Academy of Art University
Department of Architecture

Continuation of Candidacy Visiting Team Report

Bachelor of Architecture (162 credits)

The National Architectural Accrediting Board
15 October 2015

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 an 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

The Academy of Art University (AAU) was founded in 1929 by the artist Richard Stephens and his wife Clara with the mission of professional artists teaching future professional artists. Under the leadership of its president, Dr. Elisa Stephens, the university has stayed true to the mission, and today 14 full-time and 65 part-time practicing architects prepare students to enter practice.

AAU's focus is on the success of the students, who come from 112 countries in an open admission policy. The programs to enhance student learning include an exemplatory English as a Second Language (ESL) department, an Academic Resource Center, and individual tutoring. AAU enhances student learning by its unique faculty development program to teach practicing architects how to teach. The success of these efforts is evident in the student work.

The urban presence in downtown San Francisco is cited by many students as one of the reasons to attend AAU. The program uses the city as its classroom, with field visits to significant buildings, construction sites, and architecture offices. The other strong draw to the program is the art academy itself, and the ability for students to take classes in other departments, such as sculpture and film.

The academy is on the cutting edge of online learning and is often asked to give presentations on its approaches and experiences at conferences such as ASCA and the Western Association of Schools and Colleges.

The team thanks Mimi Sullivan, AIA, executive director, School of Architecture; Jennifer Asselstine, AIA, B. Arch. director; Karen Seong, AIA, Assistant B. Arch. director; and Eric Lum, AIA, online director, for the best team room, ever. It was extremely well organized and easy to locate the evidence for the student performance criteria, which lightened our workload.

2.   Conditions Not Yet Met

I.2.5 Information Resources
A.9 Historic Traditions & Global Cultures

3.   Causes of Concern

A.   **Limited professional development.** While there is excellent in-house training for faculty, professional development outside of the university is not available for part-time faculty. The funding for outside professional development such as attending conferences is often the first to be cut in a tight budget year, which exacerbates the problem for full-time faculty and further eliminates the possibility for part-time faculty. Many part-time faculty are small-firm owners who do not have the resources to participate in conferences.

B.   **Potential isolation of online-only students.** The team notes the presence of an online "learning culture," which, although different from the on-campus experience,shows evidence of peer-to-peer learning and mentoring. Many university administrators, program leaders, faculty, and students (online and on-campus) are investigating ways to foster and nurture an online learning culture in order to replicate to some degree the on-campus experience. These discussions are happening for both online-only and online–on-site interactions.

C.   **Building operational hours.** Specifically, students noted that the buildings open just 30 minutes before the start of some classes. This has created challenges for students in getting

last-minute printing or finishing touches to presentations. At the beginning of the semester, the building is also closed on Sundays, even though students have already begun working on studio assignments. As one student noted, "for Monday presentations, we have to pin up by Saturday night" as a result of the operational hours.

D.   **Late-night transportation.** The Campus Cruisers (the university taxi service) is not consistent in the response time for transporting students when the building closes at night. This is a safety issue.

E.   **A.4 Technical Documentation.** While technical documentation is met in the lower-level courses, it is not consistently evidenced in the upper-level studios.

4.   Progress Since the Previous Site Visit (2012)

2009 Criterion 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.**

Previous Team Report (2012): 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.

> **2014 Team Assessment:** This criterion is met in ARH 239 Material and Methods and ARH 350 Studio 6 Field Conditions and Sustainability. The team did not find evidence in ARH 450 Studio 8 Housing and Comprehensive Design

2009 Criterion A.5., Investigative Skills: *Ability* **to gather, assess record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.**

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

> **2014 Team Assessment:** This criterion is met. Evidence was found throughout the entire program. ARH 420 Structures: Systems Investigation demonstrates a solid research and application of structural systems.

2009 Criterion 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**.

Previous Team Report (2012): The team room evidence was insufficient to demonstrate the ability of all students to meet the criterion.

> **2014 Team Assessment:** This criterion is met. The team found evidence in ARH 441 Tectonic: Code Analysis and Building Envelope Documentation.

2009 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.**

Previous Team Report (2012): 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 and Energy Use: Sustainable Strategies, which has not been taught.

> **2014 Team Assessment:** This criterion is met. The team found evidence in ARH 430 Climate and Energy Use: Sustainable Strategies and ARH 440 Building Systems: Mechanical, Electrical, & Plumbing. The skills are further demonstrated in ARH 450 Studio 8: Housing and Comprehensive Design.

2009 Criterion B.5., Life Safety: *Ability t*o apply the basic principles of life-safety systems with an emphasis on egress.

Previous Team Report (2012): The courses listed to teach this criterion have not yet been taught.

> **2014 Team Assessment:** This criterion is met. The team found evidence in ARH 410 Studio 7: tectonics and Structure..

2009 Criterion 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	**B.2. Accessibility**
A.4. Technical Documentation	**B.3. Sustainability**
A.5. Investigative Skills	**B.4. Site Design**
A.8. Ordering Systems	**B.5. Life Safety**
A.9. Historical Traditions and Global Culture	**B.7. Environmental Systems**
	B.9.Structural Systems

Previous Team Report (2012): The courses listed to teach this criterion have not yet been taught.

> **2014 Team Assessment:** This criterion is met. The team found evidence in ARH 450: Studio 8 Housing and Comprehensive Design.

