

**Academy of Art University
Department of Architecture**

Initial Accreditation Visiting Team Report

Bachelor of Architecture (162 credits)

The National Architectural Accrediting Board
October 14, 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.

Table of Contents

<u>Section</u>		<u>Page</u>
I.	Summary of Team Findings	
	1. Team Comments and Visit Summary	1
	2. Conditions Not Met	1
	3. Causes of Concern	1
	4. Progress Since the Previous Site Visit	2
II.	Compliance with the 2009 Conditions for Accreditation	
	Part One (I): Institutional Support and Commitment to Continuous Improvement	4
	Part Two (II): Educational Outcomes and Curriculum	17
III.	Appendices	
	1. Program Information	29
	2. Conditions Met with Distinction	30
	3. The Visiting Team	31
IV.	Report Signatures	32
V.	Confidential Recommendation	33

I. Summary of Team Findings

1. Team Comments and Visit Summary

The Academy of Art University (AAU), founded in 1929 by artist Richard S. Stephens and his wife Clara, articulated a mission of professional artists teaching future professional artists. Under the leadership of its current president, Dr. Elisa Stephens, the university remains true to its mission, and, today, 14 full-time and 71 part-time faculty/practicing architects prepare students to enter practice.

AAU's educational philosophy is that all students interested in studying art, design, architecture, and communications deserve the opportunity and access to do so. This is shored up by a rigorous admissions process. It is the university's belief that all students willing to make a serious commitment to learning, given the appropriate training, have the ability to attain professional-level skills. AAU's focus is on the success of students, who come from 112 countries in an open admissions policy. The programs enhance student learning through an exemplary English as a Second Language (ESL) program, an Academic Resource Center, and individual tutoring. AAU further enhances student learning through a faculty development program that teaches part-time faculty (practicing architects) how to teach.

The urban presence in downtown San Francisco is cited by many students as one of the reasons they chose to attend AAU, with the city augmenting the classroom inquiry by virtue of access to many architecture offices, practicing faculty, significant buildings, and construction sites. Other cited reasons for being attracted to AAU include access to courses in fine arts, sculpture, and film embedded in the academy.

The Bachelor of Architecture (B. Arch.) is offered through two delivery methods; the traditional seated classroom instruction and an online learning track. The B. Arch. online learning track is in development, with the first B. Arch. online-only cohort of graduates anticipated in 2018.

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 extremely well-organized team room. The thorough preparation and thoughtful arrangement of student work and curricular materials made locating evidence for the Conditions for Accreditation and Student Performance Criteria extremely straightforward.

2. Conditions Not Met

II.4.1 Statement on NAAB-Accredited Degrees

3. Causes of Concern

The previous team's causes of concern relative to the traditional program delivery have been addressed, and this team did not identify further causes of concern at the time of this visit.

Online Only Delivery Method: The online component of the B. Arch program is still in its embryonic stage, with only three students currently having reached the third studio in the 10-semester sequence. This is the most advanced studio that any student in the online program has attained. Online course offerings to date have included ARH 110, 150, 170, 180, 210, 230, 240, 390, 399, 441, LA 123, 219, 249, 292, and 319. These courses constitute 51 credits out of a total of 111 professional studies requirements. We recognize that other required general studies

courses are offered in the online format and that many on-site students opt to take some of their required courses in the online format.

The online courses are designed to parallel the on-site courses in content and learning outcomes. To address concerns about online students learning in isolation, samples of previous student work are available in each online course. All students have access to completed projects, and the instructor comments on the work of all other online classmates.

An area of concern regarding online courses is the student outcomes from design studio classes, rather than the student outcomes from non-studio online courses. Another area of concern is the fact that no single cohort of B. Arch. online students has completed the degree.

4. Progress Since the Previous Site Visit (2014)

2009 Condition 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.

Previous Team Report (2014): 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.

2015 Team Assessment: The team found this condition to be **Met**. Within the past year, the AAU has undergone a Library Resources Review, now an annual event, to enhance the scope of the library materials. Since the last visit, the library has increased its architecture-specific titles to 3,151, an increase of nearly 50%. In addition, the library now has a total of 8,768 architecture-related films and books. The library has also increased its budget to accommodate additional acquisitions. Recently, the library joined Link Plus, a California library consortium, which allows students to borrow additional resources.

Additionally, the library is now part of a Visiting Patrons Program so that students may use their AAU library cards to directly check out books from other libraries across California and Nevada. In response to the previous VTR, the library has increased student access to information resources. The school created a satellite library in Brannan Hall, the main studio building, where students can request books from the main library, and the books will be delivered in 24 hours. A magazine library, which also has all recommended textbooks, is located in Brannan Hall, which students have access to during operational building hours. The library has also increased its collection of online resources. The selection of new materials is almost entirely driven by faculty requests.

2009 Criterion A.9, Historical Traditions and Global Cultures: *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.*

Previous Team Report (2014): 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 and Form, but was not convinced that every student completing the curriculum would receive an understanding of global traditions and culture.

