

National Architectural Accrediting Board, Inc.

August 5, 2013

Dr. Elisa Stephens, President
Academy of Art University
79 New Montgomery, Sixth Floor
San Francisco, CA 94105-3893

Dear President Stephens:

At the July 2013 meeting of the National Architectural Accrediting Board (NAAB), the directors reviewed the Visiting Team Report (VTR) for the Academy of Art University, School of Architecture.

As a result, the professional architecture program **Master of Architecture** was formally granted an eight-year term of accreditation.

This new, maximum term of accreditation was approved by the NAAB in March 2013 and put into effect for all decisions made after July 1, 2013.

The accreditation term is effective January 1, 2013. The program is scheduled for its next accreditation visit in 2021.

Continuing accreditation is subject to two reporting requirements.

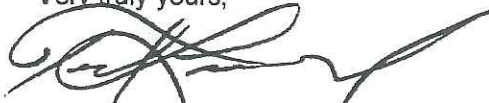
First, all program must submit Annual Statistical Reports (see Section 10, of the *NAAB Procedures for Accreditation, 2012 Edition, Amended*). This report captures statistical information on the institution and the program.

Second, any program that receives an eight-year term of accreditation is required to submit an *Interim Progress Report* two years after a visit and again five years after the visit. This requirement is described in Section 11, of *The 2012 NAAB Procedures*. The next statistical report is due November 30, 2013; the first interim progress report is due November 30, 2015. Please see (Sections 10 and 11 of the *NAAB Procedures for Accreditation, 2012 Edition, Amended*).

Finally, under the terms of the 2012 *Procedures for Accreditation*, programs are required to make the Architecture Program Report, the VTR, and related documents available to the public. Please see Section 3, Paragraph 8 (page 22), for additional information.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,



Theodore C. Landsmark, M. Env.D., J.D., DFA (Hon.), Ph.D.
President

cc: Joe Vollaro, Executive Vice President, Financial Aid/Compliance ✓
Frank Guillot, FAIA, Visiting Team Chair
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**Academy of Art University
Department of Architecture**

Visiting Team Report

M. Arch

Track I (pre-professional undergraduate degree + 63 graduate credit hours)

Track II (non pre-professional undergraduate degree + 87 graduate credit hours)

The National Architectural Accrediting Board
17 April 2013

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

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I. Summary of Team Findings

1. Team Comments & Visit Summary

The team would like to thank the program and the university for taking time to share your work and program with us during the visit. You all clearly spent a tremendous amount of time preparing for our visit and were ever-responsive to our needs and requests for additional information. We especially enjoyed meeting with all of you to hear your thoughts and insights. We are impressed with the level of commitment, energy, and optimism of the diverse faculty, students and administrators of the AAU and the M. Arch Program.

The University has impressive educational support services available for onsite and online students starting with general orientation sessions in the first semester and working proactively with students throughout their AAU education. The Academy Resource Center (ARC) members with an architecture and English background are integrated into the architecture program's classes to support students with writing assignments, presentation skills and time management advice. Responding to the high number of international students the University offers intensive assistance in their EAP (English for Art Purposes courses) as part of the English as a Second Language (ESL) department. Equal access to students with disabilities is facilitated by ARC. A robust faculty advising system makes it possible for new faculty to become effective quickly.

The program and the AAU strongly demonstrate its commitment to onsite and online student success with its tremendous IT support and attention to the latest technologies. The Visiting Team is impressed with the human and physical resources that AAU invests in onsite and online programs by providing cutting-edge hardware and software. IT staff are knowledgeable and generous with their time to the benefit of both students and faculty. The University has developed an unparalleled online educational system that is tailored specifically to design education. A robust selection of workshops support all aspects of online and onsite coursework.

The architecture program building at 601 Brannan St., located in San Francisco's South of Market neighborhood, provides a vibrant open-studio setting for architectural education to unfold alongside a newly launched Landscape Architecture Program and an existing Interior Architecture & Design Program. The open-studio setting is key to the development of the vertical learning studio culture. The workshops (wood, metal, digital) are state-of-the art. The moveable partitions are used to create a flexible and dynamic environment.

The faculty is integral to student success by providing passionate leadership that is applauded by the students. Students benefit from a faculty that is primarily composed of licensed professionals. The faculty is characterized by a diversity of geographical backgrounds, culture and gender. They devote a tremendous amount of time to AAU and are truly invested in their students' achievements.

The directors and coordinators have worked diligently since the last accreditation to institute a more robust structure and shared governance. The administrators are providing effective leadership to address the challenging circumstances of a new and evolving program that is also growing rapidly.

The student body is particularly energetic and optimistic. They are proud to be part of AAU and they embrace the challenge of representing a new program. The team also observed that students generously help each other learn. The students come from diverse backgrounds. They are open-minded, vocal, critical, and engaged.

2. Conditions Not Met

- A.4. Technical Documentation
- A.9. Historical Traditions and Global Culture
- B.6. Comprehensive Design
- B.7. Financial Considerations
- C.6. Leadership
- II.4.5 ARE Pass Rates

3. Causes of Concern

A. ONLINE PROGRAM DEVELOPMENT

The online program has not yet reached the same level of output as the onsite program. It is vitally important that faculty and coordinators continue to improve the delivery, content and output of the online program.