2009 Criterion 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.

Previous Team Report (2012): The courses listed to teach this criterion are being taught this semester for the first time.

> **2014 Team Assessment:** This criterion is met. The team found evidence in ARH 441 Tectonics: Code Analysis and Building Envelope Documentation.

2009 Criterion 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.

Previous Team Report (2012): The courses listed to teach this criterion are being taught this semester for the first time.

>**2014 Team Assessment:** This criterion is met. The team found evidence in ARH 350 Studio 6: Field Conditions and Sustainability demonstrating the understanding of the site. The evidence in ARH 440 Building Systems: Mechanical, Electrical and Plumbing demonstrate the understanding of environmental systems.

2009 Criterion 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.**

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

>**2014 Team Assessment:** This criterion is met. The team found evidence in ARH 420 Structure: Systems Investigation.

2009 Criterion 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.**

Previous Team Report (2012): The courses listed to teach this criterion have not yet been taught.

>**2014 Team Assessment:** This criterion is met. The team found evidence throughout the studio projects including ARH 450 Studio 8 Housing and Comprehensive Design.

2009 Criterion 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**

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

>**2014 Team Assessment:** This criterion is met. The team found evidence in ARH 450 Studio 8: Housing and Comprehensive Design.

2009 Criterion 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**.

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

2014 Team Assessment: This criterion is met. The team found evidence in ARH 239 Materials and Methods.

2009 Criterion C.1, Collaboration: *Ability* **to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.**

Previous Team Report (2012): 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.

2014 Team Assessment: This criterion is met. The team found evidence in ARH 450 Studio 8: Housing and Comprehensive Design.

2009 Criterion C.2, Human Behavior: *Understanding* **of the relationship between human behavior, the natural environment and the design of the built environment.**

Previous Team Report (2012): The courses listed to teach this criterion have not been taught.

2014 Team Assessment: This criterion is met. The team found evidence in LA (Liberal Arts) 292 Programming and Culture.

2009 Criterion 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.**

Previous Team Report (2012): The courses listed to teach this criterion have not been taught.

2014 Team Assessment: This criterion is met. The team found evidence in ARH 475 Professional Practice for Architects.

2009 Criterion C.4, Project Management: *Understanding* **of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods**

Previous Team Report (2012): The courses listed to teach this criterion have not been taught.

2014 Team Assessment: This criterion is met. The team found evidence in ARH 475 Professional Practice for Architects.

2009 Criterion 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.**

Previous Team Report (2012): The courses listed to teach this criterion have not been taught.

> **2014 Team Assessment:** This criterion is met. The team found evidence in ARH 475 Professional Practice for Architects.

2009 Criterion 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.**

Previous Team Report (2012): The courses listed to teach this criterion have not been taught.

> **2014 Team Assessment:** This criterion is met. The team found evidence in ARH 475 Professional Practice for Architects.

2009 Criterion 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.**

Previous Team Report (2012): The courses listed to teach this criterion have not been taught.

> **2014 Team Assessment:** This criterion is met. The team found evidence in ARH 475 Professional Practice for Architects.

2009 Criterion 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.**

Previous Team Report (2012): The courses listed to teach this criterion have not been   taught.

> **2014 Team Assessment:** This criterion is met. The team found evidence in ARH 475 Professional Practice for Architects.

2009 Criterion 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.**

Previous Team Report (2012): The courses listed to teach this criterion have not been taught.

> **2014 Team Assessment:** This criterion is met. The team found evidence in LA 292 Programming and Culture.

Causes of Concern (2012)

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.

> **2014 Team Assessment:** The first cohort of students to graduate will be 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 on-site learning.

2014 Team Assessment: The first cohort of online-only students will graduate in 2018. This concern is still valid but the program and administration are committed to producing the online courses in a timely manner to keep the students in sequence. The student outcomes in the online courses that are currently taught are equal to on-site learning.

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:

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

2014 Team Assessment: The team found a thorough history and mission in the APR. This for-profit school has successfully expanded its program while staying true to its mission: in the case of architecture, that mission is architects teaching architects. Most of the faculty are part-time instructors who also maintain a professional practice.

The current president and granddaughter of the founders, Dr. Elisa Stephens, explained that the appreciation of art and beauty is essential in the education of architects. The goal for architecture graduates is to design beautiful, functional buildings that are also technically competent. Architecture students have the opportunity to take classes in other departments as well as work with students from other departments on projects, such as film and sculpture.

The academy has an inclusive admission policy, and many of the students reported that this was why they chose to attend AAU. The academy provides excellent support to students, including the English as a Second Language (ESL) department, the Academic Resource Center, and individual tutoring.

The B. Arch. program is founded out of AAU's successful experience with the M. Arch. program. The program benefits the university by the introduction of the new general education courses (known as Liberal Arts, LA) covering such subjects as design philosophy, architecture history, programming and culture, math and physics, and urban theory. These courses and all architecture history courses are open to students across the academy.

The academy is a leader in online learning and is often asked to give presentations on its approaches and experiences at conferences such as ASCA and the Western Association of Schools and Colleges. The studio courses for the B. Arch. have been built online through the second year. There is a small cohort of online-only students. In our virtual meeting with them, it was apparent that they are as dedicated and engaged as the on-site students.

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.

2014 Team Assessment: The program has a written Learning Culture Policy that is reviewed and revised annually by the program's administration, faculty, and students. The training provided for the faculty focuses on respectful critiquing and reinforces a positive learning environment.