2015 Team Assessment: The team found this criterion to be **Met**. Evidence of an understanding of ancient historical traditions and global cultures was found in LA 219-History of Architecture I. Evidence of an understanding of modern global cultures, including non-Western cultures and cultures in the Southern Hemisphere, was seen in student work and quizzes in LA 319-History of Architecture III. Since the last team visit, this program has increased its non-European/American content through additional readings in LA 319-History of Architecture III.

II. Compliance with the 2009 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.

2015 Team Assessment: The Academy was founded in San Francisco in 1929 as the Academy of Advertising Art by fine art painter Richard S. Stephens and his wife Clara. Mr. Stephens, an art director of Sunset magazine, opened AAU based on the philosophy that aspiring artists and designers, with hard work, dedication, and proper instruction, can learn the skills needed to become successful professionals. To make this vision a reality, he hired instructors who were working artists and were familiar with the realities and demands of the marketplace. The school attracted a distinguished faculty of practicing artists and designers, and one of its core educational practices was firmly defined: hire established professionals to teach future professionals.

Today, AAU is the largest regionally accredited private art and design school in the United States. AAU's 15,800 students come from 112 countries to study both in San Francisco, a city known for the vibrancy of its art and design community, and online through AAU's Cyber Campus. In addition to offering M. Arch. and B. Arch. degrees in Architecture, the Academy also offers AA, BA, BFA, MA, and MFA degrees in Acting, Advertising, Animation and Visual Effects, Art Education, Art History, Fashion, Fashion Journalism, Fashion Styling, Fine Art, Game Development, Graphic Design, Illustration, Industrial Design, Interior Architecture and Design, Jewelry and Metal Arts, Landscape Architecture, Motion Pictures and Television, Multimedia Communications, Music Production and Sound Design for Visual Media, Visual Development, Photography, Web Design and New Media, and Writing for Film, Television, Digital Media, and Game Programming. It also offers an Art Teaching Credential.

AAU continues its essential ties with the Stephens family through the president of the university, Dr. Elisa Stephens, the granddaughter of the founder. While AAU's urban location, core values, and belief in an education by artists and for artists remain the same, the university has obviously seen tremendous growth in the 86 years since its founding. Today, the school consists of an urban campus encompassing 38 buildings that are connected by an extensive Academy transportation service.

AAU is well placed to serve students in the context of 21st century education, and it attracts a diverse student body, both nationally and internationally. Over 46% of the student body is composed of minority or international students. In line with 21st century trends in higher education, AAU serves nearly 5,000 transfer students (45% of the undergraduate student population). AAU's curriculum is delivered both on site and online, allowing students to select one or the other, or to complete their degrees using a combination of both. Thirty-seven percent of AAU students study exclusively online, and 58% take at least some of their classes online.

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.

2015 Team Assessment: The Learning/Studio Culture Policy for the B. Arch. was developed collaboratively by faculty, students, and staff. The policy includes the development of core values, goals, implementation, assessment, and arbitration. This policy is exhibited on the school website and discussed at each semester's Orientation Presentation as part of the introduction to the degree program. In addition to presenting the Architecture Department's Learning/Studio Culture Policy each semester at Orientations, it is presented at Open Houses and Faculty Semester Start Meetings, and it undergoes review every 2 years by a committee of faculty, staff, and students.

Design education at AAU encourages critical discourse based on collaboration, creativity, and learning through making. A healthy learning culture engenders an environment where students and faculty come together to ask questions, make proposals, and innovate through today's knowledge in order to address tomorrow's challenges. This learning culture supports and develops respect for the diverse backgrounds and approaches to design of the faculty and students. Studios and courses online promote the values articulated in the Learning/Studio Culture Policy. Students participate in an open discussion as part of each class, where dialogue about a faculty-driven set of questions is a prominent part of the requirement. AAU purposefully does not keep the Architecture buildings open 24/7 in order to help students develop good time management and healthy learning habits.

Tools, policies, and mechanisms for supporting a healthy and robust online studio culture are at all times being evaluated. For example, in recognition of the need to support a healthy, critical dialogue in the classroom—both on site and online—the B. Arch program partnered with Liberal Arts to create a new course as part of the first semester offering, both on site and online. LA 123-Design Philosophy is where students learn the tools and discourse methodology to support this collaborative discussion-based mode.

AAU's academic community maintains high standards of academic honesty and models clear standards of professional behavior for its students. These standards are governed by the university's Academic Honesty and Plagiarism policies.

The Academy has a diverse faculty and student body, with a proud emphasis on the international and cultural diversity of its students. AAU is committed to maintaining a place to work and to study that is free from harassment and discrimination. Over 35% of the Architecture Department student body is

international, and less than one-third of the entire Architecture student body identify themselves as “white” based on our race/ethnicity statistics. AAU also serves the needs of students with disabilities and students who are “at risk” of academic failure (diverse learning backgrounds) as part of university-wide diversity efforts. The Academy offers significant support for on-campus diversity through the Academy Resource Center (ARC), which is made up of six educational support departments: English for Art Purposes, Online Language Support, Student Academic Support, ARC Tutoring, Classroom Services (for students with documented disabilities), and Faculty Development.

