



**Academy of Art University
Department of Architecture**

2018 Visiting Team Report

B. Arch. (162 Credits)

The National Architectural Accrediting Board
March 3-7, 2018

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architecture profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I. Summary of Visit

a. Acknowledgments and Observations

The visiting team would like to acknowledge the gracious hospitality of the faculty, administration, staff, and students during the visit. The team acknowledges the collegial and supportive efforts of Jennifer Asselstine, B. Arch. director, and Karen Seong, B. Arch. assistant director, leading up to and during the team visit. The spacious and extensive team room, organized under Jennifer and Karen's leadership, supported the efficient and productive work of the team. Mimi Sullivan, the School of Architecture's executive director, Jennifer, Karen, faculty, and staff responded to requests for additional materials and assistance in a timely manner. Students and administrative staff were generous and helpful in assisting team members throughout the visit. The team found faculty members to be approachable and helpful in understanding the B. Arch. program and its culture. The team would like to note the following observations about the program:

- The program takes full advantage of the liberal arts and multidisciplinary ethos of the Academy of Art University (AAU). Faculty, students, and alumni expressed their appreciation of teaching and learning in such a stimulating and mind-expanding environment, a condition clearly verified also by the team.
- The program has expanded the curricular offerings of the AAU while staying faithful to the founding vision of the university to create a learning environment built around the arts to serve a diverse, underserved population of students. The English for Art Purposes program allows students (especially international students) to study architecture in a supportive and nurturing environment while gaining critical communication skills.
- The program has established a model for online architectural education that is innovative, serving a population of nontraditional and global students who otherwise would not be able to complete a traditional architectural program. The team was impressed with the online curriculum presentation given by Eric Lum, the online director. The virtual meeting with a small group of online students, located both nationally and internationally, confirmed to the team that the online curriculum is working and effective both for students and faculty. The Learning Management System has enhanced the program's ability to deliver onsite teaching and learning, as onsite faculty learn how to engage the current generation of technologically savvy students.
- In alignment with the AAU's founding vision and mission, the program has established strong ties to practicing architects through a large pool of adjunct faculty who are practitioner-educators and full-time faculty who are part-time practitioners. Students commented on the benefits they receive in the studio by having practitioners leading these courses and connecting students to current trends in professional practice.
- The faculty is approachable and accessible, going above and beyond to make themselves available to students who expressed great appreciation for their dedicated faculty in multiple settings throughout the visit.

b. Conditions Not Achieved (list number and title)

- **SPC B.9 - Building Service Systems**
- **SPC D.1 - Stakeholder Roles in Architecture**
- **II.2.2 Professional Degrees and Curriculum**

II. Progress Since the Previous Site Visit

2009 Condition 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.

Previous Team Report (2015): 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/aau/en/about-us.html#naab>), exactly as worded in Appendix 5 of the 2009 NAAB Conditions for Accreditation.

2018 Visiting Team Assessment: MET. The team found the required language from the 2014 NAAB Conditions for Accreditation on the official printed booklet about the School of Architecture (p. 12).

Previous Team Report (2015): Causes of Concern

A. 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.

2018 Visiting Team Assessment: The team was given a comprehensive presentation on the Online Only Program by the online director. The team had an opportunity to appreciate how the Online Only Program is now fully developed, even though the program will graduate the first students only in fall 2018 through the full articulation of pedagogies, digital and physical resources, and support for the student learning experience.

The student work exhibited in the team room showed sufficient evidence that the Online Only Program learning outcomes are comparable with those from the on-site program. Online students are involved with on-site students also through group projects, and the "hybrid student model" (taking some classes on-site and some online) is becoming more popular. The online program is also supported by a well-designed, rich and articulated Learning Management System (privately owned by the institution and tailored to its own needs).

Per feedback from students and faculty, the online program has now become one of the strengths of the program. All required professional studies have now been developed in their own pedagogy as online courses. The Online Only Program is now well developed and has sufficient capacity to deliver the B. Arch. program according to its philosophy and learning objectives.

III. Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

This part addresses the commitment of the institution, its faculty, staff, and students to the development and evolution of the program over time.