The student body and faculty are composed of diverse races, backgrounds, socioeconomics, ethnicities, nationalities, and professional perspectives. It is evidenced that this composition strengthens the culture of sharing within the program, and in many ways reinforces the identity of the program. Both the students and faculty noted the openness among the program's various stakeholder, and many noted their pride in that fact. Student peer mentoring is happening horizontally and vertically among the student body—even between the two buildings.

The team also notes the presence of an online learning culture, with evidence of peer-to-peer learning and mentoring. Many noted that this was a strength of the program and thought the program was a "pioneer" and "at the cutting edge," and that the online program was providing a new opportunity to teach/learn. Many university administrators, program leaders, faculty, and students (online and on-campus) are investigating how to foster and nurture an online "learning culture" in order to replicate to some degree the on-campus experience. These conversations are happening for both online-only and online–on-site interactions.

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.

   2014 Team Assessment: Many students said they chose to attend AAU because of the strong reputation of the art design school with a liberal arts–based education. The School of Architecture has many licensed professional staff with strong ties to local firms in the San Francisco

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

community. The faculty is composed of a wide range of professionals and is housed with the School of Interior Design and School of Landscape Architecture. The school works very closely with other design departments, which in turn provides the students with varied interdisciplinary opportunities.

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.

2014 Team Assessment: AAU's institutional philosophy and open enrollment has created a diverse student body in many regards: race, socioeconomics, age, nationality, ethnicity, professional experience, and veteran status among many more dimensions. Every stakeholder described this composition as a strength of the program, and even more so with the openness to others who cannot be in San Francisco through the online program. These interactions not only prepare students to engage with an equally diverse world outside the academy but also to be global citizens.

Further, because the faculty is composed largely of practicing professionals, students have a rich connection with the professional world that creates many opportunities for exploration and employment beyond the university. The student organizations and activities further leverage this connection to enhance the student experience.

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.

2014 Team Assessment The IDP coordinator, Samuel Mathau, makes presentations on the paths to licensure every year, including the first year. The IDP coordinator attends the national IDP conference every year to stay current with the recent changes in the internship guidelines and ARE exam. ARH 475 Professional Practice for Architects enlightens students on the education, internship, and examination requirements for licensure and NCARB certification. This course also covers the ethics and legal responsibilities of becoming an architect. When asked about IDP at the student meeting, an estimated 90% of the students present were familiar with it, and approximately 20% were already participating.

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.

2014 Team Assessment: The academy takes advantage of the rich resource of the architecture community in San Francisco. The executive director, directors, faculty, guest lecturers, and critics are all practicing professionals. The professional practice class pairs each student with a mentor in a local firm, and all students visit local firms as part of the class. The close relationship between the academy and the profession creates internship opportunities for many students.

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.

2014 Team Assessment: The Bay Area provides numerous opportunities for students to be engaged citizens. Examples include the Ethics and Leadership Panel discussion, which is required for all third- and fourth-year students; the sustainable studies in ARH 430 Climate and Energy Use; the veteran's housing project on the San Francisco waterfront in ARH 450 Housing and Comprehensive Design Studio 8; and the social component of the high rises designed for tech companies in ARH 410 Studio 7 Tectonics and Structure.

The international and multilingual student body creates a unique awareness of the needs of the global 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.

2014 Team Assessment: Through the documentation in the APR and discussions with the leadership of the department and academy, the team found evidence that this objective is met. The plan includes the continuing buildout of the online classes to provide a seamless path to graduation for the online-only students.

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:*
  o *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
  o *Individual course evaluations.*
  o *Review and assessment of the focus and pedagogy of the program.*
  o *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.

2014 Team Assessment: AAU's School of Architecture was well prepared for the NAAB continuing candidacy visit. The school is on target for the first cohort of on-site students to graduate with the B. Arch. in spring 2015 and the online-only students to graduate in 2018. The department's robust self-assessment program includes:

- Peer reviews that provide feedback to the executive director and B. Arch. director on compliance with the NAAB Conditions and student performance criteria;
- The departmental strategic planning team (two meetings per year) and department governance team (two meetings per month);
- B. Arch. coordinators (meet once a week to discuss curriculum support and progress);
- The B. Arch. faculty (one annual department action team/curriculum review meeting addressing progress toward program goals, NAAB Conditions, and student performance criteria; presemester curriculum planning meetings with specific faculty and directors; and once-per-month faculty/department action team meetings);
- Presemester meetings on curriculum content and deliverables are reviewed by course and studio faculty and directors;
- The university's vice president of institutional effectiveness, who is in charge of periodic program review (the architecture program was reviewed in 2011–2012 and will be reviewed again in 2015);
- Recommendations from the strategic planning team and program review will all be reported directly to the president and the chief academic officer (and in this way will be linked to budgetary requests and the department's strategic priorities).

The strategic planning team considers input from the following sources when developing and reviewing the plan: recommendations from faculty, information from and about students, studio pedagogy and its relationship to the assessment of student learning, midpoint reviews, assessment of student learning in relation to the student performance criteria, feedback from the architecture profession, institutional self-assessment academic program review, and feedback from NAAB and the Western Association of Schools and Colleges.

Based on these self-assessment procedures, curriculum adjustments are made to ensure good academic success.

