Academy of Art University
Department of Architecture

Initial Candidacy Visiting Team Report

B. Arch. (162 credits)

The National Architectural Accrediting Board
10 October 2012

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from a NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

1. Team Comments & Visit Summary

A. PROGRAM CONTEXT. The program's thorough planning and preparation of the team room and ancillary exhibitions, as well as interaction with the enthusiastic students, have helped the team better understand the culture and energy of an arts-school-based program.

B. STRUCTURED FOR SUCCESS. Structured university support for student and faculty success is a demonstrated commitment to the program by the president, administration, and program directors, including the unique capabilities of the Cyber Campus online course development and the Academy Resource Center, which provides unparalleled student academic support, classroom services, ESL language support, tutoring, and faculty development.

C. FACILITIES. 601 Brannan's warehouse/dot-com/open studio space is functional, spacious, and just right for the architecture program.

D. PART-TIME FACULTY. The philosophy of the university is to employ part-time practicing professionals in each discipline to ensure student learning from real-world practitioners. The structured curriculum and teaching environment provide a framework for meeting learning outcomes while utilizing part-time faculty. The faculty is diverse, enthusiastic, and committed to the students and the program. The students express their appreciation for the dedication of the faculty and the professional experience they bring to the program.

E. ONLINE INSTRUCTION. Academy of Art University's capability for providing quality online instruction has been demonstrated by the professional production of over 4,000 design-oriented courses and 100,000 supporting online videos. The proprietary production techniques include provisions for live online studios; and peer group interaction with graphic, verbal, and text student-faculty interface.

F. The team celebrates the Academy of Art University's unique opportunity to develop a professional B.Arch. degree program by leveraging the cross-disciplinary capabilities and culture found in an art and design university.

2. Conditions Not Yet Met

REALM A Student Performance Criteria: Critical Thinking and Representation
- A.4. Technical Documentation
- A.5. Investigative Skills

REALM B Student Performance Criteria: Integrated Bldg Practices, Technical Skills & Knowledge
- B.2. Accessibility
- B.3. Sustainability
- B.5. Life Safety
- B.6. Comprehensive Design
- B.7. Financial Considerations
- B.8. Environmental Systems
- B.9. Structural Systems
- B.10. Building Envelope Systems
- B.11. Building Service Systems Integration
- B.12. Building Materials and Assemblies Integration

REALM C Student Performance Criteria: Leadership and Practice

C.1. Collaboration
C.2. Human Behavior
C.3. Client Role in Architecture
C.4. Project Management
C.5. Practice Management
C.6. Leadership
C.7. Legal Responsibilities
C.8. Ethics and Professional Judgment
C.9. Community and Social Responsibility

3. Causes of Concern

A. IMPLEMENTATION of B.Arch. DEGREE. The proposed B.Arch. program, established in 2011, has transferred BFA students into the program with the hope and expectation that achieving accreditation by 2016 will provide the equivalent of an accredited degree for students scheduled to graduate in 2014.

B. ONLINE INSTRUCTION. The program has not yet completed development of online courses demonstrating that ALL studio and support courses can be taught with student outcomes equal to onsite learning.

4. Progress Since the Previous Site Visit

This category is not applicable to the Bachelor of Architecture Initial Candidacy Visit.

II. Compliance with the Conditions for Accreditation

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

I.1.1 History and Mission*: The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

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

2012 Team Assessment: The history and mission of the university and the program are fully described in the APR as well as in the August 2012 Program Review.

I.1.2 Learning Culture and Social Equity*:*

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

  Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

  Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

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

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

2012 Team Assessment: Evidence for this condition is found in several sources, including the APR; 2012 Program Review; interviews with administrators, faculty, and students; and a review of AAU written policies. A number of items are noteworthy including a student body made up of 25% international students, a large number of Asian-American and Hispanic students, a celebration of diversity, and the AAU's willingness to accommodate faculty, administrators, and students with disabilities.

