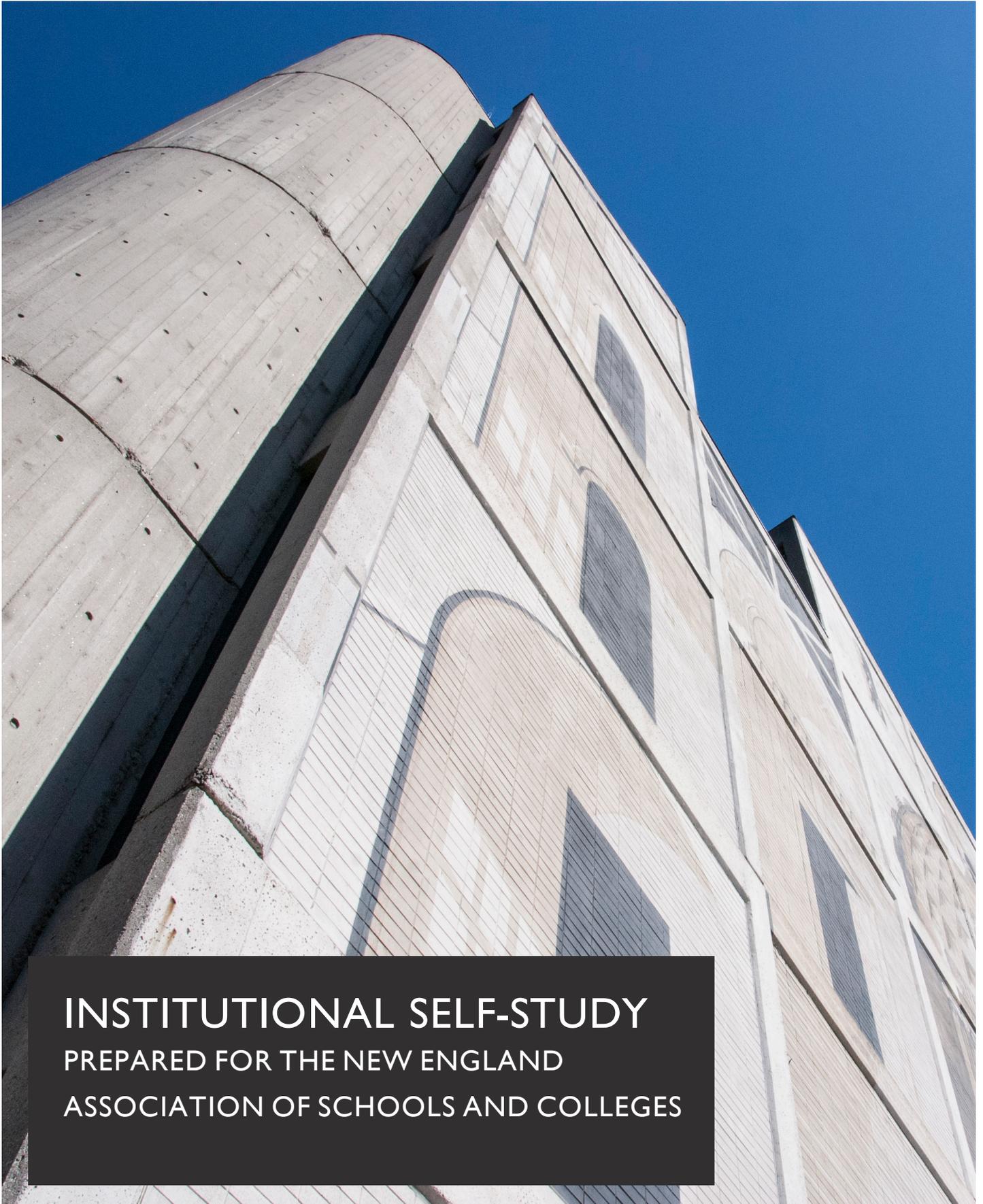




**BOSTON
ARCHITECTURAL
COLLEGE**

SEPTEMBER 2016



INSTITUTIONAL SELF-STUDY
PREPARED FOR THE NEW ENGLAND
ASSOCIATION OF SCHOOLS AND COLLEGES

INSTITUTIONAL SELF-STUDY

BOSTON ARCHITECTURAL COLLEGE

September 30, 2016

Document approved by:

Dana C. Rowan, Chair, Board of Trustees
Glen S. LeRoy, FAIA, FAICP, BAC President
Evan Gallivan, Vice President of Institutional Advancement
Diana Ramirez-Jasso, Ph.D., Provost and Academic Vice President
Kathy Rood, Vice President for Finance and Administration
James Ryan, Ph.D., Vice President of Enrollment Management

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INSTITUTIONAL CHARACTERISTICS FORM

Date: September 29, 2016

1. Corporate name of institution: **Boston Architectural College**
2. Date institution was chartered or authorized: **1889. First CIHE accreditation 1991.**
3. Date institution enrolled first students in degree programs: **Fall 1979.**
4. Date institution awarded first degrees: **June 1979.**
5. Type of control: Private, Independent, **Not-for-Profit**
6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? The Commonwealth of Massachusetts Board of Higher Education authorizes the BAC to award baccalaureate and master's degrees.
7. Level of postsecondary offering (check all that apply):

- | | | |
|--------------------------------------------------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------|
| Less than one year of work | <input checked="" type="checkbox"/> | First professional degree |
| At least one but less than two years | <input checked="" type="checkbox"/> | Master's and/or work beyond the first professional degree |
| Diploma or certificate programs of at least two but less than four years | | Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education) |
| Associate degree granting program of at least two years | | A doctor of philosophy or equivalent degree |
| <input checked="" type="checkbox"/> Four- or five-year baccalaureate | | Other doctoral programs _____ |
| | | Other (Specify) |

8. Type of undergraduate programs (check all that apply)

- | | | |
|-----------------------------------------------------------------------------|-------------------------------------|--------------------------|
| Occupational training at the crafts/clerical level (certificate or diploma) | <input checked="" type="checkbox"/> | Liberal arts and general |
| Occupational training at the technical or semi-professional level (degree) | | Teacher preparatory |
| Two-year programs designed for full transfer to a baccalaureate degree | <input checked="" type="checkbox"/> | Professional |
| | | Other _____ |

9. The calendar system at the institution is:

Semester Quarter Trimester Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?
- Undergraduate: 12 or more credit hours. This may be a combination of a minimum of six academic credits and the equivalent of six practice credits.
 - Graduate: students in the M. Arch, MIA, MLA are considered full-time when enrolled in 9 or more credits. This can be a combination of a minimum of 4.5 academic credits and the equivalent of 4.5 practice credits. Graduate students in the MDS and MSIA programs are considered full-time when enrolled in 6 or ore academic credits.

11. Student population: Fall 2016

- Degree-seeking students:

| | Undergraduate | Graduate | Total |
|-----------------------------|---------------|----------|--------|
| Full-time student headcount | 302 | 356 | 658 |
| Part-time student headcount | 6 | 11 | 17 |
| FTE | 305 | 361.75 | 666.75 |

- Number of students (headcount) in non-credit, short-term courses: **none**. List all programs accredited by a nationally recognized, specialized accrediting agency.

| Program | Agency | Accredited since | Last Reviewed | Next Review |
|----------------------------------------------------------------------|--------------------------------------------|------------------|--------------------------|--------------------------|
| Architecture (both B. Arch and M. Arch) | National Architectural Accreditation Board | 1977 | 2012 | 2018 |
| Interior Architecture (both BIA and MIA) | Council for Interior Design Accreditation | 2002 | 2015 | 2021 |
| Landscape Architecture (BLA and MLA accredited independently) | Landscape Architecture Accreditation Board | 2010 | BLA 2013 MLA 2013 | BLA 2019 MLA 2013 |

12. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year.

No off-campus locations

13. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” Do not include study abroad locations.

