efforts to influence smart growth and economic development. This project, developed with input from the community, advocates for the preservation of this historically significant African-American neighborhood and was recently adopted by City of Las Vegas for its new master plan. Other examples of how our program fosters community engagement and social responsibility are:

- Students have competed in "Smart Cities Smart Communities," and through civic engagement arrived at such sophisticated understandings of civic space that their work was recognized by the City of Las Vegas as meritorious.

- Another excellent example of community engagement and social responsibility is the Desert Sunrise Home for the U.S. DOE Race to Zero Competition, which applied knowledge in building sciences and sustainability to develop an environmentally conscious, cost-effective, and culturally significant housing design for the Moapa Paiute on a tribal reservation.

- The second-year studios participated in the "City Impact Center Competition" which raised cultural awareness and empathy in our students as they focused on low-income neighborhood re-development, homeless shelter design, and rural community folly proposals.

- The Hospitality Design studio's emphasis on understanding the need for community integration in the planning of major resort developments has brought social responsibility into the design dialogue of some of the largest privately funded projects in the country and around the world. The unique work in this area has even attracted Fulbright Scholar applicants in sociology to seek residency in the program.

4. Additional Comments

None

IX. Productivity

1. Please provide an indication of faculty productivity appropriate for your unit (lists of publications by type, grants by type, performances by type, installations by type, etc.):

The following list includes funded research/creative activity (only the Principal Investigator is listed) that has gone through the UNLV Office of Sponsored Programs over the past two years. It is worth noting that extramural funding during the past two years was $540,482.

- McCown, Vegas Valley Trails Map - $15,000 (Outside Las Vegas Foundation)
- McCown, Interstate 11 Next Generation Corridor Pilot Study – $9,000 (Arizona State)
- McCown, Southern NV Inventory of Sustainable Systems - $75,000 (City of Las Vegas)
- Weber, Lake Tahoe Shakespeare Festival Ticket Booth - $47,187 (NV Div. of State Parks)
- Clarke, HUNDRED Plan for Historic Westside Las Vegas – $106,900 (Las Vegas Centennial)
- Clarke, Las Vegas Springs Preserve Playground - $22,120 (LV Valley Water District)
- Nowak, Resort and Casino Rebranding Tower Exterior Study - $13,440 (MGM Resorts International

Global Gaming Development LLC)

- Clarke, Regional Trail Map - $4,500 (Outside Las Vegas Foundation)
- Clarke, City of Las Vegas Trail Map - $2,500 (Outside Las Vegas Foundation)
- Weber, The Mesa - $244,835 (The Mesa Retreat Center, LLC)

2. Additional Comments

None

X. Quality

A. Admission and graduation requirements

1. Please insert program admission requirements from the current UNLV catalog. Due to display complications, this description must be typed into this form and not pasted from the Catalog.

Admission to the Major

Minimum University GPA: 3.00

Admission Policies

Admission to the first-year programs of the School of Architecture is open to all UNLV students. Students may choose to major in any of the school's four design programs. Admission to School of Architecture second year studio programs is competitively based on a student's grade point average and successful completion of first year studies.

Before a student may enroll in upper-division courses, including studio, within the School of Architecture, each student must gain approval by the Faculty Review Committee. Admittance to upper division is based upon a faculty review of:

1. Successful completion of all required courses in lower-division studies and the achievement of a minimum of 3.00 grade point average (see Major Degree Requirements in the current Undergraduate Catalog and the current degree sheet for your major);
2. Completed School of Architecture Application for Upper- Division form;
3. A portfolio of creative work;
4. A written statement describing student professional interest and career development opportunities as the student pursues any of the three design professions offered by the SOA.

The application deadline for IAD program is March 15 of each year. ARC and LAND deadlines are the first Monday after spring semester final exams week.

Each application is checked for compliance with the minimum requirements prior to ranking by the review committee. Incomplete applications are not be accepted.

Transfer Policies

Transfer students applying for upper-division programs of the school from other institutions must submit the following to be considered for admission based upon faculty review:

1. Portfolio of design work that demonstrates graphic skills, model-making skills, basic two- and three-dimensional composition, basic understanding of spatial organization, understanding of color, and basic site and handicap accessibility planning;
2. Completed School of Architecture Application for Upper Division form including documentation and description of community service and/or professional experience.
3. A creative or research essay produced for any course, or an essay as defined by the School of Architecture faculty annually.
4. Letter of professional intent.
5. Official transcripts from other institutions previously attended.