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

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

Described

2018 Analysis/Review: AAU was founded in 1929 by artist Richard S. Stephens and his wife as the Academy of Advertising Art. This private institution continues today with Stephens's granddaughter Elisa Stephens as the third generation president. The university serves 13,000 students offering BA, MA, AA, BFA, BS, and MFA degrees in 22 areas of art- and design-related studies. Courses are offered to on-site and online students, and some are enrolled in both. The university offers a 63-unit M. Arch. degree initially accredited in July 2006. An 87-unit M. Arch. was added and accredited in 2013 with an 8-year term. The 162-unit B. Arch. was launched in the fall of 2011 as a 5-year BFA degree in architecture.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages 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 nontraditional.

Demonstrated

2018 Analysis/Review: The learning culture in the program is demonstrated through the visiting team's meetings with faculty, staff, administrators, and students. The program demonstrates a positive and respectful learning environment. The program adopted a studio culture policy and a plan for its implementation. The studio culture policy was recently revised by the AAU American Institute of Architecture Students (AIAS) chapter and was made physically and digitally available to the student body. Online and on-site students create a learning culture through their interaction in group projects. Students and faculty are encouraged to learn inside and outside the classroom through field trips (such as those offered through ARH 310--Studio 5: Assembly Buildings and Context), professional organizations such as AIAS, lectures, discussion panels, and workshops given by faculty and design professionals. These opportunities to learn are equally inclusive of both on-site and online students.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

Demonstrated

2018 Analysis/Review: The program has demonstrated that its current policies on diversity and inclusion are communicated to current and prospective students through its university website and through the current School of Architecture brochure (page 33). Diversity is one of the goals of the program's strategic plan. The strategic plan was displayed prominently in the team room and was referenced in discussions with faculty and program administrators. The institutional policies, as demonstrated through its website, are in place to further EEO/AA. When asked for additional information regarding its long-range plan for maintaining and increasing the diversity of its faculty, staff, and students, the undergraduate program director provided the visiting team with a one-page "School of Architecture Social Equity Statement." In addition, the program director also provided a university-level statement on "Diversity in Senior Leadership Positions [at AAU]."

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities.

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.
- B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.
- C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure. .
- D. Stewardship of the Environment.** The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.
- E. Community and Social Responsibility.** The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

[X] Described

2018 Analysis/Review:

A. Collaboration and Leadership —The university offers several classes that are taught by “co-faculty,” sometimes representing different disciplines. For example, ARH 110—Studio 1: Conceptual Design Studio is taught by instructors representing landscape architecture and architecture. ARH 420--Structures: Systems Investigation is team taught by a structural engineer and an architect. ARH 440--Building Systems: Mechanical, Electrical and Plumbing is team taught by a building systems engineer and an architect. Students are challenged to work collaboratively with the community in social settings and with fellow students in ARH 210 Studio 3: Site Operations and Tectonic Systems. ARH 475—Professional Practice of Architecture connects students with an architect practicing in the Bay Area over a 15-week period.

B. Design — The program has a strong emphasis on design thinking and the design studio experience. The sequence of design studios is well articulated and thought-out, with each studio having a different focus, thus helping students grow a broad design mentality able to address a variety of complex architectural problems. The evidence was found in the APR, the curriculum, and the studio exhibits.

C. Professional Opportunity — The program describes its response to Professional Opportunity by pointing out its connection to the profession in a number of ways, confirmed by the visiting team while on-site. ARH 475--Professional Practice of Architecture connects students with architecture firms through a case study and mentorship project. The Ethics and Leadership panel connects students to professionals through a symposium structure. Students are offered a regular workshop and lecture on professional preparedness by Sameena Sitabkhan, a full-time faculty member, community outreach coordinator, and NCARB AXP Licensing Advisor.

D. Stewardship of the Environment — Evidence of Stewardship of the Environment is found in the following courses: ARH 239--Material and Methods, ARH 350--Studio 6: Conditions of Building Performance, ARH 430--Climate & Energy Use: Sustainable Strategies, ARH 440--Building Systems, and ARH 450--Studio 8: Comprehensive Design. Course content includes philosophy, energy and resource conservation, natural site orientation, passive design, daylighting, LEED and integrative design.

E. Community and Social Responsibility—The program describes and demonstrates its approach to developing graduates who are engaged in community-based and socially responsible practices. Of particular note is ARH 250 “Homeless Housing Studio,” which asked students to engage the community of people experiencing homelessness. Several optional student opportunities have built on this commitment to society and community. An Ethics and Leadership panel series has addressed issues such as “Architecture and Social Justice” and “Diversity, Race, and Architecture.” The program also describes its approach to understanding the needs of various user groups through ARH 292—Programming and Culture and an elective course, ARH 512--Participatory Design.