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.

2015 Team Assessment: The B. Arch. program is situated in the School of Architecture of AAU, a large art-, design-, and communications-focused university. AAU is primarily an institution of higher education based on teaching. Scholarship and service are not required of the faculty, though some full-time faculty participate in these endeavors. The program is built on the art and design mission of the university, which emphasizes the art of architecture through the visual, functional, and spatial experience found within the built, natural, and social environment. The curriculum has a requirement of 45 general education courses that are taught within the university.

The development of the B. Arch program has benefited from dialogue between other departments such as Liberal Arts, Landscape Architecture, and Interior Architecture and Design. The program also receives support from university resources such as Curriculum, Information Resources, ESL, Faculty Development, Cyber Campus, Admissions, and Advising.

- 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.

2015 Team Assessment: The open enrollment policy and institutional philosophy of the university has created a diverse student group, with a broad range of races, socioeconomic statuses, age, nationalities, ethnicities, professional experiences, and veteran statuses. The ESL academic support enhances the diversity of the program and aids international students in their ability to communicate their thoughts and ideas. In addition, it assists students in further increasing their communication skills using an “architectural vocabulary.” The online program

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

within the university's curriculum further strengthens the diversity of the student body by providing students who do not live in San Francisco with the opportunity to take architecture courses. The interactions among members of the student body prepare students to engage in the outside world and to be global citizens.

The university mission to hire faculty who work in or with the architecture profession directly connects students to the profession. This brings everyday, real-life experiences to the classroom and ultimately creates opportunities for employment for students. The department's portfolio requirement, at two major points within the student's academic career, prepares students to consider the necessary compilation of their work, which continues into one's professional career. The activities hosted by the student organizations on campus further extend a connection to the local professionals, which increases the network of possible professional opportunities available to students.

- 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.

2015 Team Assessment: Consistent with the mission of AAU, the majority of the faculty members are practicing professionals, which affords the students the opportunity to connect their theoretical study to the realities of practice. The IDP Coordinator attends the annual IDP Educator Coordinator Conference. He gives presentations on the IDP program to students at the beginning of each semester, assists them with enrollment, and advises them. He enlightens students on aspects of the requirements of education, experience (the IDP), and examination (the Architect Registration Examination [ARE]) so that they understand the path to licensure and National Council of Architectural Registration Boards (NCARB) certification. The Professional Practice coursework covers details of the architect's legal and ethical responsibilities and exposes students to aspects of project management, practice management, and professional responsibilities. When asked, the students indicated that they were aware of the IDP program, that they knew the IDP Educator Coordinator, and that he had been readily available to assist them with documenting their experience.

- 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.

2015 Team Assessment: Consistent with the articulated mission/operation of the program, this condition is met through the use of practicing professionals as instructors, a robust lecture series, visits to firms, ongoing project site visits, input from industry professionals, and the adjustment of the curriculum to meet the needs of the profession. This was verified in meetings with the administration, faculty, and 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.

2015 Team Assessment: Both the City of San Francisco and the larger Bay Area provide opportunities for students to be active, engaged citizens. One example is the Ethics and Leadership Panel Discussion, which is required for all third- and fourth-year students. The students respond to pressing environmental issues in ARH 430-Climate and Energy Use; Sustainable Strategies and to social and economic challenges through the veteran's housing project on the San Francisco waterfront in ARH 450-Studio 8: Housing and Comprehensive Design. The social component of the high rises designed for tech companies is addressed in ARH 410-Studio 7: Tectonics and Structure. Further evidence supporting this perspective was found in ARH 250-Studio 4: Site, Culture, and Integral Urbanism; Arch 350-Studio 6: Site Conditions and Building Performance; and ARH 475-Professional Practice.

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

1.1.4 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.

2015 Team Assessment: The multi-year objectives for continuous improvement are found in the APR. The plan is formulated by a department governance team and includes a forecast of short- and long-term needs of the B. Arch program. The program also has a strategic planning team that developed a strategic plan in 2011 and updated it in 2014 with the input of the current faculty and directors.

The university has a long-range planning process, and the school and department work within the AAU mission in developing and updating the program's long-range plan. Twice each semester, the Architecture Department submits a report to the university president identifying new changes and improvements as well as issues and concerns that are obstacles to the program reaching its goals.

1.1.5 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's, 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.

2015 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 a 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 the B. Arch. director regarding compliance with the NAAB Conditions and Student Performance Criteria
- The departmental strategic planning team (two meetings per year) and the department governance team (two meetings per month)
- The B. Arch. coordinators, who 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; pre-semester curriculum planning meetings with specific faculty and directors; and once-per-month faculty/department action team meetings)
- A review of pre-semester meetings on curriculum content and deliverables 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)
- Reporting of the recommendations from the strategic planning team and program review directly to the university president and the chief academic officer (thereby linking the recommendations to budgetary requests and the department's strategic priorities)

The strategic planning team considers input from the following sources when developing and reviewing the program's 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 the NAAB and the Western Association of Schools and Colleges.