***I.1.3 Response to the Five Perspectives**: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

A. **Architectural Education and the Academic Community**. That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.[1] In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The program is responsive to this perspective.

2012 Team Assessment: The architecture program is clearly built on the values of the art and design mission of the university as a whole. In the words of the president, it is the "bookend" with fine arts of the 19 programs in art and design currently offered by the institution. The interdisciplinary potential of architecture with allied disciplines is yet to be fully explored as the department is engaged in securing its foundation. It is anticipated that upper-level studios and electives will have more potential for interdisciplinary work. As a school that intentionally hires practicing faculty, the research contribution to the academy is primarily applied research, which is highly valued by the administration, faculty, and students.

There is a pervasive and intentional infusion of the liberal arts into the curriculum. Students understand the importance of the liberal arts to their education and the commitment to holistic design principles.

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

[X] The program is responsive to this perspective.

2012 Team Assessment: As evidenced by the APR, through department and university policies, and through interviews with students, faculty, and administrators, it is clear that the school and the department cherish diversity and that students are respected, nurtured, and mentored. In addition, students are well aware of professional opportunities through lectures, practicing faculty, and IDP instruction. A student from the Department of Architecture sits on the AIA San Francisco Board on a rotating basis with the California College of Art and Design. Once the program has graduates, it can further assess its success in this arena.

[1] See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

C. **Architectural Education and the Regulatory Environment**. That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The program is responsive to this perspective.

2012 Team Assessment: Due to the high number of practicing adjunct faculty and the richness of the curriculum, this perspective is embedded in the program through direct instruction and studio learning. A dedicated faculty member serves as the IDP coordinator.

D. **Architectural Education and the Profession**. That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

2012 Team Assessment: Student preparation for entering the profession is uniquely evidenced by the program's (and the university's) reliance upon teaching and administration by practicing professionals at ALL levels of the program including executive director, directors, and faculty; as well as the program's access to and utilization of the Bay Area's diverse architecture and architectural practice.

E. **Architectural Education and the Public Good**. That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program is responsive to this perspective.

2012 Team Assessment: Architecture and the public good is evidenced by the curriculum's emphasis on social issues and specific engagement in the San Francisco community.

***I.1.4 Long-Range Planning**: An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

[X] The program's processes meet the standards as set by the NAAB.

2012 Team Assessment: The long-range plan found in the APR and supplemented by material received during the site visit meets this objective. However, because the program is in its infancy the long-range plan is not as fully formed and rich in goals, objectives, outcomes and timelines as the more fully

developed plan for the M.Arch. program; therefore, it is clear that the administration and faculty understand what they need to do to prepare this fully formed plan in the future.

***I.1.5 Self-Assessment Procedures**: The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
    - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
    - *Individual course evaluations.*
    - *Review and assessment of the focus and pedagogy of the program.*
    - *Institutional self-assessment, as determined by the institution.*

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

[X] The program's processes meet the standards as set by the NAAB.

2012 Team Assessment: The program has a multiplicity of self-assessment procedures in addition to the NAAB accreditation process. These include AAU programmatic review, long-range planning outcomes, and surveys by Institutional Research of professionals attending the spring show. Of particular note is the mid-point review of student outcomes on a student-by-student basis. This assessment ensures that students who enter the upper-level course work are fully prepared to do the work. The mid-point review process also informs the curriculum. Curricular adjustments have been made based upon the assessment procedures noted above.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- *Faculty & Staff:*
  - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions*[2].
  - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
  - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
  - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are adequate for the program

2012 Team Assessment: We find that all of the above bullet points are adequately provided for the program.

In meetings with administration, we found that formalized support is provided at the university level and at the department level. The university Academic Resource Center (ARC) provides support to adjunct faculty through workshops and in-class observation. They have online access and other electronic media for immediate response to requests for help. The ARC is an incredible source of assistance and support to faculty.