Part One (I): Section 2 – Resources

I.2.1 Human Resources & Human Resource Development:
▪ *Faculty & Staff:*
  o *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].*
  o *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
  o *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.*
  o *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.*
  o *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.*
  o *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

2014 Team Assessment: The architecture program has 14 full-time and 65 part-time faculty who are practicing professionals. The academy's Professional Development department provides resources for both part-time and full-time faculty. New faculty participate in a week-long training program before the start of each semester. The department also provides in-class support throughout the semester, teaching consultations, an online teaching library, weekly teaching tips database, online faculty support, and a support hotline for helping at-risk students.

The personnel policies and staff descriptions were provided in the team room. The EEO/AA policies were also provided in the team room.

The academy's focus is on the student and classroom teaching; therefore, most faculty do not have duties outside of the classroom. The exceptions are the coordinators, who are given a three-hour credit for their coordinating duties.

The IDP education coordinator is trained and attends the IDP national conference each year.

While there is excellent in-house training for faculty, the monies available for attending conferences and other outside activities are budget-driven. Part-time faculty are not eligible for professional development resources to attend conferences. Full-time faculty can request conference opportunities; the list of attendees in the past year is in the APR. The funding for professional development is often the first cut in a tight budget year, which exacerbates the problem for full-time faculty and further eliminates the possibility for part-time faculty. Many part-time faculty are small-firm owners who do not have the resources to participate in conferences. This is a cause for concern.

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[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.

The mission of the university is for top professionals to train future professional; therefore, most of the instructors are practicing professionals who teach part-time. There are no tenure positions in the university.

Students:

o *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.*

o *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

2014 Team Assessment: With such a wide range of students entering the program, the program has instituted mechanisms to ensure that students who progress through the curriculum have continued interest in the discipline and are attaining the program's intended educational outcomes. Transfer students must have courses and portfolios of student work reviewed for proper placement in the architecture program. All general studies course work is evaluated by the university's Admissions Transfer Office.

Online courses provide students with flexibility in meeting their requirements. Several students noted that they work or commute from long distances, and online classes make it easier for them to complete their course work.

Student policies and links to resources for students can all be found online at the myAcademy of Art University page, including links to information on the variety of support services available to students offered by the university. Of note is the English as a Second Language program that not only offers language assistance services to nonnative English speakers but also to students who want additional help with preparing presentations and written papers. The ESL program also offers targeted services to architecture students, recognizing the esoteric aspects of the discipline, including technical words, distinct vocabulary, and challenging theory material. Some ESL staff is located within Brannan, and faculty has noted their close working relationship with this staff. In addition to ESL services, students also have access to the Academic Resource Center, which provides tutoring services for both online and on-campus students.

Sufficient resources for student advising exist. The university offers centralized student advising through Student Services. In addition, the department offers both formal and informal advising. This close connection with faculty also ties into professional advising, which, given the Academy's mission, is not surprising. Faculty and students have both noted their ability to find internships through connections made inside the classroom, and faculty members have hired students for summer internships or for short-term projects.

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

2014 Team Assessment: As outlined in the APR all academic department directors report directly to the chief academic officer, as AAU employs a relatively flat organizational structure. Each department

stands alone. The architecture department also has an executive director with oversight of both the graduate and undergraduate programs. The organizational chart was in the APR.

- ▪ **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

2014 Team Assessment: Since the model for this for-profit university is different; there is no faculty senate at AAU. The faculty participate in department action team meetings to address pressing issues in the programs. There are frequent town hall meetings for faculty and students to interact with the administration. The faculty reported that they were pleased with this model.

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

2014 Team Assessment: The program's primary facilities are at 601 Brannan and 466 Townsend, about a three-minute walk apart. Studio and instruction space is divided between the two buildings with administrative services found in Brannan. Many at the university, including within the architecture program, have noted that Brannan is an enviable space at the academy for presenting student work and fostering engagement across and within disciplines. Between the two buildings, there are ample spaces for presentations, student work space, laboratory space as well as a large model shop, and informal café spaces for conversation and collaboration.

The team noticed a lack of faculty office space, but with the program's mission of using professionals as teachers, neither the faculty nor the visiting team noted this as an issue.

The tools for production are plentiful: the shop shared by architecture, landscape architecture, and interior design has ample traditional and digital fabrication tools. Software is available to students with enough licenses to cover the curriculum. A number of software suites are also available to students on their personal computers free of charge, including Adobe and Autodesk products.

Students did note, however, that most of these resources were available in Brannan, with fewer computer and printing facilities available in Townsend. This makes it difficult for third- and fourth-year students to use these resources close to their studios.

Further inhibiting access to these resources are the operational hours of the building. Specifically, students noted that the buildings opened just 30 minutes before the start of some classes, which made it difficult for students do last-minute printing or put the finishing touches on presentations. At the beginning of the semester, the building is also closed on Sundays, even though some students have already begun working on studio assignments. As one student noted, "for Monday presentations, we have to pin up by Saturday night" as a result of the operational hours.

While the space is adequate between the two buildings, the separation has caused some challenges. Students noted the difficulty in bringing models back and forth between Brannan and Townsend as they needed the shop in one building, but for class in the other.