I.1.5 Long-Range Planning: The program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional mission and culture.

[X] Demonstrated

2018 Analysis/Review: The university has in place a “2016-2021 Strategic Plan,” and since 2011 the program has developed a strategic planning initiative that is currently summarized by a set of strategic goals. The program has a sound process in place for continuous planning and assessment of student learning outcomes, spearheaded by a strategic planning team composed of administrators, faculty, and students. The NAAB’s Five Perspectives have been embedded in the strategic planning in a way that helps the program pursue its own educational goals, while maintain its compliance with accreditation requirements. The evidence was found in the APR and the university’s “2016-2021 Strategic Plan” (in a binder in the team room).

I.1.6 Assessment:

A. Program Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multiyear objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

B. Curricular Assessment and Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

[X] Demonstrated

2018 Analysis/Review: The program has demonstrated its self-assessment and curricular assessment procedures in the APR (pp.26ff) section covering assessment, in a binder in the team room, and through interviews with faculty and staff.

Program self-assessment procedures occur through the lens of the program’s Strategic Plan initiated in 2012, a plan with four goals: community, critical thinking, integrative systems, and diversity. The program reviews its Strategic Plan every two years with support of full-time and part-time faculty. The program augments its long-term strategic planning through annual meetings of the strategic planning team, bi-

monthly meetings of the department governance team, and monthly meetings of the undergraduate coordinators. The program will begin an Academic Program Review in 2018 as part of a larger university-wide assessment initiative. Its previous Academic Program Review was in 2012. A more recent development, the Academic Steering Committee, connects the program's strategic plan to the larger university planning process through a representative, currently the director of industrial design.

Curricular assessment and development has also been demonstrated through a number of initiatives. The program has established a department action team that meets once per semester to discuss studios and related courses. Faculty members are included in the assessment process through an annual survey, and this assessment is then reviewed by the curriculum leadership team. Students are also provided a voice in curricular assessment and development through Student Town Hall Meetings once per semester and through student course evaluations.

Part One (I): Section 2 – Resources

I.2.1 Human Resources and Human Resource Development:

The program must demonstrate that it has appropriate human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including but not limited to academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2018 Team Assessment: In the fall of 2016, the architecture program employed 16 full-time and 71 part-time faculty members, with a total FTE of 37. With 406 students, the student/faculty ratio stood at 11:1 in fall 2016. Since 2012, about 35 new faculty members have been added to the B. Arch. program, almost exclusively assigned to it.

The teaching workload is appropriate for a “teaching institution,” even within the inevitably wide range between full-time and part-time faculty. The program has a community outreach coordinator, who also serves as the architectural licensing advisor (ALA), trained in the issues of AXP and performing all the expected duties outlined by NCARB. The ALA/outreach coordinator is new to the role and attended the ALA Conference for the first time in 2017. Undergraduate Director Jennifer Asselstine and Mark Cruz, part-time faculty member, attended in previous years, 2016 and 2015. The program is clearly committed to support the role of the ALA. The ALA serves also as AIA liaison. The students are well informed about the AXP.

Although most faculty members are practicing professionals and the expectations for faculty are necessarily different from the model followed at a typical institution, the faculty still pursue professional development, with a clear commitment to research and/or collaborative professional activities. Faculty credentials and accomplishments, especially in the professional fields, are remarkable. The program supports research efforts and attendance at professional development opportunities with budget allocations, such as supports for ACSA conferences, the Monterey Design Conference, the Acadia Conference, the LEED Conference/Green Build, and the AIA Convention. A more limited support is also extended to a few part-time faculty.

The faculty are not directly or officially charged with advising, which is done through other departmental resources, but the students are well supported for career guidance and internship or job opportunities. Every year in May, the AAU Career and Entrepreneurial Services, in collaboration with all academic departments, organizes the Annual Spring Show, exhibiting the best work of the year. The event is well attended, with more than 300 industry professionals from across the country.

The students are also supported in their learning experience by a rather unique program, the English for Art Purposes, consistent with the liberal arts identity of the AAU. Through that program, EAP staff are attached to studios (primarily in the early years) and lecture courses (primarily in the history and theory sequence) to help students with language issues, including oral and writing skills. The service is particularly important for international students, which constitute about 40% of the student population.