B. ONLINE VERTICAL LEARNING

Students of the online campus have much less opportunity for vertical learning than is present for the onsite campus students.

C. ONLINE STUDENT REFERENCE MATERIAL

Further attention to the reference needs of online students is required. The AAU library must find ways to provide online students with access to the same reference materials that are available to the onsite students.

D. FACULTY OFFICES

Most faculty do not have either individual or shared offices and must rely on lockers to store their possessions while on campus. This situation deprives faculty of spaces in which to prepare their coursework and-or conduct confidential advising with students.

E. ONSITE REFERENCES

At 601 Brannan there is a lack of a broad selection of onsite reference materials relevant to current studio and content courses. Although M. Arch students do have access to a considerable amount of online resources, an onsite library at 601 Brannan is missing. Students are required to travel by AAU shuttle or other transportation modes to reach the New Montgomery St. AAU resource library. This lack of convenient access to printed media considerably limits student access to traditional forms of knowledge. In discussions with students, it became apparent to the visiting team that library investigations and architecture books are perceived by the students as having relatively little value to their studies. Currently, some reference books are available in the administrative offices and faculty members are loaning resources from their own collections to the students.

F. STUDENT PERFORMANCE CRITERIA COVERAGE

Currently 9 SPCs are noted as being covered in only one course. The concern is that, where a number of other SPCs are also covered in that one course (eg ARH 608 having 7; ARH 606 having 5; ARH 614 having 9 and ARH 800 having 6), it is extremely difficult to ensure that a student having a low pass in that course will have achieved the prescribed level of performance in that single-coverage criterion. This is of particular concern in ARH 614, Architectural Professional Practices, where 5 of the 9 SPCs covered have single coverage.

G. STORAGE/ARCHIVING

The archiving for instructional and accreditation purposes of student work such as project and process models is hampered by the lack of a dedicated storage space.

4. **Progress Since the Previous Site Visit (2010)**

2004 Condition 2, Program Self Assessment Procedures: *The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.*

Previous Team Report (2010): A recurring theme throughout the visit was the expansion of enrollment to date and the desired growth in enrollment in the immediate future. This aspect of the program's objectives is of considerable importance to a viable strategic plan and self assessment procedures to measure progress of that plan. While a small program can function administratively on an informal level, as the program grows to the targeted level of enrollment, a more structured set of administrative processes including self assessment will be required.

The team is concerned about a lack of a long-term strategic plan that deals with facilities, number of faculty, supporting staff, curriculum development and administrative procedures. There are mechanisms in place like the DAT and town hall meetings to contribute to a more vibrant self assessment process. However, as stated in the APR, these assessment activities have been underutilized due to lack of participation. The team found no evidence of a plan to make these activities an effective component of the M. Arch self assessment process.

2013 Visiting Team Assessment: Since the last accreditation visit the M. Arch Program has made considerable progress in establishing a more rigorous and transparent system of shared governance and self-assessment as outlined in their APR. The most conspicuous change to the system of shared governance is evidenced with the introduction of curriculum coordinators in the areas of Studio, Emerging Technologies, Building Technology, History/Theory, Midpoint and Thesis.

2004 Condition 3, Public Information: *To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.*

Previous Team Report (2010): The required NAAB text in its entirety was presented the 2008-2009 Course Schedule and Catalog and on the AAU website. However, the 2010-2011 Course Schedule and Catalog does not include the text in its entirety but rather refers the reader to the AAU website for the full required NAAB text.

2013 Visiting Team Assessment: This Condition is now Met as evidenced by documents in the Team Room and by the NAAB Response to the AAU Annual Report Statements.

2004 Condition 5, Studio Culture: *The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their*

careers.

Previous Team Report (2010): The current studio policy focuses on the operational characteristics of the program but does not address the broader scope of content stated above for a complete policy. The generally accepted approach to developing studio culture policy involves defining shared values among students, faculty and administration. Evidence from the site visit reveals that students and faculty have not been involved in the development of the current studio culture policy.

2013 Visiting Team Assessment: The Studio Culture Policy is presented to the students each semester during Orientation Week and is presented by faculty, for discussion, on the first day of classes. It is reviewed annually by faculty and student input is solicited. Students were aware of the policy and its particulars. The only negative feedback the Team heard from the students was with regard to the building access hours. While acknowledging their rationale, that the 601 Brannan St. Campus opens and closes at 7:30 am to 12:00 am (except during end of term) in order to ensure student safety (especially after the closure of public transportation), a number of students voiced a desire to have extended hours of access. We encourage the university to continue to seek accommodations addressing the student's concerns.

2004 Condition 6, Human Resources: *The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.*

Previous Team Report (2010): Although the program is at present largely carrying out its curricular and administrative responsibilities, a quantum leap in enrollment growth since the program's inception has stressed its ability to do so. Of greater concern is a verbal consensus among both program and university administrators to expand student enrollment again, in another quantum leap and in a very short time period. Currently, program planning is taking place on a 6-month budgeting cycle. As of this visit, there is no documented plan to address new teaching needs, new staffing needs, and new facility needs over a multi-year period. Furthermore, since all but one faculty member are adjunct, part-time instructors, issues of faculty development are devolved from the institution to the individual.