- *Students:*
  - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
  - *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human Resources (Students) are adequate for the program

2012 Team Assessment: The university's open enrollment policy appears to be working based on student acclimation and achievement. The university and the Academic Resource Center are dedicated to each student's success and provide every opportunity for each student to get the help they need to succeed. The ARC supports students whose English is a barrier to learning through the English as a Second Language (ESL) program. This remarkable program actually puts an ESL specialist in the classroom with the student until the deficiencies are eliminated.

[2] A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

I.2.2 Administrative Structure & Governance:

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

  [X] Administrative Structure is adequate for the program

  2012 Team Assessment: The information in the APR has proven to be accurate with regard to program governance. New hires have been made to fill the positions of department director and department associate director. They report to the department executive director and in turn the executive director reports to the chief academic officer and the president.

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

  [X] Governance opportunities are adequate for the program

  2012 Team Assessment: There are frequent town hall meetings, governance meetings, and curriculum review meetings where faculty, staff, and students have the opportunity to interact with the administration. Course evaluations at the end of the semester provide students with the opportunity to influence the curriculum. The students are discussing increased participation in school governance with the administration.

***I.2.3 Physical Resources**: The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical Resources are adequate for the program

2012 Team Assessment: Currently the space for architecture education at 601 Brannan is adequate and works very well. In discussion with the administration, the team was given a 3-year resource forecast, noting student enrollment projections and the future need for additional space. A plan is in place for accommodating the future program with additional space.

The team found the shop to be organized, well equipped, and adequate in size to provide safety for the users.

***I.2.4 Financial Resources**: An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial Resources are adequate for the program

2012 Team Assessment: The upper administration is committed to the success of the program and has given adequate financial resources to the program and has indicated there will be a continued commitment. The per-student cost committed to architecture equals or exceeds that of other departments.

Anecdotal comments from the students indicate that students in other departments are envious of the space and equipment/technology of the department.

***I.2.5 Information Resources**: The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

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

[X] Information Resources are adequate for the program

2012 Team Assessment: The university is on the leading edge of educational technologies. Students have adequate access to hardback literature, hard and digital information, and other digital resources that support professional education. Between the department library and the university "ebrary," the information resources are adequate for the program. The information is available online, and the faculty and students praised the access and the continual expansion of both hard copy and "ebrary" resources.

PART I: SECTION 3 –REPORTS

I.3.1 Statistical Reports[3]*. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

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

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

[X] Statistical reports were not provided

2012 Team Assessment: Annual Reports are not applicable to the initial candidacy visit.

I.3.2. Annual Reports*: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the* NAAB Responses *to the annual reports.*

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

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses *to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the* Focused Evaluation Program Report *and* Focused Evaluation Team Report*, including appendices and addenda should also be included.*

[3] In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

[X] Annual Reports and NAAB Responses were not provided

2012 Team Assessment: Annual Reports are not applicable to the initial candidacy visit.

I.3.3 Faculty Credentials: *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

In addition, the program must provide evidence through a faculty exhibit[4] *that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.*

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2012 Team Assessment: The instructional faculty is largely composed of part-time practitioners. The evidence of their diverse range of knowledge and experience was demonstrated with résumés, faculty exhibits, and student outcomes. The university provides unique faculty development and peer review procedures to ensure teaching success.

The instructional faculty for courses yet to be taught has not been identified.

[4] The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW
The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3

2012 Team Assessment: The policy documents available online, along with policy documents obtained during the candidacy visit, meet the requirements of Appendix 3.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

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

A.1. Communication Skills: *Ability to* read, write, speak and listen effectively.

[X] Met

2012 Team Assessment: This criterion has been met by LA (Liberal Arts) 319: History of Architecture 3, LA 429: Architecture Theory as well as through observation of student presentations and student meetings.