No international locations

14. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate’s, baccalaureate, master’s, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

| Name of program | Degree level | % on-line | FTE |
|--------------------------------------------|--------------|-----------|------|
| Master of Design Studies | Graduate | 60% | 62 |
| Master of Architecture Online | Graduate | 75% | 47.5 |
| Master of Science in Interior Architecture | Graduate | 87% | 4 |
| Certificate in Sustainable Design | Certificate | 100% | 1.5 |

15. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

No contractual partners providing any degree program instruction

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.) CHIEF INSTITUTIONAL OFFICERS

| Function or Office | Name | Exact Title | Year of Appointment |
|-------------------------|---------------|------------------------------|---------------------|
| Chair Board of Trustees | Dana Rowan | Chair, BAC Board of Trustees | 2015 |
| President/CEO | Glen S. LeRoy | President | 2015 |

| | | | |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|------|
| Executive Vice President | None | | |
| Chief Academic Officer | Diana Ramirez-Jasso | Provost and Academic Vice President | 2015 |
| Deans of Schools and Colleges (insert rows as needed) | Maria Bellalta | Dean and Faculty, School of Landscape Architecture | 2011 |
| | Leonard Charney | Dean and Faculty, Practice | 2007 |
| | Crandon Gustafson | Dean and Faculty, School of Interior Architecture | 2011 |
| | Donald Hunsicker | Dean and Faculty, School of Design Studies | 2002 |
| | Karen L. Nelson | Dean and Faculty, School of Architecture | 2012 |
| Chief Financial Officer | Kathleen Cown Rood | Vice President for Finance and Administration | 1998 |
| Chief Student Services Officer | James Ryan | Vice President of Enrollment Management | 2014 |
| Dean of Students | Richard Griswold | Associate Vice President and Dean of Students | 2009 |
| Planning | Glen S. LeRoy | President | 2015 |
| Institutional Research | Data collection tasks distributed internally among several departments; analysis and output managed contractually with former Dean of Research and Assessment, Herb Childress, Ph.D. | | |
| Assessment | Data collection and preliminary analysis tasks distributed internally among several departments and curricular areas; institutional analysis and output managed contractually with former Dean of Research and Assessment, Herb Childress, Ph.D. | | |
| Development | Evan Gallivan | Vice President for Institutional Advancement | 2013 |
| Library | Susan Lewis | Library Director | 1998 |

| | | | |
|---------------------------|------------------------------------------------------------------------------|------------------------------------------|------|
| Chief Information Officer | Tim Ogawa | Chief Information Officer | 2012 |
| Facilities Management | Art Byers | Associate Vice President of Facilities | 2012 |
| Continuing Education | None: all continuing education is handled within the degree-granting schools | | |
| Grants/Research | None | | |
| Admissions | Meredith Spinnato | Director of Admissions | 2015 |
| Registrar | Bethany Fantasia | Dean of Student Services and Registrar | 2014 |
| Financial Aid | Janice Wilkos-Greenberg | Director of Financial Aid | 2013 |
| Public Relations | Betsy Butterworth | Director of Marketing and Communications | 2016 |
| Human Relations | Jondelle DeVeaux | Director of Human Relations | 2012 |
| Alumni Association | Christina Oliver | President, Alumni Board | 2016 |
| Other | | | |

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
- b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
- c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
- d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

19. Record briefly the central elements in the history of the institution:

The Boston Architectural College has been in continuous existence as an institution of spatial design education since 1889. According to its original charter, the founders created the Boston Architectural Club “for the purpose of associating those interested in the profession of architecture with a view to mutual encouragement and help in studies.”

In 1938, Arcangelo Cascieri—a BAC alumnus, professional sculptor, and a longtime member of the BAC’s Education Committee—became the first Dean of the BAC, a post that he held for over fifty years. During his tenure, he worked to replace the Beaux-Arts system of architectural training, which centered on the analysis and replication of classical architecture, with a more Modernist curriculum emphasizing design history and theory, materials and methods, geometry and perspective, urban analysis and contemporary professional practice. Even as the focus of studies became more contemporary, however, the BAC’s commitment to educating working professionals with affordable evening courses and studios continued unchanged.

With the passage of the GI Bill after the conclusion of the Second World War, new students began to join the BAC in order to launch their training for a completely new career. The BAC formalized its curriculum, awarding a Certificate of Completion for graduating from a five-year program. This certificate program, along with continuing education and ongoing lectures, characterized the BAC’s educational system through the 1950s and 1960s.

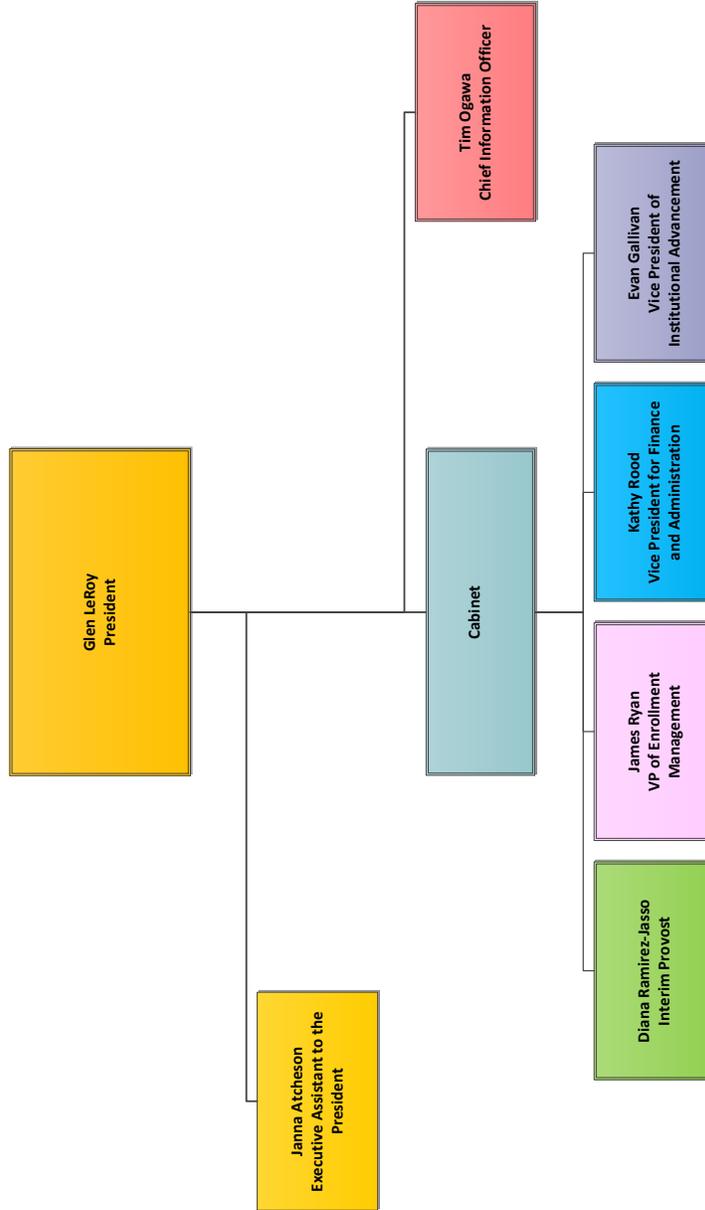
The BAC’s first Director of Education, Sanford Greenfield, was appointed in 1967. As part of his push toward formal recognition as an institution of higher education, he developed both daytime and evening courses, instituted faculty stipends, and began the early work of professional accreditation. He also helped to develop the Practice curriculum, a system of combined academic and theoretical learning that paired academic progress with required practice hours, professional portfolio reviews, and skill-level milestones.