It is worth noting that the university does provide a comprehensive array of student support services focused on retention (for example, academic support, language support, on-line access). However that level of support operates at the university level, not the program.

2013 Visiting Team Assessment: The Team confirmed the elements of the positive and thorough response to this item provided in the APR and comments on the particulars elsewhere in this report.

2004 Criterion 13.7, Collaborative Skills: *Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team*

Previous Team Report (2010): There was minimal evidence that interdisciplinary design projects in credit courses involved student collaboration. The Visionary Charette and the

broad array of arts programs throughout the university provide the opportunity for meaningful expanded opportunities for collaboration.

2013 Visiting Team Assessment: Now Met, onsite by ARH 609 and online by ARH 619

2004 Criterion 13.18, Structural Systems: Understanding of *principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems*

Previous Team Report (2010): The team observed a limited understanding of structural systems exhibited in projects shown including some in directed studies. While the wall section course demonstrates a focus on structural detailing, it is presented without a broader structural context.

2013 Visiting Team Assessment: Now Met, onsite and online by ARH 602

2004 Criterion 13.20, Life Safety: Understanding of *the basic principles of life-safety systems with an emphasis on egress*

Previous Team Report (2010): Projects in the intermediate and capstone studio courses were deficient in incorporating basic principles of life safety.

2013 Visiting Team Assessment: Now Met, onsite and online by ARH 606

2004 Criterion 13.25, Construction Cost Control: Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

Previous Team Report (2010): There was no evidence life cycle cost analysis in the coursework. It is apparent from the work in the Team Room that students have an understanding of the other fundamental components of this criterion.

2013 Visiting Team Assessment: Not Met. Evidence of being Met onsite by ARH 801, but not online (ARH 801 not yet taught online)

2004 Criterion 13.28, Comprehensive Design: Ability to *produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability*

Previous Team Report (2010): Although there is a great deal of evidence for a comprehensive approach to design projects, there are significant omissions in comprehensive design work presented. For example the team found minimal evidence for life-safety and accessibility.

2013 Visiting Team Assessment: Not Met. Evidence of being Met onsite by ARH 801, but not yet online (ARH 801 not yet taught online)

2004 Criterion 13.31, Professional Development: Understanding of *the role of internship*

in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

Previous Team Report (2010): Internship is a minimal component of the Architectural Professional Practice course. Internship for credit is an option, but only as elective credit. Finally, the school does not have a structured program to assist students with securing internships.

2013 Visiting Team Assessment: Now Met through the active outreach of the new IDP Education Coordinator and as described in I.1.3.C Architectural Education and the Regulatory Environment.

II. Compliance with the Conditions for Accreditation

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

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

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

2013 Team Assessment: The team found the AAU/M. Arch Program's APR's narrative of identity and self-assessment to be consistent with the information obtained during onsite discussions with administrators, instructors, and students.

I.1.2 Learning Culture and Social Equity:

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

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

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

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

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

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

2013 Team Assessment: The University has impressive educational support services available for onsite and online students, starting with general orientation sessions in the students' first semester and working proactively with students throughout their AAU education.

Academy Resource Center (ARC) staff, with an architectural and English background, are integrated in the architecture department's classes to support students with writing assignments, presentation skills, and time management. In later stages of the curriculum ARC staff works with the students toward these preparation ("Midpoint Review"). Responding to the high number of international students, the University offers intensive assistance in their English for Art Purpose (EAP) courses as part of the English as a Second Language (ESL) department. A space for tutoring one-to-one is designated in 601 Brannan.

Equal access to students with disabilities is facilitated by ARC.

The ARC's webpage is well structured and allows easy access to support for onsite and online students. We commend Kate Griffeath, Executive Vice President of Educational Support Services, for creating these rich opportunities to support the unique needs of local and international AAU students coming from approximately 100 countries.

1.1.3 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.

2013 Team Assessment: The faculty, staff and students of the AAU's M. Arch Program have made substantial efforts to foster an encouraging teaching and learning environment. The online campus instructional faculty and the AAU support team headed up by Chris Lefferts ("Cyber Campus") demonstrates a high level of commitment to tailoring online education toward the creative process specific to design education. With the University's primary focus on practice, faculty members are encouraged to contribute to the professional community with examples of built work. Little pressure is placed on faculty to produce nationally recognized scholarship and/or applied research. It was apparent that students consider faculty members to be role models as practitioners rather than researchers.

- 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.

2013 Team Assessment: San Francisco is a vibrant city that attracts a broad variety of culturally, economically, and socially diverse students from all over the world. AAU's M. Arch onsite and online programs attract regional, national, and international students. The online student population also brings a significant level of diversity to the M. Arch program. Although many of the AAU international students face unique challenges because they begin their degrees having different language skills and backgrounds, the program makes a concerted effort to foster communication and collegiality through online and onsite discussions that are integral to the educational process.

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

The students enrolled in AAU are provided with an immense amount of resources to aid them to become professionals. The students have a very positive relationship with the directors and faculty, in which they feel that they can rely upon them for their various needs.

The President of AAU and the directors keep up with student trends and struggles to make sure that all have room for improvement and success. Majority of the faculty are practicing within the profession which allows them to have communication on current trends with their students and keeps the program up to date.