The evidence was found in the APR, the on-site display of faculty work, and through on-site conversations with administrators, faculty, and students.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include but are not limited to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

[X] Described

2018 Team Assessment: The program at AAU provides physical resources that support the pedagogical approach and student achievement. The program has spaces spread across two buildings, located at 466 Townsend and 601 Brannan, to support and encourage studio-based learning. Each studio is visually linked with the other and creates unification and interaction among studio cohorts. The building at 466 Townsend houses studio spaces for the B. Arch. program.

The building at 601 Brannan has a range of educational and meeting spaces. Various resources such as classrooms, meeting rooms, labs, shops, and equipment encourage didactic and interactive learning. Classrooms are located between studio spaces. Smaller rooms function as meeting rooms for students, in addition to larger classrooms that are not in use. The computer lab is a resource for students for their academic work and for educational workshops. A woodshop and print center are located in 601 Brannan. The woodshop contains equipment such as a CNC router, metal workshop, sawing equipment, and two laser cutters. This equipment allows students to create models needed for their classes.

Support space is provided for teaching preparation, research, mentoring, and student advising. Office spaces are provided for full-time faculty. The library is a resource that students can visit physically or submit a request for materials to be delivered to their academic building. A materials library and a collection of architecture books and magazines is also available on the second floor of 601 Brannan. EAP (English for Art Purposes) mentors are also available to assist students, especially international students, with grammar, writing, homework, presentations, interviews, vocabulary, reading, and study skills. The visiting team found evidence of these physical resources by touring the facilities and through interviews with faculty, staff, and students.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2018 Team Assessment: The university is a privately held institution with a university-wide budget that is annually developed but not shared with the various schools or departments. Each department develops and independently submits an annual budget to the department of finance for review and approval. Budgets are monitored and reviewed each month. All financial resources are budgeted from tuition only. According to information in the APR, the established budgets for 2017, 2018, and 2019 indicate an increase of approximately 3% each year. The operating expenses are approximately 50% of the projected revenue from tuition. The facilities and administrative overhead allocation is budgeted at approximately 72% of the tuition revenue, with budgeted annual deficit of approximately 20%. The school administration stated that the annual budget provides appropriate financial resources to support student learning and achievement. During a meeting with the visiting team, the university president and upper administration confirmed that appropriate financial resources will continue to be provided to the program to support student learning and achievement.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

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

[X] Demonstrated

2018 Team Assessment: The Central Library of the university is located several blocks away from the architecture buildings. A resource room with limited volumes is maintained in the 601 Brannan building. The library boasts 38,000 volumes and an additional 9,500 e-books. Students have access to all volumes at the 601 Brannan building by a simple request online. The requested volume will be located and delivered to 601 Brannan. The library maintains links to several outside regional or national services both public and private for additional resources. The visiting team confirmed these information resources through a tour of the library, a meeting with the librarian, and a tour of the architecture collection in 601 Brannan.

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2018 Team Assessment: Both the program and the institution have sound and well-articulated administrative structures, with a clear array of responsibilities attached to the various positions.

The roles of faculty, staff, and students are well described and the relationships among the various constituencies of the program and the institution (e.g. the Academic Steering Committee, composed by the leaders of the various AAU programs) provide the basis for an effective collaborative governance. The evidence was found in the APR, the attached organizational chart, and through on-site conversations with administrators, faculty, staff, and students.

CONDITIONS FOR ACCREDITATION

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 each criterion.

I.

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include

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

A.1 Professional Communication Skills: *Ability* to write and speak effectively and use representational media appropriate for both within the profession and with the public.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in written papers, graphic drawings, and video presentations in courses LA 429--Architectural Theory, ARH 250--Studio 4: Site, Culture & Integral Urbanism, and ARH 475--Professional Practice.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in ARH 310--Studio 5: Assembly Buildings & Context and ARH 550--Studio 10: Final Thesis Project. The criterion is also partially met across the curriculum in most design studios.

A.3 Investigative Skills: *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in ARH 210--Studio 3: Site Operations & Tectonic Systems, ARH 450--Studio 8: Housing & Comprehensive Design, and ARH 550--Studio 10: Final Thesis Project.