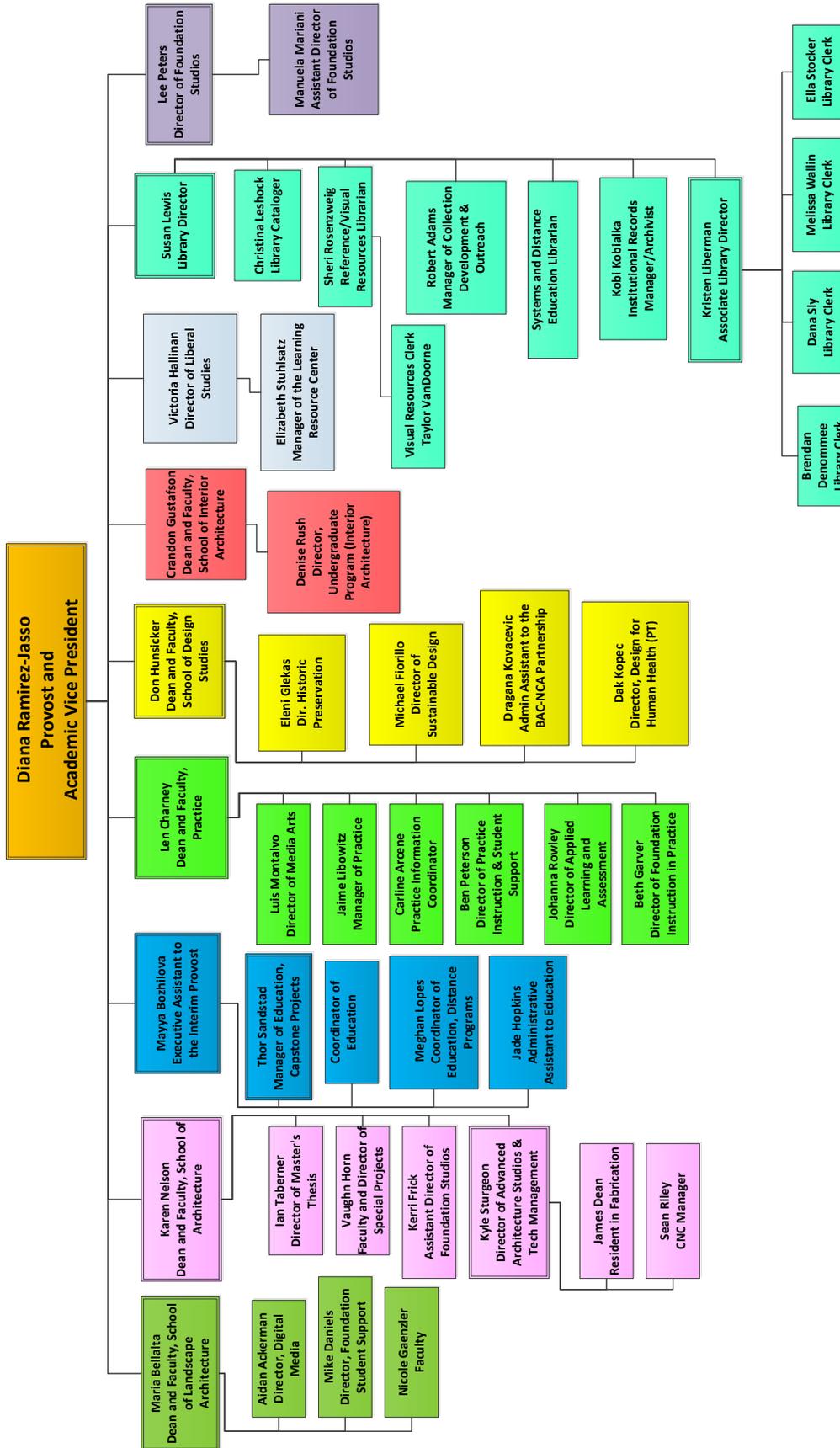
In 1971, the National Architectural Accreditation Board awarded the certificate program a full six-year accreditation (the only accredited architecture program in the US with a structured work component). By 1977, the certificate had grown to a NAAB-accredited Bachelor of Architecture degree program. The introduction of a certificate program in interior design also led to an accredited Bachelor of Interior Design degree program by 1993.

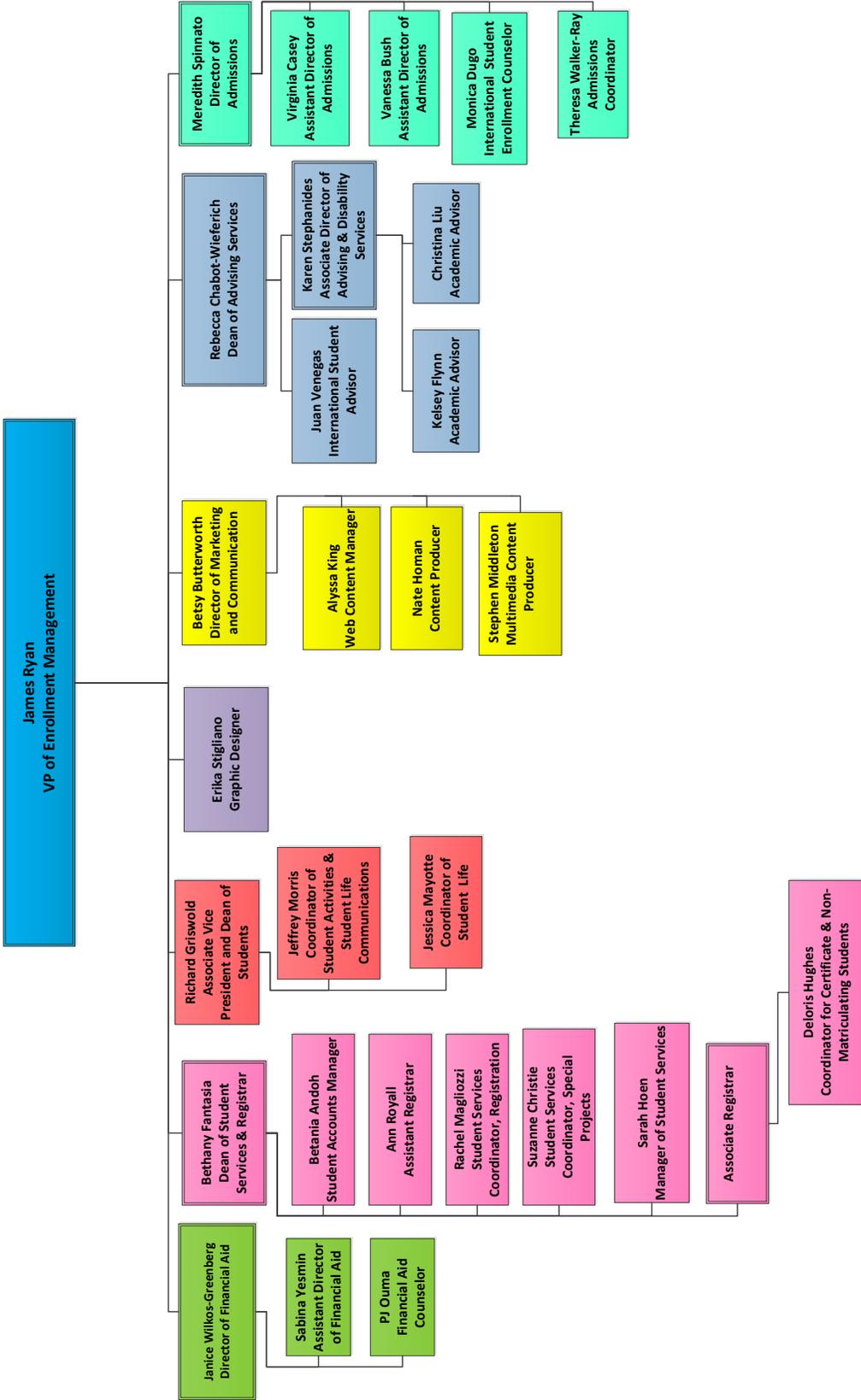
In 1996, the BAC began to offer first professional master’s degrees in architecture and in interior design. Over the next two decades, the BAC introduced a non-professional Bachelor of Design Studies (2004) and Master of Design Studies (2009), and a professionally accredited Bachelor of Landscape Architecture (2007) and Master of Landscape Architecture (2010). The programs in Interior Design were renamed as Interior Architecture in 2014, to reflect the complex role of the interior architect in building and spatial design.