The students are provided with technological and fabrication tools that allow them to succeed within their learning environment. The student body is extremely diverse which allows for various perspectives to help inform the many problems within the built environment. With such a diverse population there are many students who are learning English as their second language. The school provides them with an ESL faculty member as an additional resource. The students are also given mental health support which includes massages and yoga. The students do, however, feel that they need access to the building 24/7, which would allow them to further develop their studio culture and address the various schedules of the working students.

Overall, AAU is extremely responsive to the needs of the students, creating not only a diverse student body, but one in which a student is proud to say where he or she studies. The student body is optimistic about their future in the design world and the future of the architecture program at AAU. The faculty and administration are extremely responsive to the learning environment of each individual in the program and are open to any suggestions for improvement. The students uniformly display an energy and optimism that shows that they are proud to be a part of AAU.

- 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.

2013 Team Assessment: Students are aware of IDP and many are enrolled. The new IDP Education Coordinator, Sam Mathau, is knowledgeable and proactive in providing guidance and encouragement, especially at Midpoint Review, prior to Thesis year. The focus of the program is to prepare students for architectural practice and the students make it clear that that is their ambition. The faculty assists the onsite students to find internships. Such assistance is not available for online students.

California Board of Architects representatives make presentations at the school annually. Regulatory issues are covered in ARH Architectural Professional Practices. The program is very clear that they do not attempt to address regulatory system processes in the home countries of international students. When such differences are raised by students during various class discussions, they are welcomed as counterpoint for discussion. The AIAS Chapter has indicated an interest in hosting a forum for students to share and compare international regulatory issues. Overall, students seem to be career-oriented. Students are aware of IDP and are encouraged at the Midpoint Review to participate in this process.

- 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.

2013 Team Assessment: The nature of the diverse student body, both onsite and online, and the diverse background of faculty provides students exposure to a global approach to the practice. From a practical perspective, however, faculty relayed that they are concerned with teaching only that which is necessary for practice in California. As such, studio and theses projects emphasize design problems within the context of San Francisco.

Students benefit from faculty who are practicing architects, and for whom they have great respect. They expressed the significance of this, which they feel sets their education apart from that of other institutions in the San Francisco area, or on the whole. As a result, they are offered internships and access to the diversity of the architectural profession in many respects. A large number of students indicated they are currently working in the profession and attribute this to their contact with practicing architects who are teaching their courses. In addition, they expressed their gratitude for the time commitment of faculty which they described as generous and reflective of their commitment to help them succeed.

Students commented that one of the school's strengths lies in its diverse student body, whether this diversity stems from country of origin, educational or professional background, for example. They enjoy the benefits of this diversity in their collaborative and open learning environment.

EAP staff commented that the support provided to students during their education at AAU serves students well in their endeavors as professional architects in various corners of the world. They have graduates practicing successfully in many countries.

Academic resources available to students include workshops offered free of charge throughout the university. This provides students with opportunities to interact with peers in other degree programs of AAU. An example of such an effort was evident in the collaboration between an architectural studio and a fashion design studio. Additionally, students are receiving the expertise of professionals in related disciplines through online dialogue, guest speakers and the annual charrette, which is a multi-disciplinary effort.

- 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.

2013 Team Assessment: The team applauds the aspirational comments made in the APR. The location of the M. Arch Program campus (shared with Landscape Architecture and Interior Architecture / Design) in the evolving South of Market (SOMA) neighborhood enables students to experience, first-hand, the challenges of urban living. Although students have produced a number of proposals for cultural buildings (especially as their thesis projects) the Team saw only limited evidence of socially-engaged, environmentally-conscious work. A notable exception to this trend is found in Ron Kappe and Jiame Du's community center design studio (ARH 656). Worthy of mention is Monica Tiulescu's biomorphic studio, with its investigation of the body in space and the contemporary nomadic condition. Prof. Tiulescu's collaboration with the AAU fashion department

and the public exhibition at Montgomery St. also is a testament to the M. Arch's program public presence in the city.

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.

2013 Team Assessment: The M. Arch Program and its administrative leadership has clearly begun to set objectives for continuous improvement for its onsite and online component. Since the 2010 accreditation visit the "Governance Team" of the AAU M. Arch Programs has clearly set objectives for daily and long-range improvement of onsite and online offerings. For example, a director has been appointed to accommodate the rapid expansion of the online M. Arch Program. A new executive director works with the onsite graduate director and onsite assistant graduate director to oversee curriculum, human (i.e. faculty) and physical resources. See the AAU APR pages 19-23.

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

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

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

2013 Team Assessment: The self assessment documents provided in the Team Room show that the self-assessment process in the past has emphasized demographic and economic issues over content aspirations. In Fall 2011, the AAU leadership initiated a substantive self-assessment of the students and institutional framework for the onsite M. Arch Program. Special emphasis was placed on student demographics and success rates of graduates. AAU is focused on student success and its leadership and faculty are poised to respond to new and existing student needs. Instructional rubrics for all courses have been developed in order to assess long-term and short-term outcomes. There is effort and emphasis on the development and continual refinement of instructional rubrics for all courses. See the AAU APR pages 23-27.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- *Faculty & Staff:*
 - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position 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 & Staff) are adequate for the program

2013 Team Assessment: We commend the M. Arch program for engaging in a global search for a new director. We encourage the AAU to continue this sort of ambitious hiring agenda. We also commend the program for hiring faculty with diverse backgrounds and degrees obtained from a broad range of educational institutions.