A.4 Architectural Design Skills: *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARH 350--Studio 6: Site Conditions and Building Performance.

A.5 Ordering Systems: *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARH 150--Studio 2: Spatial Ordering & Form and in ARH 210--Studio 3: Site Operations & Tectonic Systems.

A.6 Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARH 150--Studio 2: Spatial Ordering & Form; in ARH 410--Studio 7: Tectonics & Structure; and in ARH 430--Climate & Energy Use: Sustainable Strategies.

A.7 History and Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for LA 219--History of Architecture 1 and LA 319--History of Architecture 3.

A.8 Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for LA 292--Programming and Culture.

Realm A. General Team Commentary: All SPC in Realm A are met. Students are broadly educated to think critically and to represent their thoughts through a variety of media. The history and theory sequence and the program's extensive use of precedents throughout its curriculum provide students with historical, theoretical, cultural, social, and political contexts within which to understand their place. Design thinking and intellectual curiosity are demonstrated throughout the curriculum, particularly in the design studio sequence, culminating in the individual thesis work. Students explore a variety of media while completing their studio projects, and the program supports this exploration through its physical and digital resources. By virtue of having practitioners as

faculty, students are able to produce graphics of a professional caliber. Through the programming and culture course students recognize the disparate needs of different populations in different contexts.

Realm B: Building Practices, Technical Skills, and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1 Pre-Design: *Ability* to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in courses ARH 250--Studio 4: Site, Culture & Integral Urbanism and ARH 450--Studio 8: Housing and Comprehensive Design.

B.2 Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in courses ARH 240--Site Design & Mapping, ARH 350--Studio 6: Site Conditions & Building Performance, ARH 450--Studio 8: Housing & Comprehensive Design.

B.3 Codes and Regulations: *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in courses ARH 240--Site Design & Mapping, ARH 310--Studio 5: Assembly Buildings and Context, ARH 410--Studio 7: Tectonics & Structure, ARH 441--Tectonics: Code Analysis & Building Documentation, ARH 450--Studio 8: Housing & Comprehensive Design.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARH 441--Tectonics: Code Analysis & Building Documentation and for ARH 450--Studio 8: Housing & Comprehensive Design.

B.5 Structural Systems: *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in courses ARH 410--Studio 7: Tectonics & Structure and ARH 420--Structures: Systems Investigation.

B.6 Environmental Systems: *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARH 350--Studio 6: Site Condition & Building Performance; ARH 430--Climate & Energy Use: Sustainable Strategies; ARH 440--Building Systems: Mechanical, Electrical, & Plumbing; and ARH 450--Studio 8: Housing & Comprehensive Design.

B.7 Building Envelope Systems and Assemblies: *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in ARH 350--Studio 6: Site Conditions & Building Performance, ARH 450--Studio 8: Housing & Comprehensive Design, and ARH 441--Tectonics: Code Analysis & Building Documentation.

B.8 Building Materials and Assemblies: *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in courses ARH 450 Studio 8: Housing and Comprehensive Design, ARH 239 Materials & Methods and ARH 441 Code and Building Envelope Documentation.

B.9 Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

[x] Not Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in courses ARH 440--Building Systems: Mechanical, Electrical & Plumbing for lighting, mechanical, plumbing, electrical and communication. Evidence for vertical transportation was found in ARH 410--Studio 7: Tectonics & Structure and ARH 550--Studio10: Final Thesis Project.

Evidence of student achievement at the prescribed level *was not* found for security systems. While on-site the visiting team requested additional evidence for this criterion, and the program was able to provide evidence for subsets of this criterion *except for* security systems.

B.10 Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in course ARH 441--Tectonics: Code Analysis & Building Documentation for project financing methods, construction cost estimating and construction scheduling.

Realm B. General Team Commentary: Students are well prepared to comprehend the technical aspects of design (especially structures), systems, and materials, with the exceptions of security systems. The student work shows an ability to develop building designs with well-integrated systems and to convey technical information accurately, as well as an understanding of constructability and of principles of environmental stewardship. The student learning experience obviously benefits from the large number of faculty who are practicing professionals.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations in this realm include:

- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and reconciling the implications of design decisions across systems and scales.
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.

C.1 Research: *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in ARH 430--Climate & Energy Use: Sustainable Strategies, ARH 450--Studio 8: Housing & Comprehensive Design, ARH 510--Studio 9: Mixed-Use Urbanism & Research, and ARH 550--Studio 10: Final Thesis Project.