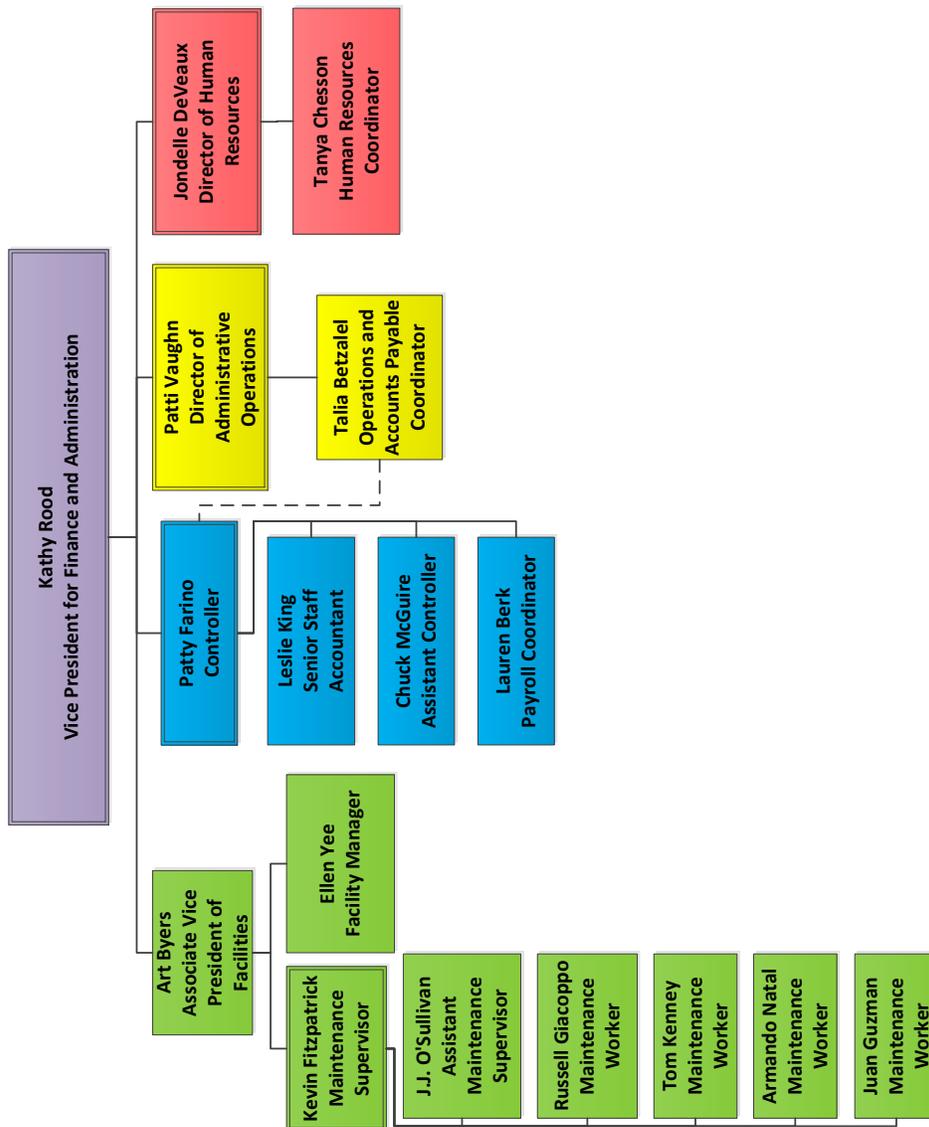
In 2006, the BAC recognized the significant advances in the rigor and breadth of its educational programs by officially changing its name to the Boston Architectural College. Each of the last three commencements has represented over 150 graduates, making the BAC one of the largest design programs in New England.