While some faculty members agree to and prefer the semester-to-semester renewal of contracts (especially those who are practicing), others would like greater long-term job security and annual contracts.

Some faculty receive development support (i.e. funding to attend conferences); all faculty can take courses at AAU for a minimal charge.

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

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

2013 Team Assessment: AAU has an open admissions policy, which is applicable to students applying to the M. Arch program. The APR documents admission requirements which are specific to the program, reference pp. 85-86; this information can also be found on the AAU website. The

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.

application form is available online and can be submitted either online or via mail. Application steps and fees are clearly stated.

The website also contains information regarding financial aid and AAU staff is readily available to assist students in this regard.

It is apparent that AAU commits significant resources to help students achieve success. The Academy Resource Center (ARC) staff demonstrated a commitment to serving the needs of the diverse student body.

1.2.2 Administrative Structure & Governance:

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

[X] Administrative Structure is adequate for the program

2013 Team Assessment: It is evolving to meet growth as it occurs.

- **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

2013 Team Assessment: The governance for the program is adequately described in the APR. The Team found no variance from that description through discussions and observation. There are opportunities and outreach at all levels for meaningful input.

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

2013 Team Assessment: The 601 Brannan St. Campus is an inviting facility with plenty of natural sunlight. Having been acquired from a failed dot-com firm, the open-air space seems to fit the functions of the architecture school well. We commend the faculty and students for making frequent use of moveable partitions to create variable and flexible spaces when needed. The workshops (wood, metal, digital) appear well equipped and well run by staff.

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

2013 Team Assessment: The APR provides an adequate response to this condition. The expenditure per student is the highest among all university departments. There has been impressive, perhaps unequalled, investment in the Cyber Campus infrastructure and support staffing, which benefits onsite students as well as those online. Anecdotally, faculty compensation compares favorably with that of other programs in the Bay Area. Facilities are well maintained. Cutting-edge equipment and software is provided for the students. The consistent criterion for expenditure was stated to be "Will it help the students to succeed in their profession?" The Team's observations supported that assertion.

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

2013 Team Assessment: The university library is located at 180 New Montgomery Street, a 10-15 minute campus shuttle bus ride from the 601 Brannan. Its holdings in architecture now total 5941 unique titles and 6144 volumes. There are 105 films in the holdings. Since the university is for-profit, the library does not have access to the interlibrary loan program. Students have access to the Public Library, which is a few blocks from this facility. They also have access to other university libraries, but without check-out privileges. The library subscribes to various online archives for both books and images. Access to those services is available to students from their computers. The book collection is primarily new volumes. It was noted that most books published since the early 80's are available in digital format. Since a great deal of valuable architectural reference material was published prior to that time, it was suggested that new hard-copy acquisitions might concentrate on acquiring these older works.

The library has assisted the architecture program with setting up the back-issue magazine collection that is at 601 Brannan. Those volumes came primarily from retired architects and firms that were down-sizing. The librarian expressed interest in assisting the program in setting up a more robust reference resource at 601.

The online campus does not yet have equivalent access to reference material. However the librarians work with online students to assist them in finding relevant holdings in libraries near their locations. Online students have access to all of the digital resources available to onsite students. Online course materials include extensive reference material provided by the faculty.

At 601 Brannan there is a lack of a broad selection of onsite reference materials relevant to current studio and content courses. Although M. Arch students have access to a considerable amount of online resources, an onsite library at 601 Brannan is missing. Students are required to travel by AAU shuttle or other transportation modes to reach the New Montgomery St. AAU resource library. This lack of convenient access to printed media considerably limits student access to traditional forms of knowledge. In discussions with students, it became apparent to the visiting team that library investigations and architecture books are perceived by the students as having relatively little value to their studies. Currently, some reference books are available in the administrative offices and faculty members are loaning resources from their own collections to the students.

PART I: SECTION 3 –REPORTS

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 & gender) of all students enrolled in the accredited degree program(s).*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the student population for the institution overall.*
 - *Qualifications of students admitted in the fiscal year prior to the visit.*
 - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
 - *Time to graduation.*
 - *Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.*
 - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*
- *Program faculty characteristics*
 - *Demographics (race/ethnicity & gender) for all full-time instructional faculty.*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
 - *Number of faculty promoted each year since last visit.*
 - *Compare to number of faculty promoted each year across the institution during the same period.*
 - *Number of faculty receiving tenure each year since last visit.*
 - *Compare to number of faculty receiving tenure at the institution during the same period.*
 - *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

[X] Statistical reports were provided and provide the appropriate information

2013 Team Assessment: A report from the President's Academic Retreat held in July 28-29 (2012) provided by the AAU Office on Institutional Research and Assessment provides detailed data.

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

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

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused

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

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

2013 Team Assessment: The materials were provided in the Team Room for review.

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.

2013 Team Assessment: Resumes of faculty were provided to the visiting team in the prescribed format. A sampling of faculty work was displayed.