The digital environment for online instruction leverages Adobe Connect for real-time discussion and classes, including reviews, which appears sufficient for instructional purposes. Online forums are leveraged for asynchronous interactions between students, and videos offer lessons with the opportunity for students to revisit the material as needed. Online-only students noted they have also found alternatives to the formal resources provided by the university to further foster peer-to-peer learning, such as Google Hangouts. While the online "physical resources" are sufficient for the educational purpose, it is worth noting the program and university are actively exploring mechanisms to further enhance this experience, especially with regard to learning culture, as noted in I.1.2 Learning Culture and Social Equity.

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

2014 Team Assessment: The university operating income is primarily received from student tuition/fees and dormitories. The president's commitment to the success of the B. Arch. is apparent in the allocation of resources to the program. The architecture department receives the highest dollar per student at $5,859. The average for the university is $2,912.

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 inadequate for the program

2014 Team Assessment: The university library at 180 New Montgomery houses a variety of books, media, e-books, and online databases for image and building plans via LUNA Digital Images Collections. In addition, the school has a collection of printed periodicals inside Brannan through the donation of personal collections from firms and professionals. The library staff noted that they were also evaluating additional online resources, including JSTOR, but decisions had not yet been made at the time of the visit.

The collections at 180 New Montgomery are about a 20-minute walk from the architecture facilities at Brannan and Townsend. Faculty and some students noted the distance was an inhibitor to using those resources. The faculty and administration of the school, as well as the director of the library, noted their interest in having an architecture-specific library at Brannan to increase access.

Many students and faculty noted that the architecture-specific collections were not sufficient for their uses. In trying to remedy this challenge, the faculty members have provided lists of needed resources to library staff for future purchasing. The library staff noted that they did not yet have the resources to purchase materials to meet this demand, and that permissions would need to come from the executive office of the university which had not been decided upon at the time of the visit.

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 provided and provide the appropriate information

2014 Team Assessment: The Academy of Art University is a for-profit institution and does not have a promotion/tenure-track option. Most faculty are part-time qualified faculty from the Bay Area and are hired on a semester and course-needs case.

- There is a diverse demographic of race/ethnicity and gender of both the faculty and the student body
- The B. Arch. program will graduate its first class in spring 2015
- There are numerous licensed professionals on the school of architecture staff
  - 21 architects (10 are AIA members)
  - 4 professional engineers
  - 3 landscape architects
  - 1 land surveyor
  - 1 licensed general contractor

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

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.*

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information

2014 Team Assessment: The annual report was provided.

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.

2014 Team Assessment: AAU relies heavily on part-time practitioners to teach the majority of courses. The university provides faculty with professional development, peer reviews, and administrative support to ensure teaching success. There are several teaching workshops to assist instructors with their teaching methodology and skills.

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[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

2014 Team Assessment: The policies were provided in the team room.

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

2014 Team Assessment: Speaking skills were demonstrated through presentations from LA 319
History of Architecture 3, and from online students in LA 429 Urban Design Theory. Writing examples
were found in assignments and quizzes in LA 219 History of Architecture 1, LA 319 History of
Architecture 3, and LA 429 Urban Design Theory. Online-only writing was evidenced in LA 219 History
of Architecture 1.

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

2014 Team Assessment: This condition is met, with evidence found in researched diagrams and
student written narratives in ARH 310 Studio 5: Assembly Buildings & Context and ARH 410 Studio 7:
Tectonics & Structure.

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

2014 Team Assessment: This condition is met, with evidence for both on-campus and online
students of traditional graphic skills in ARH 150 Studio 2: Spatial Ordering & Form and ARH 210

Studio 3: Site Operations & Tectonic Systems, and digital graphic skills in ARH 310 Studio 5: Assembly Buildings & Context.

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] Met

A. **2014 Team Assessment:** Evidence that this SPC has been met was found in ARH 239: Materials and Methods, which covers the basics on building materials, and in ARH 350: Studio 6 Field Conditions and Sustainability. In addition, ARH 330 Structures: Concrete, Masonry & Tensile Systems covers technical assembly in wall section models.While technical documentation is met in the lower-level courses, it is not consistently evidenced in the upper-level studios.

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

[X] Met

2014 team assessment: This condition is met, with evidence found in the interviewing research assignment in LA 292 Programming & Culture, and as part of the predesign process in ARH 350 Studio 6: Field Conditions & Sustainability and ARH 450 Studio 8: Housing and Comprehensive Design. ARH 420 Structures: Systems Investigation demonstrates a solid research and application of structural systems

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

[X] Met

2014 Team Assessment: The team found evidence in ARH 210 Studio 3: Site Operations and Tectonic Systems and ARH 350 Studio 6: Field Conditions and Sustainability

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

2014 Team Assessment: This condition is met, with evidence found for on-campus students in analysis exercises in ARH 150 Studio 2: Spatial Ordering & Form and their application to design in ARH 410 Studio 7: Tectonics and Structure. Evidence for online students was found in ARH 150 Studio 2: Spatial Ordering & Form.

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

2014 Team Assessment: This condition is met, with evidence found in progress diagrams for on-campus students in ARH 150 Studio 2: Spatial Ordering & Form and ARH 450 Studio 8: Housing and Comprehensive Design, and for online students in ARH 150: Studio 2: Spatial Ordering & Form.

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] Not Yet Met

2014 Team Assessment: Evidence of Western traditions is comprehensively found in LA 219 History of Architecture 1, 319 History of Architecture 3, and LA 429 Architecture Theory. Although evidence of Eastern, Near/Middle East and Mesoamerican traditions was found in LA 219 History of Architecture 2, there was little evidence of non-Western case studies beyond the seventeenth century in other courses.