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

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

- *Faculty and Staff:*
 - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include, but are not limited to, faculty and staff position descriptions².*
 - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
 - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
 - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
 - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human resources (faculty and staff) are adequate for the program.

2015 Team Assessment: Evidence of this condition was found in the APR and through meetings with the administration, faculty, and staff. The School of Architecture has 14 full-time and 71 part-time faculty. The majority of the part-time faculty members are practicing professionals. The B. Arch program has adequate staff to support its mission and is significantly supported by staff at the university level.

AAU does not have a tenure and academic rank system. The Academy's faculty hiring policy is designed to serve the mission of the university. The Academy was founded on the simple philosophy that the top professionals of a given field of art train the young artists of the future. Those young artists will then become top professionals themselves.

Consequently, the majority of the Academy's faculty members are part-time, with their primary occupation being in industry. Part-time faculty members are considered for coordinator positions or full-time status based on the merits of their portfolios and teaching ability. There is no seniority system.

The focus of the Academy and the program is on teaching, and the faculty are not expected to participate in scholarship and service. The roles of part-time and full-time coordinators are described via contracts and are compensated accordingly. The descriptions of the coordinators' roles were provided in the team room.

The IDP Education Coordinator is new this year, but he attended the summer 2015 IDP National Conference for Education Coordinators. The majority of the students could identify the IDP Coordinator, and they said that he has made presentations and has been very helpful to the student body.

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.

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

[X] Human resources (students) are adequate for the program.

2015 Team Assessment: The University has a strong admissions office, and the B. Arch program works with it in terms of both entering students and transfer students. AAU's educational philosophy is that all students interested in studying art, design, architecture, and communications deserve the opportunity and access to do so. It is the university's belief that all students willing to make a serious commitment to learning, given the appropriate training, have the ability to attain professional-level skills. The university maintains an inclusive admissions policy for all undergraduate programs. Previous experience in the field of study is not required for admission.

As a university with an inclusive admissions policy, AAU already attracts many underrepresented student groups (e.g., Hispanic). AAU does recruit at local Bay Area high schools, including some that work specifically to meet the needs of underserved student populations. AAU has granted scholarships for summer study and university scholarships to such students.

Transfer students are first evaluated at the university's admissions office. Transcripts and a portfolio are necessary for architecture students who seek advanced placement. The program director, Jennifer Asselstine, AIA, reviews these applications and places students in the appropriate level. No students are placed above the third year, as each student must go through a midpoint review and the university requires that 50% of credits toward a degree must be taken at AAU.

The university offers centralized student advising through Student Services. The B. Arch program has a dedicated advisor who works with students and offers both formal and informal advising. Many faculty members serve as mentors and assist students in finding internships through their connections with industry.

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.

In view of the program's substantial number of international students, an extensive ESL program supports the program to develop the student's language ability in writing and presentations and, in particular, in addressing the esoteric aspects of the discipline.

I.2.2 Administrative Structure and 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.

2015 Team Assessment: As outlined in the APR, all academic department directors report directly to the chief academic officer since AAU employs a relatively flat organizational structure. Each

department is autonomous. The Architecture Department has an executive director with oversight of both the graduate and undergraduate programs. The organizational chart was included 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.

2015 Team Assessment: AAU is a family-owned, for-profit education model. As such, it does not have a faculty senate. The faculty participate in Department Action Team (DAT) meetings to address program issues, weekly governance meetings, and coordinator meetings, and Studio Curriculum Review meetings are vehicles for faculty involvement. The B. Arch program has its own Curriculum Committee, consisting of the executive director, program director, and assistant director and ARH coordinators. All faculty are encouraged to participate in DAT meetings and the curriculum improvement process. Faculty concerns are directed to the program directors, and then to the executive director, who has the authority to implement changes with approval from the curriculum director, the chief academic officer, and the university president.

1.2.3 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.

2015 Team Assessment: The program's primary facilities are at 601 Brannan St. and 466 Townsend St., about a 3-minute walk apart. Studio and instruction space is divided between the two buildings, with administrative services found in Brannan Hall. Many at the university, including within the architecture program, have noted that Brannan Hall is an enviable space at the Academy for presenting student work and fostering engagement across and within disciplines. Between the two buildings, there is ample space for presentations, student work space, laboratory space, a large model shop, and informal cafe space 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 free of charge to students using their personal computers, including Adobe and Autodesk products. Printers for large-scale work are available at both buildings.

Based on student feedback provided to previous NAAB teams, the hours of operation at both the Brannon and Townsend locations have been expanded. Both buildings open earlier in the morning and are open on Sundays during semesters.

The digital environment for online instruction leverages Adobe Connect for real-time discussions 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 that they have found

alternatives to the formal resources provided by the university, such as Google Hangouts, to further foster peer-to-peer learning.

1.2.4 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.