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

2013 Team Assessment: The referenced documents were provided in the Team Room for review.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

Realm A: Critical Thinking and Representation:

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

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

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

[X] Met

2013 Team Assessment: The student writing assignments in ARH 641 (onsite and online) attest to a varying level of reading, writing, speaking and listening skills. The in-class student presentations (onsite courses) provide a great opportunity to develop public speaking skills.

The writing component of thesis in ARH 801 (onsite) is negligible and oftentimes of poor quality. No theses have been produced for the M. Arch online program.

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

2013 Team Assessment: Design thinking skills are evident (ARH 601 and ARH 608). Student work shows use of models, diagrams, and sketches to this end. The Team finds the online assignments to be less rigorous in this regard.

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

2013 Team Assessment: Evidence of adequate and occasionally excellent use of representational media aimed at communicating spatial and material qualities was found (ARH 608, ARH 620, ARH 657) in online and onsite courses.

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

[X] Not Met

2013 Team Assessment: No evidence of outline specifications or physical models illustrating assemblies was found in either onsite or online courses. The onsite student work of ARH 604 and ARH 606 demonstrates attention to detailing of buildings (wall sections) and the drawings are technically clear; the online coursework equivalent is weak.

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

[X] Met

2013 Team Assessment: Evidence is shown in ARH 609 and ARH 620 (online and onsite). Although ARH 620 offers ample evidence of ability to gather and assess information, students rarely credit sources of their research.

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

[X] Met

2013 Team Assessment: Student work in ARH 608 (online and onsite) demonstrates ability to employ basic architectural and environmental principles from micro to macro scales.

- 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

2013 Team Assessment: Evidence was found in online coursework for ARH 619 and in the onsite thesis (ARH 801). Evidence from the online course was weak.

- 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

2013 Team Assessment: Work presented for onsite and online ARH 608 satisfies this criterion.

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

[X] Not Met

2013 Team Assessment: The student work presented (online and onsite) does not show evidence of the study of vernacular and non-western/global cultures. ARH 621 does cover global culture; however it is not a required course for all students (only required for Track II students).

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.

2013 Team Assessment: Diversity is met holistically in both the online and onsite courses (ARH 609 and ARH 641). Most students come from around the world and are learning about diversity through their contact with fellow students and by living in San Francisco. It is surprising, however, that this understanding is rarely thematically addressed in the students' designs.

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

2013 Team Assessment: Evident in design projects of ARH 609 (onsite and online).

Realm A. General Team Commentary: Overall the Team found evidence of growth of student capabilities throughout the progression of coursework in Realm A. The Team notes that student performance in the online courses lags behind that of the onsite courses as noted.

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

2013 Team Assessment: Evidence was found in ARH 619 (online and onsite).

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

2013 Team Assessment: Evidence is found in ARH 606 (onsite and online).

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

2013 Team Assessment: Evidence found in ARH 606 (onsite and online). In both onsite and online courses, climate analysis of the site is thorough but few conclusions were drawn regarding the impact of this analysis on the 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

2013 Team Assessment: Although the student work in ARH 608 and ARH 619 (onsite and online) demonstrates good site analyses and the design strategies respond to context (for example: traffic flow, noise localization, and sun path studies), it poorly presents the site characteristics that are mentioned in the SPC description. Vegetation is addressed on a very basic level (trees used as entourage). Topography plays a role in many student projects but representation of contour lines is

generally inadequate. Watershed is addressed in only a few projects. Soil conditions are not addressed.

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

[X] Met

2013 Team Assessment: Evident in ARH 606 (onsite and online).

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

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

[X] Not Met

2013 Team Assessment: ARH 619 (onsite and online) does not show evidence meeting the standards of comprehensive design. ARH 801 (onsite) does show such evidence. Since ARH 801 has not yet been taught online this condition is not met.

Site design characteristics are minimally addressed. Accessibility is covered in restrooms or ramps, however presenting auditoria and opera houses that have no space for listeners in wheelchairs show that accessibility is not fully ethically embraced. Also, a blue arrow at each end of a building section does not make a sustainability concept, and showing two stairs (low-pass work) is not sufficient as an egress concept.

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

[X] Not Met

2013 Team Assessment: Evidence found in onsite ARH 801 student work, but not for online because this course has not yet been taught.

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

2013 Team Assessment: ARH 619 (onsite and online) student work shows basic understanding of environmental systems.

- 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

2013 Team Assessment: Evidence found in ARH 602 (onsite and online).

- 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

2013 Team Assessment: Student work of detailed wall sections is well presented in ARH 604 (onsite and online). ARH 619 (onsite and online) presents problematic detailing such as flat glass roofs, thermal bridging, etc.

- 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

2013 Team Assessment: Student work presented in ARH 605 (onsite) covers the understanding of systems. The integration of these systems is studied through precedents. ARH 605 is not offered online at this time. In ARH 619 (online and onsite), students mainly integrate passive energy strategies. However, the integration of active strategies for heating/cooling, electrical lighting and acoustics are missing in low-pass work (both online and onsite). Vertical shafts are missing in most of the low-pass work (online/onsite).

- 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

2013 Team Assessment: Evidence found in ARH 604 (onsite and online).

Realm B. General Team Commentary: The Team found that technical aspects are not as well incorporated into studio courses as they are covered in content courses. Effective integration of systems into designs is lacking particularly in the Intermediate Studio ARH 619 (onsite and online). Student work for ARH 801 (onsite) addresses these requirements at a minimum level. We expect that the integration of systems will occur in the ARH 801 online course.