The team found intermittent examples of global traditions in LA 319 History of Architecture 3 and in precedent analysis in ARH 150 Studio 2: Spatial Ordering & Form, but was not convinced that every student completing the curriculum would receive an understanding of global traditions and culture.

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

2014 Team Assessment: This condition is met, with evidence found in exercises in LA 292 Programming & Culture, and process diagrams in ARH 250 Studio 4: Site Culture & Integral Urbanism and 450 Studio 8: Housing & Comprehensve Design.

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

2014 Team Assessment: This condition is met, with evidence found in interviewing exercises in LA 292 Programming & Culture, and as part of the ARH 210 Studio 3: Site Operations & Tectonic Systems design process.

Realm A. General Team Commentary Overall, the program does a good job at meeting the criteria and spirit of Realm A. Critical thinking and representation skills are well evidenced in the team room, with multiple touch points for these topics throughout the curriculum. A problem area, however, is the lack of citation or attribution of visual materials obtained from other resources. This was evidenced in presentation, process and written material for research classes, studio classes, and liberal art classes.

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

2014 Team Assessment: The team found evidence in ARH 450 Studio 8 Housing and Comprehensive Design.

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] Met

2014 Team Assessment: The team found evidence in ARH 441: Tectonics: Code Analysis & Building Envelope Documentation. This course demonstrates an understanding of accessibility and egress.

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] Met

2014 Team Assessment: The team found evidence in ARH 430 Climate & Energy Use: Sustainable Strategies and ARH 440 Building Systems: Mechanical, Electrical & Plumbing. Both provide a good foundation for understanding design principles and strategies for sustainable design. The basic skills are demonstrated in the course ARH 450: Studio 8: Housing and Comprehensive Design.

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

2014 Team Assessment: Evidence was found in ARH 350 Studio 6: Field Conditions & Sustainability.

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

 [X] Met

2014 Team Assessment: Evidence was found in the means of egress diagrams in ARH 410 Studio 7: Tectonics and Structure.

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

 [X] Met

2014 Team Assessment: The team found evidence in ARH 450 Studio 8: Housing & Comprehensive Design.

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] Met

2014 Team Assessment: Evidence was found in ARH 441 Tectonic: Code Analysis and Building Envelope Documentation.

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] Met

2014 Team Assessment: The team found evidence in ARH 350 Studio 6: Field Conditions and Sustainability and ARH 440 Building Systems: Mechanical, Electrical & Plumbing.

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] Met

2014 Team Assessment: The team found evidence in ARH 420 Structures: Systems Investigation. This class was taught in parallel with ARH 410 Studio 7: Tectonics and Structure.

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] Met

2014 Team Assessment: The team found evidence in ARH 450 Studio 8: Housing and Comprehensive Design.

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] Met

2014 Team Assessment: The team found evidence in ARH 450 Studio 8: Housing and Comprehensive Design.

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] Met

2014 Team Assessment: The team found evidence in ARH 239 Materials and Methods.

Realm B. General Team Commentary: The addition of professional engineers participating in the classes adds depth to the technical aspects of the projects.

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] Met

2014 Team Assessment: The team found evidence in ARH 450 Studio 8: Housing and Comprehensive Design. There were videos in the team room of the students describing how they worked together on the comprehensive design project. In the student meeting, it was reported that a strong asset of the academy was the ability to work with students in other departments such as interior design, sculpture, movie making/film and landscape architecture.

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

 [X] Met

 2014 Team Assessment: The team found evidence in LA 292 Programming and Culture.

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] Met

2014 Team Assessment: The team found evidence in the firm interviews and the responses to the assigned readings in ARH 475 Professional Practice for Architects.

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

 [X] Met

2014 Team Assessment: The team found evidence in ARH 475 Professional Practice for Architects.

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] Met

2014 Team Assessment: The team found evidence in ARH 475 Professional Practice for Architects.

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] Met

2014 Team Assessment: The team found evidence in ARH 475 Professional Practice for Architects.

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] Met

2014 Team Assessment: The team found evidence in ARH 475 Professional Practice for Architects and ARH 441 Tectonics: Code Analysis & Building Envelope Documentation.

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] Met

2014 Team Assessment The team found evidence in ARH 475 Professional Practice for Architects.

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] Met

 2014 Team Assessment: Evidence was found in LA 292 Programming and Culture. This course requires students to research and understand the community and social responsibility of a project and its site.

Realm C. General Team Commentary: The students are learning leadership in the program. During discussions with students the team found them putting these lessons to use in the greater community.

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

> **2014 Team Assessment:** The Academy of Art University is accredited by the Western Association of Schools and Colleges.

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

> **2014 Team Assessment:** The B. Arch degree has 162 credits which are broken down into 117 credits of professional studies and 45 credits of general studies and electives. Of the 117 profesional studies credits, 111 credits are required courses. The course outlines are found in the APR.

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

> **2014 Team Assessment:** The B. Arch director and assistant director are responsible for the design of the program and course curricula. The curriculum is reviewed by the AAU curriculum committee, curriculum director, and the chief academic officer. The department regularly undergoes a peer review of the curriculum. 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

> **2014 Team Assessment:** The program is designed for open enrollment of students with a high school degree or its equilvalent. In the case of transfer students, the B. Arch. director reviews transcripts and portfolios to determine if the previous course work and/or design work meets major course and/or studio requirements. General studies are reviewed by the Office of the Registrar Transfer Department. In talking with students, this process appears to be very rigorous.