2015 Team Assessment: The University derives most of its income from student tuition, fees, and dormitories. The school is provided with ample funding to operate the B. Arch program. It receives the second-highest dollar amount per student in the university at \$9,385 per student per year. The executive director of the school is a strong advocate for the program and has been successful in obtaining the funding necessary for the running of the program.

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

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

[X] Information resources are adequate for the program.

2015 Team Assessment: Within the past year, AAU has undergone a Library Resources Review, which is now an annual event, to enhance the scope of the library materials. Since the last visit, the library has increased its architecture-specific titles to 3,151, an increase of nearly 50%. In addition, the library now has a total of 8,768 architecture-related films and books. The library has also increased its budget to accommodate additional acquisitions. Recently, it joined Link Plus, a California library consortium, which allows students to borrow additional resources. Additionally, the library is now part of a Visiting Patrons Program so that students may use their AAU library cards to directly check out books from other libraries across California and Nevada.

In response to the previous VTR, the library has increased student access to information resources. The school created a satellite library in Brannan Hall, the main studio building, where students can request books from the main library, to be delivered in 24 hours. A magazine library, which also has all recommended textbooks, is located in Brannan Hall, which students have access to during operational building hours. The library has also increased its collection of online resources. The selection of new materials is almost entirely driven by faculty requests.

PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.3.1 Statistical Reports³: *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 and 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 and 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.

2015 Team Assessment: The Academy of Art University comprises a diverse student group, both in terms of race/ethnicity and gender, with a unique academic model that includes open enrollment for its students. In terms of statistics regarding graduation, the B. Arch program graduated its first class in spring 2015, so matriculation percentages are unavailable.

The academic model for AAU does not offer tenured or tenure-track positions to any faculty. Currently, there are 14 full-time faculty and 71 adjunct, or part-time, professionals working in their field on the faculty. The faculty also has a diversity of race/ethnicity, gender, and national origins.

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.*

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

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.

2015 Team Assessment: The required Annual Reports were provided.

1.3.3 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 exhibit⁴ 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.

2015 Team Assessment: The team found that the faculty credentials provided demonstrate the range of knowledge and experience necessary to promote student achievement.

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.

2015 Team Assessment: Evidence of the NAAB-required policies and procedures was provided in the team room.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

Realm A: Critical Thinking and Representation:

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

2015 Team Assessment: Evidence of meeting this criterion was found in presentations in ARH 210-Studio 3: Site Operations and Tectonic Systems, writing assignments in LA 219-History of Architecture I, and collaboration videos from ARH 450-Studio 8: Housing and Comprehensive Design.

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

2015 Team Assessment: Evidence of meeting this criterion was found in ARH 310-Studio 5: Assembly Buildings and Context.

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

2015 Team Assessment: Evidence of meeting this criterion was found in ARH 210-Studio 3: Site Operations and Tectonic Systems and ARH 250-Studio 4: Site, Culture, and Integral Urbanism.

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

2015 Team Assessment: Evidence of meeting this criterion was found in ARH 350-Studio 6: Site Conditions and Building Performance and ARH 450-Studio 8: Housing and Comprehensive Design.

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

[X] Met

2015 Team Assessment: Evidence of meeting this criterion was found in coursework in ARH 430-Climate & Energy Use: Sustainable Strategies, ARH 450-Studio 8: Housing and Comprehensive Design, and ARH 550-Studio 10: Final Thesis Project.

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

[X] Met

2015 Team Assessment: Evidence of meeting this criterion was found in ARH 210-Studio 3: Site Operations and Tectonic Systems, ARH 250-Studio 4: Site Culture and Aggregate Massing, and ARH 350-Studio 6: Site Conditions and Building Performance.

- 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

2015 Team Assessment: Evidence of meeting this criterion was found in ARH 150-Studio 1: Conceptual Design Studio, ARH 430-Climate and Energy Use: Sustainable Strategies, and ARH 450-Studio 8: Housing and Comprehensive Design.

- 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

2015 Team Assessment: Evidence of satisfying this criterion was found in ARH 150-Studio 2: Spatial Ordering and Form and ARH 210-Studio 3: Site Operations and Tectonic Systems. This criterion was **Met with Distinction.**

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

[X] Met

2015 Team Assessment: Evidence for meeting this criterion was found in LA 219-History of Architecture I. Evidence of understanding modern global culture, including non-Western cultures and cultures in the Southern Hemisphere, was seen in student work and quizzes in LA 319-History of Architecture III. Since the last team visit, the program has increased the non-European/American content through additional readings in LA 319-History of Architecture III.

- 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

2015 Team Assessment: Evidence of meeting this criterion was found in exercises in LA 292-Programming and Culture.

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

[X] Met

2015 Team Assessment: Evidence of meeting this criterion was found in exercises in LA 292-Programming and Culture and ARH 550-Studio 10: Final Thesis Project.

Realm A. General Team Commentary: Student work indicates that the students are acquiring the skills included in Realm A: Critical Thinking and Representation, with most SPC mastered at the Ability level. Specifically, SPC A.8. Ordering Systems Skills is **Met with Distinction**.