C.2 Integrated Evaluations and Decision-Making Design Process: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the

completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met

2018 Team Assessment: The team found evidence of student achievement in several courses. ARH 420--Structures: Systems Investigation shows work in conflict resolution and mapping of logical decisions. ARH 450--Studio 8: Housing and Comprehensive Design and ARH 550--Studio 10: Final Thesis Project integrate comprehensive design with complex site and sustainable design solutions.

C.3 Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARH 450--Studio 8: Housing & Comprehensive Design.

Realm C. General Team Commentary: The team appreciated the quality of student work, which showed a strong ability to integrate the knowledge from many design fields into integrated design solutions. The work showed how students comprehend how research methods inform the design process and have the capacity to evaluate options and their implications across systems and scales. In particular, the student work is particularly strong when it comes to the integration of all the systems and project variables into a coherent, articulated, well-detailed, and complex architectural solution. The projects also show a strong ability to address issues of environmental stewardship.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
 - Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 Stakeholder Roles in Architecture: *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—the architect’s role to reconcile stakeholders needs.

[X] Not Met

2018 Team Assessment: While it is clear that the program connects students with practicing architects who demonstrate a variety of relationships with various stakeholders, both through its faculty and through case study assignments, the team could not find evidence at the prescribed level to demonstrate that students understand the relationships between architect, client, and contractor in the design process. The team was able to find evidence of students’ understanding of relationships between architect and user groups in LA 292--Programming and Culture and between architect and the local community in ARH 250--Studio 4: Site, Culture, and Integral Urbanism. While on-site the visiting team requested additional evidence for this criterion, and the program was able to provide evidence for subsets of this criterion *except for* relationships between architect, client, and contractor.

D.2 Project Management: *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARH 475--Professional Practice.

D.3 Business Practices: *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for course ARH 475--Professional Practice.

D.4 Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARH 441--Tectonics: Code Analysis & Building Documentation and for ARH 475--Professional Practice.

D.5 Professional Ethics: *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in course ARH 475--Professional Practice.

Realm D. General Team Commentary: The program prepares students to comprehend the basic conceptual aspects of professional practice, with the exception of key stakeholder roles. The student work shows a basic comprehension of firm organization, ethics, business practices, financial management, legal responsibilities, and marketing. The program places a high priority on connecting students with practicing architects. The B. Arch. student and architect meet three times during the 15week course [ARH 475--Professional Practice], building mentor relationships between the student and professional. Many of the faculty are practicing architects who bring a real world perspective to the program.

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation

For a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be or be part of an institution accredited by one of the following U.S. 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); or the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances:
 - a. The institution has explicit written permission from all applicable national education authorities in that program's country or region.
 - b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

[X] Met

2018 Team Assessment: The Academy of Art University received reaffirmation of accreditation in 2014 for a term of 7 years from the WASC Senior College and University Commission (WSCUC). At that time, though, concerns were raised on five areas of institutional operations: Leadership and Organizational Structure and Effectiveness (efficiency of decision-making and planning); the Faculty Role (engaging with the greater life of the institution); Student Success (improving graduation rates); Student Life (integrating the co-curriculum and maturing offerings); and Strategic Planning (centralized plans drawing on multiple perspectives, especially faculty). Thus a follow-up visit was required in 2016. In its March 9, 2017, letter, the WASC noted how the visit confirmed the important progress made by the AAU to address the concerns previously raised, but it also required another follow-up visit in the spring of 2018 (it will take place on March 15, 2018). The evidence was found in the APR, the attached WASC letter, and through on-site conversations with the program administrators.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: 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 optional studies.

The B. Arch., M. Arch., and/or D. Arch. are titles used exclusively with NAAB-accredited professional degree programs. The B. Arch., M. Arch., and/or D. Arch. are recognized by the public as accredited degrees and therefore should not be used by nonaccredited programs.