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

[X] Met

2012 Team Assessment: This criterion is met by ARH (Architecture) 310: Studio 5. It will potentially be enriched when the results from ARH 350: Studio 6: Field Conditions and Sustainability, being taught this fall, are evaluated.

A. 3. Visual Communication Skills: *Ability to* use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.

[X] Met

2012 Team Assessment: This criterion is met through ARH 170: Projective Drawing and ARH 210: Studio 3: Site Operations & Tectonic Systems.

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

[X] Not Yet Met

2012 Team Assessment: The course listed to teach this criterion, ARH 410: Studio 7: Tectonics and Structure, is currently being taught for the first time and to one student only; ARH 441: Tectonics: Code Analysis and Building Documentation has not yet been taught.

A.5. Investigative Skills: *Ability to* gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

[X] Not Yet Met

2012 Team Assessment: This criterion is not met because ARH 420: Structures: Systems Investigation and ARH 550: Studio 10: Final Project have not yet been taught.

A. 6. Fundamental Design Skills: *Ability to* effectively use basic architectural and environmental principles in design.

[X] Met

2012 Team Assessment: This criterion has been met by ARH 210: Studio 3: Site Operations & Tectonic Systems.

A. 7. Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Met

2012 Team Assessment: This criterion is met by ARH 150: Studio 2: Spatial Ordering and Form. It will potentially be enriched when the results from ARH 350: Studio 6: Field Conditions and Sustainability, being taught this fall, are evaluated.

A. 8. Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

2012 Team Assessment: This criterion is met by ARH 110: Studio 1: Introduction to Architectural Design and Urban Environments and ARH 150: Studio 2: Spatial Ordering and Hybrid Programs.

A. 9. Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

[X] Met

2012 Team Assessment: This criterion is met by LA 219: History of Architecture 1 and LA 319: History of Architecture 3.

A. 10. Cultural Diversity*: Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

[X] Met

2012 Team Assessment: This criterion is met by ARH 292: Programming and Culture.

A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

[X] Met

2012 Team Assessment: This criterion is met by ARH 292: Programming and Culture. It is anticipated that ARH 550: Studio 10: Advanced Design Studio–Final Project, which has not yet been taught, will enhance the understanding of the role of applied research.

Realm A. General Team Commentary: The program is clearly providing students with the ability to think abstractly and critically; to use research in creating ideas; and to understand the complexities of the cultural and environmental context of architecture. Students are able to clearly express themselves orally, through writing, and through hand-drawn and digital graphics. They understand and respect diverse cultures and how to assess community needs. Students are not yet prepared for technical documentation and still require a deeper ability to investigate the design process in its entirety.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B. 1. **Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.**

[X] Met

2012 Team Assessment: This criterion has been met in ARH Studio 250 and is anticipated to be significantly enhanced in Comprehensive Studio 450.

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

[X] Not Yet Met

2012 Team Assessment: The team room evidence was insufficient to demonstrate the ability of all students to meet the criterion.

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

[X] Not Yet Met

2012 Team Assessment: This criterion is expected to be met in ARH 350: Studio 6: Field Conditions and Sustainability, which is being taught this semester for the first time; and in ARH 430: Climate & Energy Use: Sustainable Strategies, which has not been taught.

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

[X] Met

2012 Team Assessment: Ability to respond to site characteristics of soil, topography, vegetation, and watershed in the development of a project design is met in ARH 240 Surveys and Mapping.

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

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not yet been taught.

B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

- **A.2. Design Thinking Skills**
- **A.4. Technical Documentation**
- **A.5. Investigative Skills**
- **A.8. Ordering Systems**
- **A.9. Historical Traditions and Global Culture**
- **B.2. Accessibility**
- **B.3. Sustainability**
- **B.4. Site Design**
- **B.5. Life Safety**
- **B.7. Environmental Systems**
- **B.9.Structural Systems**

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not yet been taught.

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

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion are being taught this semester for the first time.