Realm C: Leadership and Practice:

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

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

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

[X] Met

2013 Team Assessment: We observed collaboration between students and external consultants in the ARH 619 online studio course. Onsite collaboration evidence was found in ARH 609.

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

[X] Met

2013 Team Assessment: Evidence was found in ARH 608, online and onsite.

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

2013 Team Assessment: Evidence found in several courses including ARH 614, ARH 619, and ARH 801.

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

[X] Met

2013 Team Assessment: Evidence found in ARH 614, onsite and online.

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

2013 Team Assessment: Evidence found in ARH 614, onsite and online.

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

[X] Not Met

2013 Team Assessment: Evidence was not found which addressed all of the issues of this criterion.

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

[X] Met

2013 Team Assessment: Evidence found in ARH 614, online and onsite.

- 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

2013 Team Assessment: Evidence found in ARH 614, online and onsite.

- 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

2013 Team Assessment: Student work in ARH 614 (onsite and online) shows evidence.

<p>Realm C. General Team Commentary: The Team found that a tremendous burden is placed on a single course (ARH 614) to cover all the criteria in this realm. There is little evidence of student interaction with the community in both courses and thesis work.</p>

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

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

[X] Met

2013 Team Assessment: AAU's regional accreditation is provided by WASC (Western Association of Schools and Colleges). The outcome of the last accreditation can be found online at: <http://www.academyart.edu/majors/wasc.html>

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

2013 Team Assessment: The AAU offers the M. Arch as its professional degree and offers no other, non-accredited master-level degrees in architectural studies. AAU's B. Arch degree is in candidacy. It had been offered as a BFA. General studies are not part of the M. Arch curriculum, but proof of their completion is required in the application documentation. The architecture program offers an expanding list of elective courses, although only two, for a total of 6 hours, are required for the M. Arch. General studies courses are available in other AAU programs and any electives can be taken throughout university.

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

2013 Team Assessment: Course rubrics for all courses have been developed recently and are employed by AAU faculty to assess student-learning outcomes. Student feedback is required for online and onsite courses at the middle and end of each semester. There are also regular program-wide reviews of course content and results. Faculty are encouraged to propose improvements and are supported in developing new courses. In addition to the delivery of knowledge and skills in courses, a number of cost-free workshops and charrettes have been developed to supplement student learning. The Spring 2013 Charrette was focused upon a site for the 2013 America's Cup races. Most of the M. Arch Program faculty (onsite and online) are licensed, practicing architects.

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

2013 Team Assessment: The AAU admissions office is rigorous in assessing preparatory/pre-professional educational experience for incoming M. Arch Program students. In addition to the AAU admissions staff, M. Arch Program faculty review portfolios and identify equivalencies. Transcripts from overseas are reviewed by ERES. In the case that deficiencies are located, incoming students are required to take supplemental courses. The Team reviewed samples of applicant submissions and admission evaluations. The evaluations demonstrated compliance with this condition.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

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

[X] Met

2013 Team Assessment: This information is found online at:
<http://www.academyart.edu/majors/accreditation.html>

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

2013 Team Assessment: This information is found online at:
<http://www.academyart.edu/majors/accreditation.html>

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

2013 Team Assessment: This information is found online at:
<http://www.academyart.edu/majors/accreditation.html>

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

2013 Team Assessment: The referenced documents are available in the Program Director's office.

II.4.5 ARE Pass Rates

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

[X] Not Met

2013 Team Assessment: These statistics are not yet available for program graduates.

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. 7-8

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

Reference Academy of Art University, *APR*, pp. 8-13

C. Long-Range Planning (I.1.4)

Reference Academy of Art University, *APR*, pp. 19-23

D. Self-Assessment (I.1.5)

Reference Academy of Art University, *APR*, pp. 23-27

2. **Conditions Met with Distinction**
None.

3. The Visiting Team

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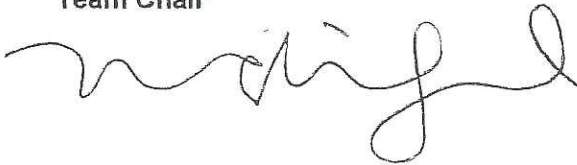
IV. Report Signatures

Respectfully Submitted,




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Team Chair

Representing the NCARB



Michelangelo Sabatino, Ph.D.,
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Representing the ACSA



Patricia J. Birch, AIA, LEED® AP^{BD+C}
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Program Response to the Final Draft Visiting Team Report

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June 10, 2013

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COMMUNICATIONS
MUSIC PRODUCTION & SOUND DESIGN
FOR VISUAL MEDIA
PHOTOGRAPHY
WEB DESIGN & NEW MEDIA

Re: 2013 VTR AAU Optional Response

Dear Ms. Rutledge,

The Architecture department would like to express our sincere thanks to our Visiting Team this year. They were collegial, insightful, properly critical, and the dialogue with all of them was very helpful to us in our continuing self-assessment processes.

Please find attached the Academy of Art University option response to the Visiting Team Report for the re-accreditation of the Master of Architecture Program at the Academy of Art University.