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

2014 Team Assessment: The required language was located on page 18 of the AAU Course Catalog, and online in the footer of the program's page (http://www.architectureschooldaily.com/2014/10/naab-accreditation/), and by following the series of links from the undergraduate program website (https://www.academyart.edu/academics/architecture/undergraduate-degrees) to the university's page of accreditation statements.

With the number of clicks required to get to the required statement from the undergraduate program's page on the university website, the team did not believe this is in the spirit of the NAAB condition.

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

2014 Team Assessment: The NAAB Conditions and Procedures are found online on the program's website at https://www.academyart.edu/academics/architecture under "Helpful Architecture Information" and just outside the administration offices for the department at 601 Brannan.

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

2014 Team Assessment: Reference to these resources are found on the program's website at https://www.academyart.edu/academics/architecture under "Helpful Architecture Information."

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

2014 Team Assessment: The required documents were found just outside the administration offices for the department at 601 Brannan.

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] Met

2014 Team Assessment: Although not applicable, the ARE pass rates for the program can be found via the California Architects Board, linked from the program's website at https://www.academyart.edu/academics/architecture under "Helpful Architecture Information."

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. 1-4

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

Reference Academy of Art University, APR, pp. 4-7

C.   Long-Range Planning (I.1.4)

Reference Academy of Art University, APR, pp. 14-21

D.   Self-Assessment (I.1.5)

Reference Academy of Art University, APR, pp. 21-27

2.   Conditions Met with Distinction

None

3.   The Visiting Team

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IV.   Report Signatures

Respectfully Submitted,

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Program Response to the Final Draft Visiting Team Report

Optional Response To The (B.Arch) Continuation of Candidacy Visiting Team Report

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January 30, 2015

Following is the Optional Response of Academy of Art University (AAU) to the NAAB (B.Arch) Continuation of Candidacy Visiting Team Report (VTR) 2014, in relation to Conditions Not Yet Met and Causes for Concern.

Conditions Not Yet Met

I.2.5 Information Resources

AAU Response:

The AAU library purchases additional materials each semester based on an approved annual budget. The library budget for 2015, submitted in October as part of the annual budgetary process at AAU, was approved by the Executive Office. Additional materials, requested by the Architecture Faculty, were included in the library budget. The Library Director will purchase 60 titles in spring 2015, 60 titles in summer 2015 and 60 titles in fall 2015. The Library Director will continue to partner with the Architecture Directors and Faculty to ensure that additional materials are acquired in subsequent budgets.

The AAU Library located at 180 New Montgomery houses Architecture materials (books, media, e-books, periodicals and online databases). Since the Visiting Team left campus, the Architecture Directors have been in discussions with the Chief Academic Officer and the Library Director and staff regarding relocating a portion of the architecture-specific collections from the main library at 180 New Montgomery to 601 Brannan, to be housed in the School of Architecture, under the supervision of their onsite Archivist. The Architecture Directors have identified the materials to be moved as well as a secure location at 601 Brannan to house the materials. Once the Architecture faculty have reviewed the proposed materials to be moved, the relocation of the materials will be finalized, with Spring Break week being the target timeframe.

In addition, the library has established a materials-request process for Architecture students and faculty. This process will allow students and faculty to request materials from the main library, which will then be delivered by AAU campus mail delivery staff (a twice-daily service), to 601 Brannan for pick up by the requestor, and later returned to the library in the same fashion. This will ensure that students and faculty have access to all materials without having to travel to the main library.

A.9 Historic Traditions and Global Cultures

AAU Response:

The 2014 NAAB visiting team's comments on the fulfillment of the A.9 criteria in certain classes (such as LA 219: History of Architecture 1) are well received, and those courses will continue to cover that criteria. In order to address the visiting team's comments on the lack of non-Western examples in history classes after, roughly, the Renaissance, changes are being made to the History of Architecture 3 course (LA 319), Studio 2: Spatial Ordering and Form (ARH 150), and Climate and Energy Use: Sustainable Strategies (ARH 430):

1. Both the onsite and online classes of History of Architecture 3 (LA 319) are being rebuilt, meaning that these changes will occur in onsite sections in the Spring 2015 term and in the Summer 2015 term for online sections, although specific assignments are also being revised in the online class for Spring 2015. These changes, which will occur in both module content and assignments, will expand the references and assignments to a more global scope of study. The research project for Architecture History 3 (LA 319) will continue to focus on one twentieth century building, but quizzes (identification and short essay formats) are targeted to ensure that they cover examples from across the globe. In addition, comparison papers will be introduced that ask students to analyze and compare buildings from different hemispheres and non-Western cultures. By revising the assignments in this way, the students will engage more directly with non-Western examples.
2. In addition to revisions within the History courses, a new assignment is being introduced as a part of the precedent analysis that takes place in Studio 2: Spatial Ordering and Form (ARH 150). The students will be asked to create a document that compares and contrasts a precedent building assigned to them and another precedent building that is an example of contemporary global traditions.
3. In ARH 430 Climate and Energy Use, a research assignment will be revised to direct students to research how vernacular buildings have adapted to the local climates. The research will entail a sampling of locations all over the globe to cover different climates.