B. 8. Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion are being taught this semester for the first time.

B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not yet been taught and/or are being taught for the first time.

B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not yet been taught.

B. 11. Building Service Systems Integration: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not yet been taught and/or are being taught for the first time.

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

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not yet been taught and/or are being taught for the first time.

Realm B. General Team Commentary: The Student Performance Criteria for Realm B: Integrated Building Practices, Technical Skill and Knowledge are largely not yet met at this time. However, the curriculum intent is clear that appropriate content will be provided in courses yet to be taught, including emphasis on sustainable design, accessibility, life-safety, and constructability.

Realm C: Leadership and Practice:
Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C. 1. Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.

[X] Not Yet Met

2012 Team Assessment: It is too early in the program to see collaboration with others to any depth. The courses listed to teach this criterion have not been taught.

C. 2. **Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.**

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not been taught.

C. 3 **Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.**

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not been taught.

C. 4. **Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods**

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not been taught.

C. 5. **Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not been taught.

C. 6. **Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.**

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not been taught.

C. 7. **Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.**

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not been taught.

C. 8. Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not been taught.

C. 9. Community and Social Responsibility: *Understanding* of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not been taught.

Realm C. General Team Commentary: Due of the high number of practicing part-time faculty, students are able to interact with individuals involved in the profession, helping to reinforce the learning objectives in Realm C.

Given the program's infancy, the learning objectives have not yet been fulfilled because courses have not yet been taught. However, the richness of the part-time faculty gives an indication that the criterion is expected to be met as the program advances.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation*: The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

[X] Met

2012 Team Assessment: The university is accredited by the Western Association of Schools and Colleges. There is evidence of this accreditation on the university web site and the web site of the WASC.

II.2.2 Professional Degrees and Curriculum*: The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

[X] Met

2012 Team Assessment: The university is seeking candidacy for its planned B.Arch. program. The university is careful to use the term BFA for its current program and is careful not to use B.Arch., the program seeking initial candidacy. This is evident on the university web site and in printed documentation meant for public information.

The curriculum demonstrates that it has the ability to provide the required 45 hours of general studies and electives. The program needs to continue to evaluate the desired balance between professional electives and general studies electives.

II.2.3 Curriculum Review and Development
The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Met

2012 Team Assessment: The Faculty Curriculum Committee, all of whose members are licensed architects, evaluates the curriculum in conjunction with the BFA faculty. Students evaluate the curriculum through course assessments.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION
Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

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

[X] Met

2012 Team Assessment: The program is designed for open enrollment of students coming directly from high school and there is no evaluation of prior education outside the normal admission process, which requires a high school diploma or GED. The Academic Resource Center provides support for student academic success.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, *Appendix 5.*

[X] Met

2012 Team Assessment: All public sources contain accurate information about the BFA degree program, which is not yet accredited. The above is found on the university web site and in written publications for public consumption.

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:

The 2009 NAAB Conditions for Accreditation
The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2012 Team Assessment: There is a link on the university web site to the NAAB Conditions and Procedures for Accreditation. Students indicated that they had knowledge of the documents.

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

www.ARCHCareers.org
The NCARB Handbook for Interns and Architects
Toward an Evolution of Studio Culture
The Emerging Professional's Companion
www.NCARB.org
www.aia.org
www.aias.org
www.acsa-arch.org

[X] Met

2012 Team Assessment: There is a link on the university web site to all of above documents and web sites.

II.4.4 Public Access to APRs and VTRs

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

All Annual Reports, including the narrative
All NAAB responses to the Annual Report
The final decision letter from the NAAB
The most recent APR

The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2012 Team Assessment: The Initial B.Arch. Candidacy APR is available to the students in the department offices. The annual reports, NAAB responses to the annual reports, decision letters from the NAAB, and final editions of the most recent VTR are not applicable.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Not Yet Met

2012 Team Assessment: Not applicable. There are no graduates of the candidacy program and therefore no eligibility for examination.