Therefore, any institution that uses the degree title B. Arch., M. Arch., or D. Arch. for a nonaccredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these nonaccredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *2014 NAAB Conditions for Accreditation*. All accredited program must conform to the minimum credit hour requirements:

[X] Not Met

2018 Team Assessment: The program has a well-structured and rich curriculum. Leveraging the liberal arts emphasis of the institution, the curriculum offers a good combination of general studies (GS) and professional studies (PS), and some range of curricular flexibility for optional studies (OS). However, OS account only for 6 credits, without meeting the minimum threshold of 10 credits required by the NAAB. On the other hand, PS account for 111 credits, way above the NAAB minimum requirement of 95. Therefore,

while the team's assessment is that the condition is not met, the team believes that the deficiency is a minor one. and the program has all the curricular resources and the intentions to meet the condition.

The evidence for the team's assessment was found in the APR and its attached curriculum, supplementary documentation provided by the program during the visit, and through on-site conversations with the program administrators. While on-site the visiting team requested additional evidence and clarification for this condition and had several conversations with the program administrators before arriving at the conclusion that the condition is not met, as stated above.

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

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.
- In the event a program relies on the preparatory educational experience to ensure that admitted 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.
- The program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. See also Condition II.4.6.

[X] Met

2018 Team Assessment: Evidence of Preparatory Education was demonstrated through the APR and a through a presentation made by the direction of the B. Arch. program to the NAAB visiting team. The presentation showed sample records of transfer students entering with different educational backgrounds and preparation. The credibility of the evaluation process was also affirmed in a later meeting with the AAU faculty.

Part Two (II): Section 4 – Public Information

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

[X] Met

2018 Team Assessment: Evidence for statements on NAAB-Accredited Degrees is found on the 2017 Architecture Program Report and on the website, Architecture School - Degrees & Programs | Academy of Art University.

II.4.2 Access to NAAB Conditions and Procedures

The program must make the following documents electronically available to all students, faculty, and the public:

2014 NAAB Conditions for Accreditation

Conditions for Accreditation in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2018 Team Assessment: Access to NAAB Conditions and Procedures is electronically made available to all students, faculty, and the public through the website, Architecture School - Degrees & Programs Academy of Art University.

II.4.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2018 Team Assessment: The program has clear and easily accessible online links to national organizations (AIAS, AIA, NCARB) that can help students plan their careers. The AAU has also an institution-wide Career Services office that can further support the students in kick-starting their careers. The evidence was found in the APR and the URLs on the program and the AAU websites.

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 electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).

- The most recent decision letter from the NAAB.
- The most recent APR.^[1]
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2018 Team Assessment: The required documents are available to the public through the program website. The evidence was found on the AAU website.

II.4.5 ARE Pass Rates

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Met

2018 Team Assessment: The program website is not directly linked to the pass rates of the ARE [<https://www.ncarb.org/pass-the-are/are4/pass-rates> and <https://www.ncarb.org/pass-the-are/are5/pass-rates>]. However, the provided link on the program website is connected to the general page of ARE 4.0 and ARE 5.0 [<https://www.ncarb.org/pass-the-are/>], from which one can get to the results. The evidence was found on the AAU websites.

II.4.6 Admissions and Advising

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2018 Team Assessment: The Academy of Art University provides documentation for Application Forms and Instructions, Admissions Requirements, and Requirements and Forms for Applying for Financial Aid and Scholarships. The process for evaluation of preprofessional degree content was explained to the team during a meeting with the director of the B. Arch. program. The team has affirmed that this is an effective evaluation through conversations with faculty. The student diversity initiatives are found in the 2017 Architecture Program Report.

II.4.7 Student Financial Information

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

[X] Met

2018 Team Assessment: Financial information and advice about making decisions regarding financial aid are available through the AAU website link: [Tuition Rates, Fees & Financial Aid | Academy of Art University](#).

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the 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.

[X] Met

2018 Team Assessment: The program has documented its compliance with this condition through a July 12, 2017, letter to the NAAB from the university's director of institutional research.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 10, *NAAB Procedures for Accreditation*, 2015 Edition).

[X] Met

2018 Team Assessment: The program has not submitted an Interim Progress Report, as documented in the APR (p. 58) due to its status of Initial Accreditation and not Continuing Accreditation, a status that does not yet require Interim Progress Reports.

IV. Appendices

Appendix 1. Conditions Met with Distinction

II. 1 - SPC B.1 - Pre-Design

The student work from ARH 250--Studio 4: Site, Culture & Integral Urbanism and ARH 450--Studio 8: Housing and Comprehensive Design show student comprehension in technical aspects of design, systems, and materials. This comprehension allows students to effectively incorporate these aspects of design into architectural solutions. Through ARH 250--Studio 4: Site, Culture & Integration Urbanism, students were exposed to a real life situation. Students interviewed people experiencing homelessness, assessed their needs and designed projects that ultimately created a better living situation. This course gave the students a social grounding in the community along with a creative design solution that would help to alleviate, and hopefully solve, homelessness.