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

2015 Team Assessment: Evidence of meeting this criterion was found in ARH 250-Studio 4: Site, Culture, and Integral Urbanism and 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

2015 Team Assessment: Evidence of meeting this criterion was found in ARH 310-Studio 5: Site Conditions and Building Performance and ARH 450-Studio 8: Housing and Comprehensive Design. This criterion was **Met with Distinction**.

- 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

2015 Team Assessment: Evidence of meeting this criterion was found in 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

2015 Team Assessment: Evidence of meeting this criterion was found in ARH 240-Site Design and Mapping, ARH 350-Studio 6: Site Conditions and Building Performance, and ARH 450-Studio 8: Housing and Comprehensive Design.

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

[X] Met

2015 Team Assessment: Evidence of meeting this criterion was found in ARH 450-Studio 8: Housing and Comprehensive Design.

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

A.2. Design Thinking Skills

A.4. Technical Documentation

A.5. Investigative Skills

A.8. Ordering Systems

**A.9. Historical Traditions and
Global Culture**

B.2. Accessibility

B.3. Sustainability

B.4. Site Design

B.5. Life Safety

B.7. Environmental Systems

B.9. Structural Systems

[X] Met

2015 Team Assessment: Evidence of meeting this criterion was found in ARH 450-Studio 8: Housing and 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

2015 Team Assessment: Evidence of meeting this criterion was found in ARH 441-Tectonics: 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

2015 Team Assessment: Evidence of meeting this criterion was found in ARH 350-Studio 6: Field Conditions and Sustainability, ARH 440-Building Systems: Mechanical, Electrical, and Plumbing, ARH 430-Climate and Energy Use: Sustainable Strategies, and ARH 450-Studio 8: Housing and Comprehensive Design.

- 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

2015 Team Assessment: Evidence of meeting this criterion was found in ARH 420-Structures: Systems Investigation, ARH 410-Studio 7: Tectonics and Structures, and ARH 450-Studio 8: Housing and Comprehensive Design. This criterion was **Met with Distinction**.

- 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

2015 Team Assessment: Evidence of meeting this criterion was found in ARH 410-Studio 7: Tectonics and Structures, ARH 420-Structures: Systems Investigation, and 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

2015 Team Assessment: Evidence of meeting this criterion was found in ARH 440-Building Systems: Mechanical, Electrical, and Plumbing.

- 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

2015 Team Assessment: Evidence of meeting this criterion was found in ARH 239-Materials and Methods, ARH 350-Studio 6: Site Conditions and Building Performance, ARH 441-Tectonics: Code Analysis and Building Envelope Documentation, and ARH 450-Studio 8: Housing and Comprehensive Design.

Realm B. General Team Commentary: Student work was strong throughout Realm B: Integrated Building Practices, Technical Skills and Knowledge. Students indicated comprehension of technical aspects of design and the ability to integrate the various skills into comprehensive projects at a convincing level. In addition, two of the SPC in this realm were **Met with Distinction:** SPC B.2. Accessibility and SPC B.9. Structural Systems

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 multidisciplinary teams to successfully complete design projects.***

[X] Met

2015 Team Assessment: Evidence of meeting this criterion was found in ARH 210-Studio 3: Site Operations and Tectonic Systems, in ARH 450-Studio 8: Housing and Comprehensive Design, and in annual charrettes involving landscape architecture, architecture, and interior design students and professionals.

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

[X] Met

2015 Team Assessment: Evidence of meeting this criterion was found 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

2015 Team Assessment: Evidence of meeting this criterion was found in ARH 475-Professional Practice.

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

[X] Met

2015 Team Assessment: Evidence of meeting this criterion was found in ARH 475-Professional Practice.

- 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

2015 Team Assessment: Evidence of meeting this criterion was found in ARH 475-Professional Practice and ARH 441-Tectonics: Code Analysis and Building Envelope Documentation.

- 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

2015 Team Assessment: Evidence of meeting this criterion was found in ARH 475-Professional Practice.

- 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

2015 Team Assessment: Evidence of meeting this criterion was found in ARH 475-Professional Practice and ARH 441-Tectonics: Code Analysis and 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

2015 Team Assessment: Evidence of meeting this criterion was found in ARH 475-Professional Practice.

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

2015 Team Assessment: Evidence of meeting this criterion was found ARH 475-Professional Practice and LA 292-Programming and Culture.

Realm C. General Team Commentary: Students are exposed to and learn concepts in Realm C: Leadership and Practice. Due in large part to experiencing real-world scenarios taught by practicing professionals and access to many area office practices, student work convincingly shows their mastery of these SPC.

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 WASC Senior College and University Commission (WSCUC).*

[X] Met

2015 Team Assessment: The WSCUC Accreditation Reaffirmation Review letter dated July 7, 2014, was provided in the APR.

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

2015 Team Assessment: The B. Arch. degree meets NAAB requirements for the first professional degree. It consists of a total of 162 credits, divided into 117 credits of professional studies and 45 credits of general studies and electives. The outlines for each course are found in the APR and on the university website.