III. Appendices:

1. Program Information

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

A. History and Mission of the Institution (I.1.1)

Reference Academy of Art University, *APR,* pp 6-7.

B. History and Mission of the Program (I.1.1)

Reference Academy of Art University, APR, pp. 7-10.

C. Long-Range Planning (I.1.4)

Reference Academy of Art University, APR, pp. 15-19.

D. Self-Assessment (I.1.5)

Reference Academy of Art University, APR, pp. 19-26.

2. Conditions Met with Distinction

Student Performance Criteria A.6. FUNDAMENTAL DESIGN SKILLS is met with distinction by ARH 210: Studio 3 Site Operations and Tectonic Systems.

Student Performance Criteria A.9. HISTORICAL TRADITIONS and GLOBAL CULTURE is met with distinction by LA 219: History of Architecture 1; and LA 319: History of Architecture 3.

Student Performance Criteria A.10. CULTURAL DIVERSITY is met with distinction by LA 292: Programming and Culture.

3. The Visiting Team

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IV. Report Signatures

Respectfully Submitted,

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Team member — Representing the Academy

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Team member — Representing the NAAB

Program Response to the Final Draft Visiting Team Report

ACADEMY *of* ART UNIVERSITY

FOUNDED IN SAN FRANCISCO 1929

Response to the Initial Candidacy Visiting Team Report – February 8, 2013

I. SUMMARY OF TEAM FINDINGS

2. Conditions Not Yet Met

Part Two (II): Educational Outcomes and Curriculum

II.1.1 Student Performance Criteria

REALM B

B.2 Accessibility

2012 Team assessment: The team room evidence was insufficient to demonstrate the ability of all students to meet the criterion.

AAU RESPONSE

The course assigned to meet this criterion, ARH 310 Assembly Building and Context, had only been taught for the first time during the Spring 2012 semester. Adjustments have been made to clarify the Course Learning Outcome in the studio curriculum and to introduce clear student outcomes for projects within the studio class assigned to this criterion. The criterion will also be revisited in ARH 450 Housing and Comprehensive Design.

REALMS A, B and C: The remaining items where criteria were determined to be "not met"

2012 Team assessment: The courses listed to teach this criterion have not yet been taught.

AAU RESPONSE

All new courses are being designed with close attention to the SPCs. Twice per year, the student work is reviewed by instructors and department directors as new courses are developed online and onsite in order to evaluate their success in meeting all student learning outcomes.

3. Causes of Concern

A. IMPLEMENTATION of B.Arch DEGREE. The proposed B.Arch. program, established in 2011, has transferred BFA students into the program with the hope and expectation that achieving accreditation by 2016 will provide the equivalent of an accredited degree for students scheduled to graduate in 2014.

AAU RESPONSE

The university is committed to provide our 5-year graduates in Fall 2014 with the opportunity to achieve the equivalent of a NAAB accredited degree. We anticipate that the 5-year (162 semester unit) BFA program will be fully prepared for an Initial Accreditation Visit in 2015 based on the work of the graduating classes in Fall 2014 and Spring 2015.

B. ONLINE INSTRUCTION. The program has not yet completed development of online courses demonstrating that ALL studio and support courses can be taught with student outcomes equal to onsite learning.

AAU RESPONSE

All studio and support courses use a uniform syllabus and course learning outcomes outline that applies equally to both online and onsite course sections. New online course builds will employ the same syllabus as the onsite course sections. Online courses are continually modified to ensure that the online course sections produce equivalent student outcomes. The department reviews equivalent outcomes on an annual basis, by comparing onsite and online work against each other. In cases where work is not equivalent, the course material and teaching methodologies are modified as necessary to ensure student outcome equivalency. Annual online instructor conferences are held to review lessons learned and best practices for online instruction.

The program is implementing and improving technology each semester to create an equivalent studio culture and environment for our online Architecture students that looks towards the future practice of design, project management and communication.