II. 1 - SPC B.5 - Structural Systems

The student work from ARH 320--Structures: Wood & Steel, ARH 330 Structures: Concrete, Masonry & Tensile Systems, ARH 410--Studio 7: Tectonics & Structure and ARH 420 Structures: System Investigation demonstrated that the SPC is met with distinction. Students are challenged with basic design and load calculations, they are also given unique structural conditions to solve, displaying a strong ability to integrate structural systems into creative studio design projects as evidenced in ARH 350 Studio 6: Site Conditions & Building Performance, ARH 450--Studio 8: Housing & Comprehensive Design and ARH 550--Studio 10: Final Thesis Project.

II. 1 - SPC B.6 - Environmental Systems

The team found evidence of students' gaining an understanding of various environmental systems through case studies in ARH 430--Climate & Energy Use: Sustainable Strategies, and in exercises, projects, and exams in ARH 440--Building Systems: Mechanical, Electrical, & Plumbing. Evidence of the students' ability to apply this understanding is clearly demonstrated in the studio projects from ARH 350--Studio 6: Site Condition & Building Performance and ARH 450--Studio 8: Housing & Comprehensive Design. These studio projects, particularly those from the comprehensive studio, demonstrate work at a high level of achievement in environmental systems design and performance assessment.

II. 1 - SPC C3 - Integrative Design

The student work from ARH 450--Studio 8: Housing & Comprehensive Design shows a strong ability to integrate design principles with the aspects of a complex building project, such as considerations of environmental stewardship, technical documentation, accessibility, analysis of site conditions, and the various building systems. What caught the attention of the team was that the above aspects and considerations are addressed, with a strongly integrative design process, in one single studio project, thus going well above and beyond the minimum requirement set by the NAAB for this particular SPC.

Appendix 2. Team SPC Matrix

The team is required to complete an SPC matrix that identifies the course(s) in which student work was found that demonstrated the program's compliance with Part II, Section 1.

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR.

Appendix 3. The Visiting Team

Team Chair, Representing the AIA

Travis Hicks, AIA
Associate Professor
UNC Greensboro
Department of Interior Architecture
527 Highland Ave., 102 Gatewood Studio Arts Building
Greensboro, NC 27412
336.447.5468
tlhicks@uncg.edu

Representing the ACSA

Maurizio Sabini, PhD, RA, Int'l Assoc AIA
Professor of Architecture
DRURY UNIVERSITY
Springfield, MO
417.873.7494
msabini@drury.edu

Representing the NCARB

Kenneth Van Tine
inFORM studio
235 E. Main St., Suite 102b
Northville, MI 48167
248.346.7140
in-formstudio.com

Representing the AIAS

Stephanie Aranda
AIAS Vice President
Drexel University
210.788.4763
stephanie.n.aranda@drexel.edu

Nonvoting Team Member (NAAB Board Member)

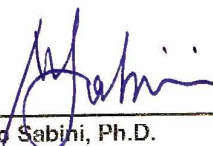
Dale McKinney, FAIA, NCARB
M+ Architects
117 Pierce St. Suite 110
Sioux City, IA 51101
712.252.4014
dalem@mplusarch.com

V. Report Signatures

Respectfully Submitted,



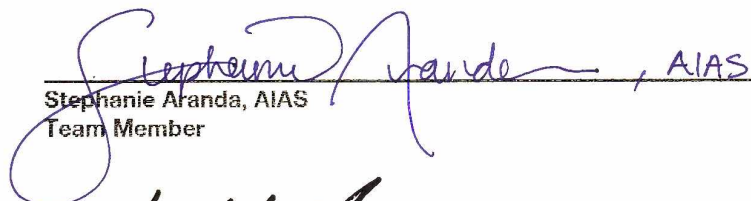
Travis Hicks, AIA
Team Chair




Maurizio Sabini, Ph.D.
Team Member



Kenneth Van Tine, AIA NCARB
Team Member



Stephanie Aranda, AIAS
Team Member



Dale McKinney, FAIA
Non-Voting Team Member