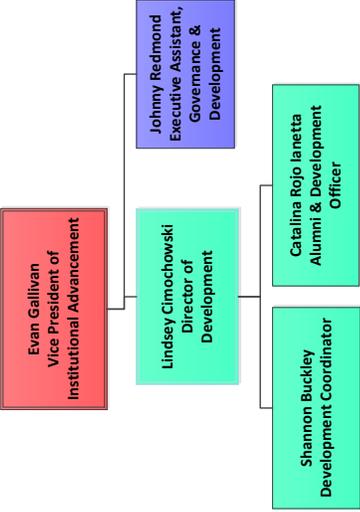
ORGANIZATIONAL CHART











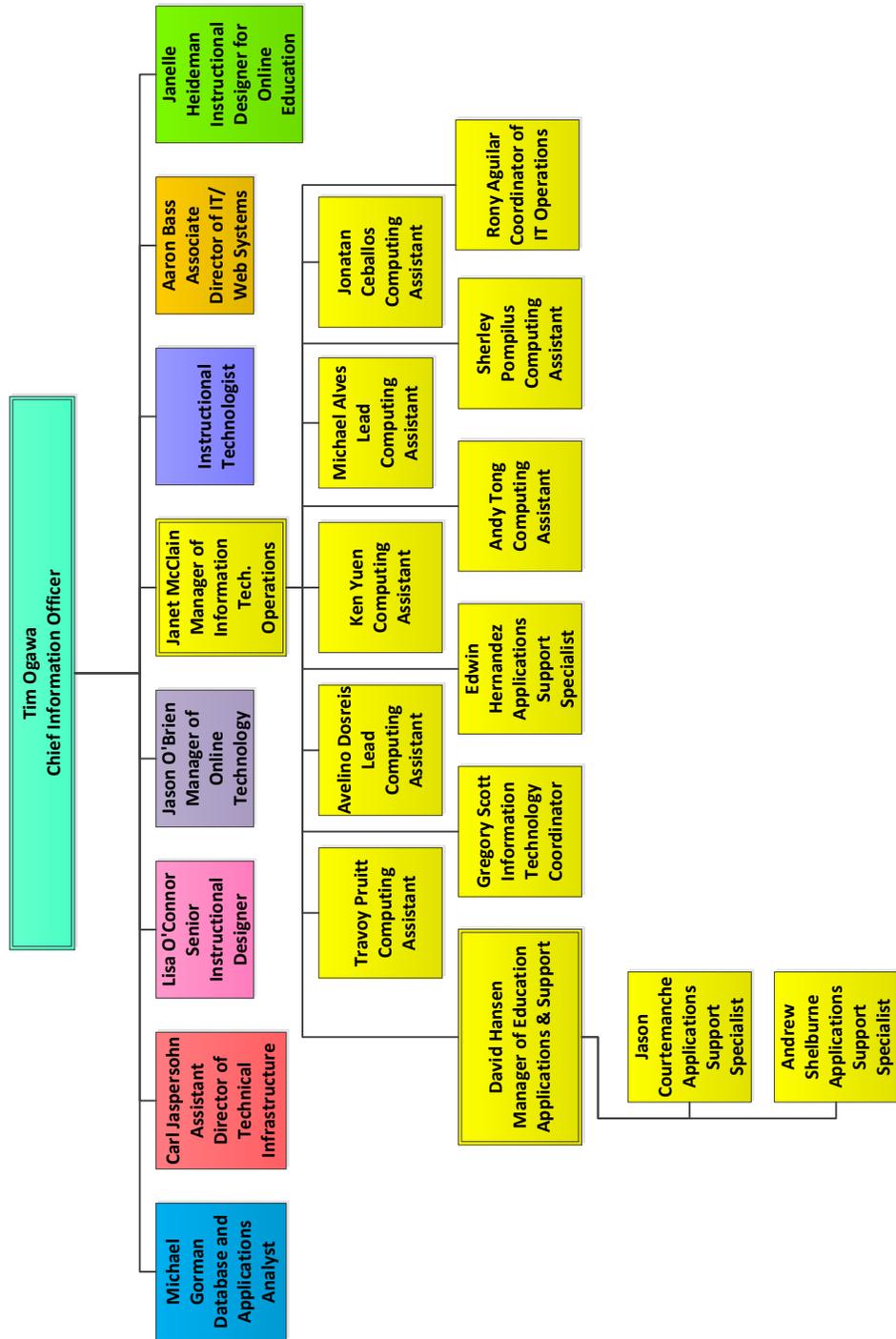


TABLE OF CIHE ACTIONS

| CIHE Letter: November 16, 2011 | | | |
|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------|
| Summary of CIHE Actions, Items of Special Attention, or Concern | Detailed Actions, Items of Special Attention, or Concerns | CIHE Standards cited in Letter (pre-2016) | Self-Study Page # |
| Implementing planned assessments of the effectiveness of Board governance | Provide information regarding the College's success in implementing a "more rigorous" self-assessment process in order to ensure the effectiveness of the governing board. | Standard 3—Organization and Governance (3.1, 3.4) | xxi, 6-9, 14, 19, 24-25 |
| Implementing assessment of the effectiveness of its academic programs, and, in particular, its new curricula | The institution should illustrate its success in evaluating student progress and program performance curricular revisions of Fall 2012. | Standard 4—Academic program—4.48, 4.51, 4.54) | xx, 11-14, 30-33, 40-42, 44, 47, 57-58, 63-66, Std. 8 (78 ff.) |
| Evaluating its need for full-time faculty to maintain programmatic quality and consistency | In order to maintain programmatic quality and consistency, the BAC should consider creating a more extensive core of educators whose principal professional commitment is to BAC. | Standard 5—Faculty (5.3, 5.8) | xxi, Standard 6 (56 ff.), 80-81 |
| Developing sufficient physical resources to house its programs | The institution should apprise the visiting team of its success in financing the completion of its 951 Boylston St. building and its consideration of its long-range space needs as its programs continue to expand. | Standard 8—Physical and Technological Resources (8.4) | xxi, 72, 74-75, 77 |
| Continuing to ensure financial stability through effective enrollment management | While admissions and assessment processes continue to be refined and initiatives are in place to increase retention, the institution should provide information about its success in managing | Standard 6—Students (6.1) Standard 9—Financial Resources (9.3) | xxii, 4, 6-14, 44-47, 54-55, 70-72, 76 |

| | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------|
| | enrollments to ensure financial stability. | | |
| CIHE Letter: September 20, 2013 | | | |
| That the institution submit an Annual Report on Finance and Enrollment (ARFE) | The institution should submit an ARFE by December 1, 2013 for consideration in Spring 2014 giving emphasis to its continued progress in managing enrollments to ensure financial stability | | xx, 11, 68, 70 |
| CIHE Letter: March 6, 2014 | | | |
| Accepted the BAC's 2013 Report on Finance and Enrollment | The institution should submit an ARFE by December 1, 2014 for consideration in Spring 2015 giving emphasis to its continued progress in managing enrollments to ensure financial stability | | xx, 11, 68, 70 |
| CIHE Letter: March 5, 2015 | | | |
| Accepted the BAC's 2014 Report on Finance and Enrollment | The institution should submit an ARFE by December 1, 2015 for consideration in Spring 2016 giving emphasis to its continued progress in managing enrollments to ensure financial stability | | xx, 11, 68, 70 |
| CIHE Letter: March 17, 2016 | | | |
| The CIHE accepted the BAC's Substantive Change Proposal to implement competency-based education as part of the USDOE Title IV Experimental Sites Initiative. | The institution should provide an update on the BAC's progress in implementing CBE courses. The CBE initiative should be encompassed within the institution's accreditation with an effective date of March 4, 2016 | | 41-42, 86 |

INTRODUCTION

The Commission on Institutions of Higher Education last reviewed the Boston Architectural College with a site visit in 2006, leading to a statement of re-accreditation by the Commission in 2007. In July 2014, then-acting President Julia Halevy named Associate Provost Diana Ramirez-Jasso and Vice President of Enrollment Management James Ryan to be project leaders for the self-study preparation for this accreditation cycle. The self-study was parallel with and supported by the five-year strategic planning process.

The project leaders assembled nine diverse teams, one for each standard, and asked them to develop evidence of the College's efforts and performance related to that standard. The teams were:

| | |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard One: Mission and Purposes | Lead: <u>Glen LeRoy</u> , President; <u>Dana Rowan</u> , Chair, Board of Trustees <ul style="list-style-type: none"> <u>Janna Atcheson</u>, Executive Assistant to the President |
| Standard Two: Planning and Evaluation | Leads: <u>Tim Ogawa</u> , Chief Information Officer; <u>Michael Daniels</u> , Director of Foundation Student Support <ul style="list-style-type: none"> <u>Richard Griswold</u>, Associate VP and Dean of Students; <u>Sarah Hoen</u>, Student Services Coordinator; <u>Lee Peters</u>, Director of Foundation Studios; <u>Kathy Rood</u>, VP for Finance and Administration |
| Standard Three: Organization and Governance | Lead: <u>Evan Gallivan</u> , VP of Institutional Advancement <ul style="list-style-type: none"> <u>Glen LeRoy</u>, President; <u>Dana Rowan</u>, Chair, Board of Trustees; <u>Allison Postlethwait</u>, Communications and Media Producer (now departed) |
| Standard Four: The Academic Program | Lead: <u>Karen Nelson</u> , Dean, School of Architecture <ul style="list-style-type: none"> <u>Maria Bellalta</u>, Dean, School of Landscape Architecture; <u>Rebecca Chabot-Wieferich</u>, Dean of Advising Services, <u>Len Charney</u>, Dean, Practice; <u>Crandon Gustafson</u>, Dean, School of Interior Architecture; <u>Victoria Hallinan</u>, Director of Liberal Studies; <u>Don Hunsicker</u>, Dean, School of Design Studies |
| Standard Five: Students | Lead: <u>Bethany Fantasia</u> , Dean of Student Services and Registrar <ul style="list-style-type: none"> <u>Rebecca Chabot-Wieferich</u>, Dean of Advising Services; <u>Richard Griswold</u>, Associate VP and Dean of Students; <u>Meredith Spinnato</u>, Director of Admissions; <u>Janice Wilkos-Grenberg</u>, Director of Financial Aid |
| Standard Six: Teaching, Learning, and Scholarship | Lead: <u>Victoria Hallinan</u> , Director of Liberal Studies <ul style="list-style-type: none"> <u>Aidan Ackerman</u>, Director of Digital Media; <u>Rebecca Chabot-Wieferich</u>, Dean of Advising Services; <u>Beth Lundell Garver</u>, Director of Foundation Instruction in Practice; <u>Lee Peters</u>, Director of Foundation Studios; <u>Kyle Sturgeon</u>, Director of Advanced Architecture Studios & Technology Management |
| Standard Seven: Institutional Resources | Lead: <u>Kathy Rood</u> , VP for Finance and Administration <ul style="list-style-type: none"> <u>Robert Adams</u>, Manager of Collection Development and Outreach; <u>Art Byers</u>, Associate VP of Facilities; <u>Jondelle DeVeaux</u>, Director of Human Resources, <u>Patty Farino</u>, Controller; <u>Crandon Gustafson</u>, Dean, School of Interior Architecture; <u>Susan Lewis</u>, Library Director; <u>Chuck McGuire</u>, Assistant Controller; <u>Tim Ogawa</u>, Chief Information Officer |
| Standard Eight: Educational Effectiveness | Lead: <u>Maria Bellalta</u> , Dean, School of Landscape Architecture <ul style="list-style-type: none"> <u>Aidan Ackerman</u>, Director of Digital Media; <u>Rebecca Chabot-Wieferich</u>, Dean of Advising Services; <u>Len Charney</u>, Dean, Practice; <u>Michael Daniels</u>, Director of Foundation Student Support; <u>Lee Peters</u>, Director of Foundation Studios; <u>Kyle Sturgeon</u>, Director of Advanced Architecture Studios & Technology Management |
| Standard Nine: Integrity, Transparency, and Public Disclosure | Lead: <u>Janice Wilkos-Greenberg</u> , Director of Financial Aid <ul style="list-style-type: none"> <u>Rebecca Chabot-Wieferich</u>, Dean of Advising Services; <u>Molly Chase</u>, Web Content Manager (now departed); <u>Jondelle DeVeaux</u>, Director of Human Resources; <u>Allison Postlethwait</u>, Communications and Media Producer (now departed); <u>Meredith Spinnato</u>, Director of Admissions |

The project managers contracted with Herb Childress, Ph.D., the BAC's former Dean of Research and Assessment (and the College's past accreditation liaison officer) to coordinate the production of the report through several internal iterations. Dr. Childress received the work of the standard teams in late 2015, and developed a first internal draft in January 2016. This draft was reviewed by the standard team leaders and the two project managers for accuracy and completeness, and revised through the spring into a second internal draft. That draft was reviewed once again by the project managers, the President, the president's cabinet, and Carol Anderson of the NEASC staff. That draft was again revised to a third draft, shared broadly across project managers, the President, the president's cabinet, all academic Deans, the Chair of the Board of Trustees, and Carol Anderson of the NEASC staff. This final self study was completed in late September 2016.