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

2015 Team Assessment: The current B. Arch program was initially designed by the former chair of the undergraduate B. Arch. program and the former undergraduate curriculum coordinator. It was reviewed by an external consultant from a peer program at the University of Massachusetts Amherst and by the AAU Curriculum Committee, chaired by the chief academic officer. Since its inception, the program has been amended by the current B. Arch director and assistant directors, based on the input of the NAAB Visiting Team in 2012 and 2014. Faculty provide feedback, and all changes to the curriculum are reviewed by the AAU Curriculum Committee, the curriculum director, and the chief academic officer.

The undergraduate B. Arch director and the undergraduate assistant director are responsible for the design of the program and course curricula, in conjunction with the B. Arch coordinators and faculty. They continue to design courses and refine/evaluate learning results by participating in DAT meetings and targeted assessment and rubric evaluation activities. The active contributions of working professional faculty are at the center of AAU's efforts to design topical classes, evaluate educational effectiveness, and improve learning results.

A faculty Architectural Curriculum Committee (currently, the undergraduate program director, undergraduate assistant director, online director, and executive director) exists for the B. Arch program for reviewing effectiveness and currency of the program.

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

2015 Team Assessment: The program is designed for open enrollment of students with a high school diploma or its equivalent. In the case of transfer students, the B. Arch director reviews transcripts and portfolios to determine if the previous coursework and design work meet major course and studio requirements. General studies are reviewed by the Office of the Registrar transfer department. Meetings with the department staff, university staff, and students confirmed that this process is very rigorous and thorough.

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] Not Met

2015 Team Assessment: The team could not find the exact language found in the 2009 NAAB Conditions for Accreditation on any printed promotional material. The team did find the required text from the 2009 NAAB Conditions for Accreditation on the program's website (<http://academyart.edu/content/aaau/en/about-us.html#naab>), exactly as worded in Appendix 5 of the 2009 NAAB Conditions for Accreditation.

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

2015 Team Assessment: The NAAB Conditions and Procedures are found on the program's website (<http://academyart.edu/academics/architecture>) under the "Helpful Architecture Information" section. While the information was found, at first glance the location of the information is obscure. Hardcopy information was found outside the administrative offices in Brannan Hall.

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.aiaa.org
www.acsa-arch.org

[X] Met

2015 Team Assessment: Access to career development information is found on the program's website ([Academy of Art University \(B. Arch\).docx](#)) under the "Helpful Architecture Information" section. While the information was found, at first glance the location of the information is obscure.

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

2015 Team Assessment: The required documents were found outside the administrative offices in Brannan Hall. The NAAB recommends that these documents also be made available electronically on the program's website for increased public access.

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

2015 Team Assessment: This information is not applicable to the program to date due to the age of the program; however, the link to the ARE Pass Rates is available on the program's website (<http://academyart.edu/academics/architecture>) under the "Helpful Architecture Information" section.

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. 1-2

- B. **History and Mission of the Program (I.1.1)**
Reference Academy of Art University, APR, pp. 2-8

- C. **Long-Range Planning (I.1.4)**
Reference Academy of Art University, APR, pp. 15-22

- D. **Self-Assessment (I.1.5)**
Reference Academy of Art University, APR, pp. 22-31

2. Conditions Met with Distinction

- A.8. Ordering Systems Skills
- B.2. Accessibility
- B.9. Structural Systems

3. The Visiting Team

Team Chair, Representing the NCARB
Cheryl C. Walker, FAIA, Principal
Gantt Huberman Architects, a Division of Bergmann Associates
500 N. Tryon Street
Charlotte, NC 28202
(704) 334-6436 office
(704) 907-7241 mobile
ccwalker2256@gmail.com

Representing the ACSA
Michael J. Buono, AIA, LEED®AP
Hammons School of Architecture
Drury University
900 North Benton Avenue
Springfield, Missouri 65802
(417) 873-7596 office
(417) 812-4151 mobile
mbuono@drury.edu

Representing the AIAS
Michael A. Kemner 200
Bloomfield Avenue
Box 3771
West Hartford, CT 06117
(201) 388-5943
mkemner22@gmail.com

Representing the AIA
Marika Dalley Snider, AIA
Snider Architecture
3959 Rexford Road
Beavercreek, Ohio 45430
(937) 558-2850 office
(937) 999-8587 mobile
marika.snider@gmail.com

Non-Voting Member
Michael Pyatok, FAIA
1611 Telegraph Ave.
Oakland, CA 94612
(510) 465-7010, ext. 118 office
(510) 410-0260 mobile
mpyatok@pyatok.com

IV. Report Signatures

Respectfully Submitted,



Cheryl C. Walker, FAIA
Team Chair

Representing the NCARB



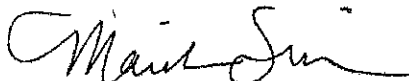
Michael J. Buono, AIA, LEED®AP
Team Member