Causes of Concern

A. Limited Professional Development

AAU Response:

As part of the annual budgetary approval process, additional conferences have been approved in the 2015 budget for Spring and Fall semesters, for both Full-Time and Part-Time Architecture faculty. These conferences include Art & Science of Building Facades in Los Angeles, Acadia, LEED, ACSA, and the Monterey Design Conference. In addition, funding has been approved for Part-Time Faculty to participate in local conferences, lectures, panel discussions and other events sponsored by professional organizations, academic, and civic institutions including SPUR, AIASF, SFMOMA and others. Requests for funding will be reviewed for approval by the Architecture Directors and submitted to the Executive Office for processing.

B. Potential isolation of online-only students

AAU Response:

AAU is actively seeking to improve the educational experience of the online student, and has initiated a number of significant changes to the university's current online educational delivery methods. The new Vice President of Online Education, Ryan Baldwin, has been enthusiastic in his support of new and experimental educational projects designed to improve the online student experience and nurture an engaged culture where feedback from students and faculty can be incorporated into a better online learning and teaching experience. The culture of online learning

is different from onsite learning, and AAU is continuously engaged in understanding and responding to those differences in a positive and proactive manner. In addition:

1. Architecture is developing a visual course gallery designed as a visual resource and database of archival work so students have a better sense of assignments, case studies, and school work as a whole.
2. Architecture is part of a University-wide effort to develop visual rubrics to create common standards for onsite and online work.
3. AAU has initiated pilot project experiments in synchronous (live classroom) learning, and the School of Architecture is exploring how we can also incorporate synchronous and collaborative opportunities in the Undergraduate Program.
4. Architecture streams its lecture series as well other major events (symposia, annual charrette, thesis presentations) to its online community.
5. Online studios typically have regular video conferencing meetings, which include midterm and final reviews attended by outside professionals and supporting consultants (engineers, landscape architects, etc.)
6. Architecture has explored ways to create closer ties between online and onsite studios, experimenting with joint and collaborative projects, simultaneous reviews etc.
7. Architecture utilizes several forms of social media (Facebook, Twitter, online forums) as a means to create an online student community and facilitate interactions.
8. The AIAS is open to online students, and the onsite student representatives serve as liaisons to their online student counterparts.
9. Architecture holds several events which are open to online and onsite students (annual charrette, Summer Expo, Summer Program with the Architectural Association). These events are held outside of the Fall and Spring semesters in an effort to bring in online students who could not otherwise attend during the regular semester.
10. Architecture is initiating travel abroad programs to Europe which will be open to online and onsite students.
11. The ARH 310 studio includes a travel component (currently to New York) which will bring online and onsite students together.

C. Building Operational Hours

AAU Response:

Based on the feedback that students gave to the Architecture department and to the NAAB Visiting Team, building hours at 601 Brannan and 466 Townsend were expanded so that the buildings open earlier in the morning and are open on Sundays from the beginning of the semester. Students now have access to high quality printers at the 601 Brannan Print Lab, starting at 7:30 am - one hour before classes begin and on Sundays.

This access is appropriate to serve students who are looking to print a concise amount of information for a daily assignment or progress print. The School of Architecture, seeking to prepare students for the profession, strongly encourages students not to use the early opening hours to print for large mid-term and final presentations. The School of Architecture consistently promotes using time management and "design project" management skills.

D. Late-night Transportation

AAU Response:

The transportation department has added more campus cruisers (late night transportation provided by the AAU) to service 466 Townsend and 601 Brannan locations.

An additional bus loop has been added to service 466 Townsend and 601 Brannan.

The Transportation Department will be monitoring the effectiveness of these changes and continuing to coordinate transportation availability with building closing times.

E. A.4 Technical Documentation

AAU Response:

The undergraduate architecture department is in the process of introducing improved alignments between lower and upper-level classes to strengthen the arc of the curriculum that addresses technical documentation in the upper-level studios.

1. Coordination among ARH 190 BIM, ARH 441 Code Analysis and Documentation, and ARH 450 Studio 8: Housing and Comprehensive Design

The coordination of curriculum in these three classes is intended to create an arc that begins with the introduction of Revit as a design and documentation tool in ARH 190. The arc will culminate in ARH 441 and ARH 450 where the students will be asked to design and document a wall section and to write an outline specification for the wall assembly.

The wall assembly documentation is a cross over assignment between the two courses. An emphasis will be given to the integration of the envelope and the building structure in ARH 450 Housing and Comprehensive Design Studio. An emphasis will be given to the technical assembly of materials in ARH 441 Code Analysis and Documentation.

2. Expansion of the Wall section model assignment in ARH 350 Studio 6: Site and Building Performance

A separate wall section (from foundation to roof enclosure) drawing assignment will be added and the time allotted to the assignment will be increased. Integration with structure and assembly of materials will be given additional emphasis.

3. Expansion of the Curtain wall type drawing assignment in ARH 410 Studio 7: Tectonics and Structure

Additional time will be given to review and refine the wall type drawing assignment. Integration with structure and assembly of materials will be given additional emphasis.

4. A new requirement to take ARH 239 Materials and Methods (an existing class) as a pre-requisite for ARH 450 Studio 8: Housing and Comprehensive Design

By introducing a new pre-requisite of ARH 239 Materials and Methods for ARH 450 Housing Studio, students will be able to build on the understanding of building materials and construction sequences gained in ARH 239 when producing their technical drawings in ARH 450.