The Data First (Series S) forms were completed under the supervision of James Ryan, VP of Enrollment Management; Kathy Rood, VP for Finance and Administration; Diana Ramirez-Jasso, Provost and Academic VP; and Mayya Bozhilova, Manager of Education Services. Data support for all Series S information was provided by Tim Ogawa, Chief Information Officer. The Making Assessment Explicit (Series E) forms were completed under the supervision of Provost Diana Ramirez-Jasso and Herb Childress, with support by all academic Deans and the Director of Liberal Studies.

The BAC will solicit community and public comments via a coordinated notification strategy. This strategy will make use of local print and electronic media such as the Back Bay Sun (<http://backbaysun.com/>), BAC Student Life Blog (<http://blog.the-bac.edu/>), and BAC institutional web page (<http://the-bac.edu/>), as well as directed e-mail notification to concerned constituencies. In all cases careful attention will be paid to ensuring timely notification and clear instructions on how to submit comments directly to the commission.

This self-study exercise afforded the BAC a welcome moment in time, purposefully removed from the daily exigencies of operational necessity. This vital reexamination, coming on the heels of critical transitions in leadership and exciting innovations within our curricula, has served as a catalyst not only for a deep reexamination of our core principles, but also as a springboard from which to launch a reinvigorated strategic plan. As we made our way through this past decade of constant change surrounding stable values, the BAC has taken on innumerable opportunities to re-examine its practices, to become more fully committed to assessment of learning outcomes, and to stay on pace with the needs of a dramatically changing design profession. We look forward to the investigations and insights of the visiting team, and to the recommendations that the team and the Commission will offer, as we continue *to provide excellence in design education emerging from practice and accessible to diverse communities.*

INSTITUTIONAL OVERVIEW

HISTORY

The Boston Architectural College has been in continuous existence as an institution of spatial design education since 1889. According to its original charter, the founders created the Boston Architectural Club “for the purpose of associating those interested in the profession of architecture with a view to mutual encouragement and help in studies.” Clarence Blackall, the Club’s first president, was passionate about creating an open and inclusive society, a goal that has been consistent throughout the BAC’s history. In its early decades, the institution attracted many first- and second-generation immigrants who could not have afforded to attend traditional colleges.

For many years, the Club was closely affiliated with the Boston Society of Architects, even to the point of leasing offices in the BAC’s Beacon Hill building to the BSA. In 1938, Arcangelo Cascieri—a BAC alumnus, professional sculptor, and a longtime member of the BAC’s Education Committee—became the first Dean of the BAC, a post that he held for over fifty years. During his tenure, he worked to replace the Beaux-Arts system of architectural training, which centered on the analysis and replication of classical architecture, with a more Modernist curriculum emphasizing design history and theory, materials and methods, geometry and perspective, urban analysis and contemporary professional practice. Even as the focus of studies became more contemporary, however, the BAC’s commitment to educating working professionals with affordable evening courses and studios taught primarily by “volunteer faculty” continued unchanged.

With the passage of the GI Bill after the conclusion of the Second World War, new students began to join the BAC in order to launch their training for a completely new career. The BAC formalized its curriculum, awarding a Certificate of Completion for graduating from a five-year program. This certificate program, along with continuing education and ongoing lectures, characterized the BAC’s educational system through the 1950s and 1960s.

The BAC’s first Director of Education, Sanford Greenfield, was appointed in 1967. As part of his push toward formal recognition as an institution of higher education, he developed both daytime and evening courses, instituted faculty stipends, and began the early work of professional accreditation. He also helped to develop the Practice curriculum, a system of combined academic and theoretical learning that paired academic progress with required practice hours, professional portfolio reviews, and skill-level milestones.

As a first professional degree began to be required for architectural licensure, the BAC asked the National Architectural Accreditation Board to begin its accreditation process. In 1971, NAAB awarded the certificate program a full six-year accreditation (the only accredited architecture program in the US with a structured work component). By 1979, the certificate had grown to a NAAB-accredited Bachelor of Architecture degree program. The introduction of a certificate program in interior design also led to an accredited Bachelor of Interior Design degree program by 1993.

In 1996, the BAC began to offer first professional master’s degrees in architecture and in interior design. Over the next two decades, the BAC introduced a non-professional Bachelor of Design Studies (2004) and Master of Design Studies (2009), and a professionally accredited Bachelor of Landscape Architecture (2007) and Master of Landscape Architecture (2010). The programs in Interior Design were renamed as Interior Architecture, to reflect the complex role of the interior architect in building and spatial design.

The NAAB re-accreditation visit in 2005 not only renewed the accreditation of its existing learning modes, but also to fully accredit its pioneering low-residency model that allows students to complete the majority of their degree online with an on-campus intensive week each semester. This model of low-residency education

has become the BAC's standard practice for other low-residency graduate programs leading to the Master of Design Studies and Master of Science in Interior Architecture.

In 2006, the BAC recognized the significant advances in the rigor and breadth of its educational programs by officially changing its name to the Boston Architectural College. Each of the last three commencements has represented over 150 graduates, making the BAC one of the largest design programs in New England.

THE CONTEMPORARY BAC

The Boston Architectural College is currently a school of roughly 680 students enrolled in undergraduate and master's programs in architecture, interior architecture, landscape architecture, and design studies. A strong push to growth had led to a peak enrollment of 1,146 in Fall 2009, which proved to be unsustainable for several reasons:

- A demographic shift, with fewer college-age students projected through 2020;
- The Great Recession of 2008-2011, which made engagement in professional practice much more difficult for our students as the design and construction industry was deeply cut;
- A widespread pessimism about the viability of the design professions, signaled for instance by a 2012 New York Times article entitled "Want a Job? Go to College, and Don't Major in Architecture."

The BAC has responded to each of these conditions, and recent recruitment efforts have begun to show promise with a 16% increase in new students for the Fall 2016 semester. Throughout our engagement with each of these challenges, the BAC intends to adhere to its mission of providing excellent practice-based design education accessible to diverse communities.

The College is now a majority-Master's degree institution, serving an older population. The BAC student body reflects the institution's commitment to accessibility to a broad diversity of students. The College's students are far more ethnically diverse than most schools of design (and far more diverse than the design professions themselves), and more gender balanced as well, with similar success and graduation rates across gender and ethnicity. In addition, over 20% of BAC students are international visa-holders, with another seven percent having permanent-resident status. This has placed new demands on the College for student support and for language services.

In an effort to better meet the needs of its specific student population from the early semesters, the College launched a re-designed Foundation curriculum in 2013 that introduces both undergraduate and graduate students to design and thinking skills, collaboration and community, critical reading and research, design representation, and application of design methods and creative problem solving through a multidisciplinary and applied-learning perspective. Since the introduction of the revised Foundation, early academic performance has showed strong gains, although that increased performance has not translated directly into gains in second-year and third-year retention, which remain stubbornly fixed at unsatisfying levels (second-year undergrad 66%, third year undergrad 52%; second-year Master's 72%). We also continue to see some students taking longer to complete their degrees than the curricula predict, which is often a result of the specific financial, curricular, family, and professional realities of the populations we serve.

The Practice department has also instituted a much broader array of pro bono opportunities for students to engage in professional development, and has re-calibrated its expectation of working hours to better match the professional requirements of its disciplinary bodies.