Representing the ACSA



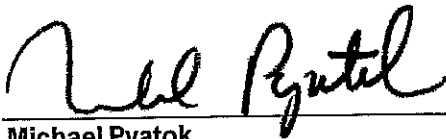
Michael A. Kemner
Team Member

Representing the AIAS



Marika Dalley Snider
Team Member

Representing the AIA



Michael Pyatok
Team Member

Non-Voting Team Member

Program Response to the Final Draft Visiting Team Report



ACADEMY *of* ART UNIVERSITY

FOUNDED IN SAN FRANCISCO 1929 BY ARTISTS FOR ARTISTS

Optional Response To The (B.Arch) Initial Accreditation Visiting Team Report

Mimi Sullivan
Executive Director
School of Architecture
mimi@saidasullivan.com
415-274-2200

Jennifer Asselstine
Undergraduate Director
School of Architecture
JAsselstine@academyart.edu
415-274-2200

Alana Addison
Chief Academic Officer
AAddison@academyart.edu
415-274-2200

Dr. Elisa Stephens
President of Academy of Art University
EStephens@academyart.edu
415-274-2200

January 20, 2016

Following is the Optional Response of Academy of Art University (AAU) to the NAAB (B.Arch) Initial Accreditation Visiting Team Report (VTR) 2015, in relation to Conditions Not Yet Met and Causes for Concern.

Conditions Not Yet Met

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.

2015 Team Assessment:

The team could not find the exact language found in the 2009 NAAB Conditions for Accreditation on any printed promotional material. The team did find the required text from the 2009 NAAB Conditions for Accreditation on the program's website (<http://academyart.edu/content/aa/en/about-us.html#naab>), exactly as worded in Appendix 5 of the 2009 NAAB Conditions for Accreditation.

AAU Response:

All promotional materials now contain the required statement on NAAB Accredited degrees.

Causes of Concern

2015 Team Assessment:

The previous team's causes of concern relative to the traditional program delivery have been addressed, and this team did not identify further causes of concern at the time of this visit.

Online Only Delivery Method: The online component of the B. Arch program is still in its embryonic stage, with only three students currently having reached the third studio in the 10 semester sequence. This is the most advanced studio that any student in the online program has attained. Online course offerings to date have included ARH 110, 150, 170, 180, 210, 230, 240, 390, 399, 441, LA 123, 219, 249, 292, and 319. These courses constitute 51 credits out of a total of 111 professional studies requirements. We recognize that other required general studies courses are offered in the online format and that many on-site students opt to take some of their required courses in the online format.

The online courses are designed to parallel the on-site courses in content and learning outcomes. To address concerns about online students learning in isolation, samples of previous student work are available in each online course. All students have access to completed projects, and the instructor comments on the work of all other online classmates.

An area of concern regarding online courses is the student outcomes from design studio classes, rather than the student outcomes from non-studio online courses. Another area of concern is the fact that no single cohort of B. Arch. online students has completed the degree.

AAU Response:

An area of concern regarding online courses is the student outcomes from design studio classes, rather than the student outcomes from non-studio online courses.

We are addressing potential differences between online and onsite studio classes in a number of proactive ways:

- We examine the archival student work from both the onsite and online studios each semester in terms of both quality of work, and grading, to develop and ensure common standards between onsite and online sections.
- We regularly meet with the online and onsite instructors to reinforce common grading rubrics and course learning outcomes.
- Where possible we have the same instructors who teach onsite teach the same online sections, or to have them write the online courses.
- We are implementing course galleries to show online students our expectations in terms of quality of work for both online and onsite.
- We are using web and social media as a means of connecting online and onsite students together, using networking tools to publish studio projects from past and current semesters and develop online/onsite studio communities.
- We have introduced an Online Freshman Coordinator to specifically support the success of online students and develop an improved online interactive studio experience.
- We will be developing several field trip opportunities for online students to either join their onsite counterparts in a design studio site field trip (typically in a major American city); and also opportunities for them to come onsite to the School of Architecture in San Francisco to participate in educational events and interact with the onsite studio.

Another area of concern is the fact that no single cohort of B. Arch. online students has completed the degree.

AAU Response:

We recognize the reality that it will be several years before we have fully online students who will complete the B.Arch. program. In the meantime, we do anticipate hybrid students who have begun onsite and moved to online, or vice-versa, as the first set of graduating online students. Because of their exposure to the onsite studio environment, we believe these students will also help to raise the awareness and expectations of the studio experience for those students who are online only.

In summary, we are able to draw from our experience with the accredited M.Arch program as we build a strong set of undergraduate online course offerings. The accredited M.Arch program is offered fully online and has had graduates. We find similar challenges as well as differentiated issues between the B.Arch and M.Arch studio communities. In the B.Arch program we have a

significantly higher percentage of online studio students who have previous experience with onsite studios. There is a high level of movement between onsite and online as students negotiate the challenges of accomplishing the 5 year program. This cross pollination is encouraged, as we see it support the diversity in the studio environment, as well as the culture of commitment to design learning. While we expect to always have a population of students who are only able to take courses and studios online, the mix between 100% online students and hybrid students in studios and courses speaks to the value of the online program as we seek to engage and support a most diverse student population.