While the university accepts credits transferred from other accredited institutions, transfer credits are not applied to the School of Architecture programs until reviewed and accepted by this unit. Transfer credits for required program courses must be from NAAB-, CIDA-, or LAAB- accredited institutions. Transfer course work must be equivalent in both content and level of offering. In addition, a faculty review of samples of work (or portfolio of work) from previous studio or laboratory classes is required.

2. Are there any updates that need to be made to the catalog and if so, what are they?

The catalog description is accurate and does not require amendments at this time.

3. How many full-time advisors are available at the college level?

The College of Fine Arts Advising Center currently staffs four full-time advisors.

Outcomes and Assessment

1. **Student Learning Outcomes and Program Assessment Plans and Reports by program concentration are listed at** http://provost.unlv.edu/Assessment/plans.html. **Please attach the most recent assessment report as Appendix 3.**

   The UNLV B.S. Architecture program does not have an assessment plan listed at the website above. As stated earlier in this report, the school is currently in a period of transition, with respect to its leadership. The school has spent the last two and a half years under the supervision of an interim director. A new director will join the school of architecture on October 1, 2018. A majority priority for the new director will be to identify a B.S. Architecture program coordinator and initiate an assessment process for that program.

2. **Describe specific program changes made based on the program's evaluation of its assessment reports:**

   As per above, the program does not currently have an assessment plan, and as such, has not made curricular changes based on assessment outcomes.

3. **Has the program revised its curriculum such as changing prerequisites, adding or eliminating required or elective courses, or co-curricular experiences for the degree(s) in the last 5 years?**

   a. **If yes, what changes were made and why?**

      During the last five years, two classes were added to the curriculum and five have been eliminated.

2014: ART 101 and COM 101 were removed from the B.S. Architecture from curriculum

2015: PHYS 151 became the specifically required four credit science with a lab

The school of architecture removed its specific FYS (CFA 101 Introduction to Environmental Design) in favor of allowing students to take any university approved FYS.

AAD 180L was eliminated from the curriculum

AAE 440 was eliminated from the curriculum

AAE 451 was eliminated from the curriculum

2016: AAD 367 was added to the B.S. Architecture curriculum

AAE 451 was revised and reintroduced into the B.S. Architecture curriculum

These actions were taken in order to bring the B.S. Architecture curriculum closer to the 120 credit maximum allowed for bachelor's degree programs. Additionally, the changes were made to address changes in accreditation expectations.

4. Has the program revised course content or instructional approaches (pedagogy, technology) in the last 5 years?

Yes

a. If yes, what changes were made and why?

Please see above.

5. Describe any other changes made in the last 5 years (for example, advising) based on assessment reports:

Please see above.

6. List and describe two specific improvements in student learning outcomes and why they represent forward movement.

Please see above.

7. Additional Comments

None

XI. Conclusions, Self-Assessment

A. Faculty Review of self-study

1. On what date did the program and/or department faculty review this self-study?

As mentioned throughout this report, the School of Architecture has been under interim leadership for the last two and a half years. The need to complete this report was not shared with the faculty prior to them leaving for the summer 2018 break.

2. What were the results of the faculty review?

The report will be shared with the faculty upon their return during the Fall 2018 semester.

3. What are the top 3 priorities and/or needs for the future development of the program?

The School of architecture faculty will engage in the appropriate discussions to vet this information during the 2018-2019 AY.

4. What are the strengths of the program?

The School of architecture faculty will engage in the appropriate discussions to vet this information during the 2018-2019 AY.

5. What are the challenges facing the program?

The School of architecture faculty will engage in the appropriate discussions to vet this information during the 2018-2019 AY.

6. What recent additions, corrections, or other changes have been made to the program that reflect changes or developments in the field?

The program has added new faculty, staff, and equipment to address the advent of digital fabrication in architecture.

B. Other comments

1. Is there anything else you would like to discuss about the program?

Thank you, no.

The NSHE also requires that any action steps identified based on the review of the program and the status of the action steps be ready for consideration at the December board meeting the year the program review is completed. You will be contacted about this after the external review has been completed.

NEXT STEPS:

A. Email the self-study to:

- Chair of the Faculty Senate Program Review Committee found here: http://facultysenate.unlv.edu/committees/program-review or the Chair of the Graduate College Program Review Committee found here: https://www.unlv.edu/graduatecollege/program-review-committee.
- Gail Griffin, gail.griffin@unlv.edu, 702-895-0482.

Congratulations on completing the self-study!