The reduced enrollment, however, has had a significant impact on College operations. As a tuition-driven institution, the College does not have a substantial endowment that can help to soften enrollment declines, and the long history of small surplus budgets has changed to modest but accumulating annual operating losses

beginning with the 2010-11 fiscal year. This financial challenge contributed to the Board of Trustees' decision in 2014 to remove then-president Theodore Landsmark from office, launching an executive search that resulted in the 2015 hiring of President Glen S. LeRoy. The Board had two specific charges for the incoming president: stabilizing and growing enrollment, and developing the College's donor cultivation and fundraising. President LeRoy immediately set out to revise the 2011 strategic plan, launching an inclusive process that resulted in a new strategic plan approved by the Board of Trustees on September 28, 2016. The eight focal areas of the strategic plan are:

- **Governance and administration:** managing the structure of the College for cost-effectiveness, educational quality, and staff retention; developing more precise roles for Trustees and Overseers in the College's governance and support; revising and enhancing policies, including regular assessment of Board effectiveness.
- **Academics:** improving the performance of existing programs and enhancing faculty scholarly life
- **Enrollment management:** examining the quality of our programming, the possibility of new programming, and naming the BAC "value proposition" in order to most effectively recruit and retain a diverse and successful student population.
- **Student affairs:** enhancing educational opportunities (studio time, fabrication equipment, travel, exhibition space), professional opportunities (sponsored research, career services, professional mentorship), economic opportunities (tuition control, increased discounting, financial awards), and social and co-curricular opportunities (lectures and guests, student organizations and leadership roles, partnerships with other colleges' student bodies).
- **Facilities and infrastructure:** planning and managing the College's small physical plant for greatest effectiveness, while examining options for increased online and low-residency components to degree programs, and possible relocation of some functions.
- **Finance and audit:** revising our annual budgeting processes, making the budgeting process more transparent to the Board of Trustees at earlier stages.
- **Advancement and external relations:** developing increased breadth of support for the endowment, annual giving, and the philanthropic goals of the Board and the Overseers.
- **Marketing, branding, and communications:** developing targeted messaging for each of the College's diverse groups of stakeholders while still retaining a collective "BAC story"; moving more fully into online and face-to-face messaging and away from static text objects.

In the past two years, the staff has been restructured into five major working areas, each led by a cabinet-level officer: academics; enrollment management and student services; finance and administration; institutional advancement; and information technology. This restructuring reduced senior staff, eliminated redundancies, and clarified reporting structures. The College has also added new permanent faculty with distinct expectations for teaching and scholarly production. However, the changing structure of the College has resulted in an array of position titles and hierarchy that blends historic and contemporary nomenclature. The College is working to bring more regularity to its system of position titles and expectations.

RESPONSES TO FOCUS AREAS AND PRINCIPAL SELF-STUDY FINDINGS

In its response to the BAC's fall 2011 fifth-year interim report, the Commission requested that this ten-year self-study give specific attention to efforts in the following five areas:

- implementing assessments of the effectiveness of Board governance;
- implementing assessment of the effectiveness of its academic programs and, in particular, its new curricula;
- evaluating its need for full-time faculty to maintain programmatic quality and consistency;

- developing sufficient physical resources to house its programs; and
- managing enrollments to ensure financial stability, which has included the filing of an Annual Report on Finance and Enrollment (ARFE) each year since 2013.

Although fuller information is available throughout this self-study, we highlight specific responses to each of these five areas here.

Assessment of Board Governance. As discussed in the narrative for Standard Three, substantial changes to governance structure have taken place, based on analyses of prior shortcomings:

- a former layer of governance (the Overseers) has had its decision-making responsibilities shifted fully to the Board of Trustees;
- standing one-year Board representatives from the student body, faculty, alumni board, and Boston Society of Architects have been eliminated, to remove conflict of interest and to ensure a more enduring and substantive commitment from each Board member;
- a system of Board committees has emerged to allow focused consideration of core issues, bringing recommendations back to the full Board for action and implementation; and
- philanthropic participation among Board members has become both more substantial and more widespread.

Even in the midst of these positive changes, though, there is work to be done in both the substance and the assessment of Board governance. The combination of a focused search for new College leadership and the heightened attention to the College's budget stability prevented the Board from extensively addressing governance assessment. The College's new President and its Board Liaison (Evan Gallivan, Vice President of Institutional Advancement) are working closely with Board Chair Dana Rowan to develop a more systematic structure of Board responsibilities, and the assessment of collective and individual Trustee performance.

Assessment in Effectiveness of Academic Programs. The BAC has, in the past seven years, developed a robust and ongoing system of academic assessment, focusing especially on students during their most vulnerable early years. An annual Academic Indicators Report examines student demographic and other characteristics; student performance and persistence in courses, curricular segments, and degree programs; alumni performance in the workplace and in professional licensure examinations; and the characteristics and diversity of our faculty. For the past three years, faculty and deans have conducted a summer assessment retreat in which they analyze and respond to data that they themselves generate from collectively held questions on course, curricular, and program success with the goal of uncovering patterns of success and struggle. These discoveries have led toward course revisions in each subsequent academic year. These examples and others will be addressed more fully under Standard Eight.

The College also has a longstanding practice of examining portfolios of student work, in both their academic and professional contexts, and in using those reviews for program improvement and for student coaching and advising.

We can already see some of the next frontiers of assessment:

- Providing the faculty with a greater array of assessment data, as well as training in how to move from information to action.
- Further integrating the assessments done by the academic and the practice sides of the curricula.
- Developing a universal system of digital course evaluations, to ensure that these data are uniformly collected and collectively analyzed.

These assessments will also be bolstered in coming years by more regular and holistic program reviews, as well as further expansion of student performance assessment in the College's low-residency programs.

Reconsideration of Full-Time Faculty. The College has a long commitment to integrating academic and professional learning, and one of the ways in which that had long been expressed was through a teaching corps made up in large part by practicing professionals in design and design-related fields. The College continues that commitment today, but also recognizes the need for a cadre of educators whose primary commitment is to the BAC and its students. Since 2011, the College has added permanent faculty in Interior Architecture and in Design Studies, and reallocated faculty responsibilities in Architecture and Landscape Architecture to assign greater and broader disciplinary responsibility. Given our reduced enrollment, we have a nearly 50% increase in permanent faculty (20 for 976 students in 2011, 23 for 677 students in 2016). We have also added instructional staff in design computing and digital fabrication support beyond those in our Library and Learning Resource Center, all of whom interact regularly with students and teach specific research, computation, fabrication, or information literacy skills.

The standard expectation for core faculty now contains a specific teaching load, as well as duties in scholarly or professional production, institutional service, and supervision. This ensures regular engagement with disciplinary knowledge and classroom life, while also holding teaching to a manageable component of larger institutional responsibilities. In addition, the increase in core faculty and decrease in adjunct faculty has resulted in a reduction of supervisory load, a welcome change that allows fuller focus on planning, teaching, and scholarship.

The core faculty played a substantial role in the development and implementation of the College's 2013 curricular revision. Each faculty member, and the adjunct instructors they represented, had a strong voice in design of the curricular area she or he oversees, as well as in the synergistic effects of the curricula across topical areas. Now that the curricula are in place, these educators continue to exercise close oversight of the contingent instructors they employ, of the details of syllabi that are taught by those instructors, and of the assessment of student work that emanates from those courses.

These and other faculty issues will be discussed extensively in Standard Six of the narrative.

Developing Physical Resources and Facilities. Due to our location in Boston's Back Bay, the College finds itself somewhat "landlocked" within an extraordinarily expensive real estate market. The College has focused its operations on its three owned buildings at 320 and 322 Newbury Street and 951 Boylston Street and a small leased office space at 342 Newbury Street. In 2014, the College did not renew a lease on three floors of classroom and administrative space it held at nearby 100 Massachusetts Avenue due to a substantial proposed rent increase combined with under-utilization due to enrollment decline. This has resulted in a net decrease in both educational and administrative space.

To some extent, the reduced space has been alleviated by a smaller enrollment, and an increased proportion of students enrolled in low-residency education programs. During the transition to a reduced physical plant, the College's Dean of Interior Architecture, Crandon Gustafson, stepped in to conduct and implement revisions to space allocation that have made significantly more efficient use of our limited space. Even as our overall footprint has declined, we have added space for student computing and fabrication; have added to the power and reach of our wireless network to allow for productivity in any campus location; increased off-site access to work, productivity and learning resources; and have re-organized adjacencies so that students and administrators alike are more effective and in more productive contact with their colleagues.