All the best,

Mimi Sullivan, AIA
Executive Director
School of Architecture
Academy of Art University

ACCREDITED MEMBER
WASC, NASAD, CIDA (RFA-AD),
NAAB (A-ARCH)

SECTION 10. ANNUAL STATISTICAL REPORTS

Continuing accreditation and candidacy is subject to the submission of *Annual Statistical Reports*.

Annual Statistical Reports are submitted online through the NAAB's Annual Report Submission (ARS) system (<http://ars.naab.org>) and are due by November 30 of each year. For specific information or instructions on how to complete *Annual Statistical Reports*, please refer to the ARS website.

1. Annual Statistical Report

- a. **Content.** This report has six sections that capture statistical information on the institution in which an architecture program is located and on the accredited degree program. For the purposes of the report, the definitions are taken from the glossary of terms used by the Integrated Postsecondary Education Data System (IPEDS)¹⁵. Much of the information requested in this report corresponds to the *Institutional Characteristics, Completion and 12-Month Enrollment Report* submitted to IPEDS in the fall by the institution. Data submitted in this section is for the previous fiscal year. A copy of the questionnaire used in the ARS is in Appendix 3.
- b. **Submission.** *Annual Statistical Reports* are submitted through the NAAB's Annual Report Submission system and are due on November 30.
- c. **Fine for Late Annual Statistical Report.** *Annual Statistical Reports* are due each year on November 30. In the event a program fails to complete an annual report on time, including not more than one extension, the program will be assessed a fine of \$100.00 per calendar day until the *Annual Statistical Report* is submitted. This fine will be assessed when the report is submitted.
- d. **Failure to Submit an Annual Statistical Report.** If an acceptable *Annual Statistical Report* is not submitted to the NAAB by the deadline, the NAAB may advise the chief academic officer and program administrator of the failure to comply. In the event the program fails to submit an acceptable *Annual Statistical Report* after an extensive period of time, the NAAB executive committee may consider advancing the program's next accreditation sequence by at least one calendar year. In such cases, the chief academic officer of the institution will be notified with copies to the program administrator and a schedule will be determined so that the program has at least six months to prepare an *APR*.

¹⁵IPEDS is the "core postsecondary data collection program for the National Center for Education Statistics. Data are collected from all primary providers of postsecondary education in the [U.S.] in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid." For more information see <http://nces.ed.gov/IPEDS/>

SECTION 11: INTERIM PROGRESS REPORT

Continuing accreditation is subject to the submission of a narrative, interim progress report submitted at defined intervals after an eight-year term of continuing accreditation is approved.

Programs with three-year terms of continuing accreditation or two-year probationary terms are exempt from this requirement.

Annual statistical reports (Section 10) are still required, regardless of a program's interim reporting requirements

Interim Progress Reports are due on November 30 at defined intervals after the most recent visit and are also submitted through the ARS (see Section 10).

1. **Interim Progress Report.** Any program receiving an eight-year term of accreditation must submit two interim progress reports.
 - a. The first is due on November 30 two years after the most recent visit and shall address all sections in the interim report template (see Appendix 5).
 - b. The second report is due on November 30 five years after the most recent visit and shall address at least Section 4 of the template, although additional information may be requested by the NAAB (see below).
 - c. **Content:** This is a narrative report that covers three areas:
 - i. Changes to the program's responses to Conditions I.1-1.5 since the previous Architecture Program Report was submitted.
 - ii. The program's response or progress in addressing not-met Conditions or SPC or Causes of Concern from the most recent Visiting Team Report.
 - iii. Significant changes to the program or the institution since the last visit.
 - d. **Submission:** *Interim Progress Reports* are due on November 30. They are submitted electronically through the ARS in Word or PDF. Reports must use the template (see Appendix 5). Files may not exceed 5 MBs.
 - e. **Review.**
 - i. *Two-Year Interim Progress Reports* are reviewed by the NAAB Executive Committee. The Executive Committee may make one of three recommendations to the Board regarding the acceptance of the first interim report:
 1. Accept the interim report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR; only the mandatory section of the fifth-year report is required. The annual statistical report (Section 10) is still required.
 2. Accept the interim report as having demonstrated progress toward addressing deficiencies identified in the most recent VTR; the fifth year report must include additional materials or address additional sections. The annual statistical report (Section 10) is still required.

3. Reject the interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year. In such cases, the chief academic officer of the institution will be notified with copies to the program administrator and a schedule will be determined so that the program has at least six months to prepare an *APR*.
 4. The annual statistical report (Section 10) is still required.
- ii. *Five-Year Interim Progress Reports* are also reviewed by the NAAB Executive Committee. The Committee may make one of two recommendations to the Board regarding the acceptance of the report:
1. Accept the interim fifth-year report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR;
 2. Reject the fifth-year interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year. In such cases, the chief academic officer of the institution will be notified with copies to the program administrator and a schedule will be determined so that the program has at least six months to prepare an *APR*.
 3. The annual statistical report (Section 10) is still required.
- f. **Decision.** The Executive Committee's recommendation on any interim progress report will be forwarded to the Board at the next regularly scheduled meeting.
1. The responsibility for the final decision rests with the NAAB Board of Directors.
 2. Decisions of the NAAB on an interim progress report are not subject to reconsideration or appeal.