The Board of Trustees has established a Real Estate/Campus Master Plan Committee to help identify real estate opportunities in the College's urban context, and to review the College's maintenance and capital assets plan. A number of the Trustees, including the Board Chair, are commercial and institutional real estate professionals, fully aware of opportunities and strategies for property expansion in the Boston market.

Facilities issues will be addressed in substantial detail in Standard Seven of the narrative.

Enrollment Management for Financial Stability. Since the 2011 five-year interim report, the BAC's enrollment has declined by 26%, from a headcount of 976 in Fall 2011 to 679 in Fall 2015. The financial impact of this decreased enrollment has been offset somewhat, though, by a concurrent shift away from undergraduate enrollment and toward graduate enrollment, as the College has moved from 45% graduate students in Fall 2011 to 54% graduate students in Fall 2016. This is, in part, a result of the College's introduction of a low-residency Master of Design Studies in 2011, now enrolling roughly 62 students in three fields of concentration: Design for Human Health, Historic Preservation, and Sustainable Design. The combination of higher graduate tuition in the on-site programs and extraordinary care in financial management has helped the College ameliorate its operating deficits, even in the face of overall enrollment decline.

The College has taken aggressive steps to reverse the declines in enrollment. Foremost among them has been a re-organization of staff in Admissions, Advising, Financial Aid, Student Life, Bursar and Registrar into a unified Enrollment Management and Student Services division, which offers integrated support to students from their first expressed interest through their commencement day. Upgraded admissions software and data practices, data-driven regional and age-appropriate marketing, and increased support for international students and first-time students have resulted in higher interest, higher inquiries, and higher attendance at admissions open houses during the past year. We are pleased to note that this interest has converted to yield in Fall 2016, resulting in a 16% increase in new students. Enrollment management will be addressed in detail under Standards Five and Seven of the narrative.

The Boston Architectural College has had a century and a quarter of successful operation, continually responding to the changing needs of the design professions and the changing makeup of our student body. This self-study and site visit come at a time when we are once again responding to the changing needs of the design professions, and the changing makeup of our student body. We look forward to the NEASC visiting team's observations and insights as we continue that work.

PREFACE

The Boston Architectural College is, in many ways, a substantially different institution in the autumn of 2016 than it was at the last institutional accreditation visit in the 2006-07 academic year. We have seen our student body climb to record numbers in 2009 and 2010, only to decline once again as the demographic trough challenged colleges throughout New England and across the country, and enrollment in design degree programs dropped nationwide. We have different personnel in almost all of our leadership positions, from Board of Trustees to president and provost to the deans of three of our four academic programs. We have added new programs, both on-site and through distance learning modes, while at the same time redefining our presence in non-degree continuing education. We have purchased one building and allowed a long-term lease on another building to expire.

But what can often feel internally like constant—sometimes jarring—changes are in fact only the surface features of an institution whose commitment to core values and to the professions of spatial design remains stable and strong. The College continues to express its ongoing mission *to provide excellence in design education emerging from practice and accessible to diverse communities*.

The BAC is an open-admissions college, welcoming all high school graduates and equivalency holders to our undergraduate programs, and all college graduates from any disciplinary background to our master's programs. As part of our response to the needs of diverse communities we offer a path to the design professions for students to whom other avenues might be unavailable, making the BAC's enrollment by students of color higher than most American schools of design.

The BAC is a practice-based college, in which students are expected to be active learners and participants in the design professions during their time in school. While we offer our students a rich and broad liberal education, we are unabashedly aimed at helping students launch their careers in environmental design. In our 2016 commencement cohort from among our professional programs, 88% of new graduates were employed on graduation day, all within directly design-related businesses.

Those two enduring principles—a commitment to accessibility and a commitment to professional practice—will be seen repeatedly throughout this self-study. They are the DNA of the Boston Architectural College and as such, they drive a significant portion of the planning, decision-making, and outcomes assessment that we provide at all levels.

OUR ACCREDITATION STATUS

The Boston Architectural College has been accredited since 1991 by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education, most recently by Commission renewal in 2007. The Massachusetts Department of Higher Education charters all degrees at the Boston Architectural College. The College offers both baccalaureate and master's degrees in four fields.

Our Architecture degrees (B. Arch and M. Arch) are professionally accredited by the National Architectural Accreditation Board—the B. Arch since 1977 and the M. Arch since 2001. The most recent NAAB accreditation was awarded in 2012, with the next full accreditation visit scheduled for 2018. The school of Architecture introduced the non-professional Bachelor of Science in Architecture in 2014.

Our Interior Architecture professional degree programs (BIA and MIA, formerly Bachelor and Master's of Interior Design) have been accredited by the Council for Interior Design Accreditation since 2002. CIDA accreditation was renewed in 2015, with the next full accreditation visit scheduled for 2021.

Our relatively young Landscape Architecture programs are on two accreditation cycles. The BLA accreditation was renewed by the Landscape Architecture Accreditation Board in 2013, with the next accreditation visit scheduled for 2019. The MLA's initial accreditation was awarded in 2013, with a renewal visit scheduled for Fall 2016.

Our Design Studies programs (BDS and MDS) do not aim specifically at a profession's licensure status. However, the BAC is a member of the National Council for Preservation Education (NCPE), and the MDS in Historic Preservation, as well as the BDS concentration in this discipline, meet the standards for degree-granting programs established by NCPE.

As we have gone through this past decade of constant change surrounding stable values, the BAC has taken on innumerable opportunities to re-examine its practices, to become more fully committed to assessment of learning outcomes, and to stay on pace with the needs of a dramatically changing design profession. We look forward to the investigations and insights of the visiting team, and to the recommendations that the team and the Commission will offer, as we continue to *provide excellence in design education emerging from practice and accessible to diverse communities.*

STANDARD ONE: MISSION AND PURPOSES

DESCRIPTION

The mission of the Boston Architectural College is straightforward:

The BAC provides excellence in design education emerging from practice and accessible to diverse communities.

Within that simple sentence, however, are four components, each deserving attention. We will begin with *design education*. Since the 2006 NEASC self-study, the College has increased its commitment to fields extending beyond its origins in architecture, and now offers undergraduate and master's degree programs in four distinct design disciplines—architecture, design studies, interior architecture and landscape architecture. Students enrolled in design fields outside architecture now account for more than a third of our total student body, and the College is committed to a holistic understanding of the human environments for which our professions are responsible.

A second component, and a unique feature of the BAC among other North American design colleges, is that our education is understood to be *emerging from practice*. Since its origins in 1889 as a club for Boston's architectural community, through its earliest years as a provider of professional education to junior practitioners and draftsmen, and to its current status as a fully accredited degree-granting college, the BAC has steadfastly held to the belief that academic and professional learning should be deeply integrated.

BAC students acquire vital professional skills and expertise through hands-on projects and real-world employment while enrolled in coursework, earning credit and gaining experience in both settings. The degree to which students must be engaged in practice is drawn in large part from the expectations of the professional licensing standards of their specific disciplines, but all BAC students acquire meaningful experience in conducting design and design research through real projects on behalf of real communities.

The institution also serves society by offering exhibitions and lectures that are open to the public and the design professions, as well as by conducting extensive outreach, providing “hands on” design-oriented solutions for not-for-profit community partners. Examples include the College's “Gateway Projects” that have served community organizations since 2010, and the 2009 Solar Decathlon House, an energy efficient home that was the product of the College's participation in the US Department of Energy competition, and ultimately donated to a transition-from-homelessness development group.

In addition to professional employment and *pro bono* service projects, students also are taught and mentored by a body of academically qualified core and adjunct instructors, many of whom maintain vigorous professional lives, strengthening the connection between workplace experience and classroom learning.

A third crucial component of the mission is that the College works to make design education *accessible to diverse communities*. Following a practice that has defined the BAC since its founding, the College continues its commitment to open admissions, making a design education possible for many talented students who would not otherwise be afforded such an opportunity. This commitment has resulted in a student body that is more ethnically, educationally and gender balanced than most other American design programs. Our large population of first-generation college students and members of under-represented groups fosters a rich and inclusive learning environment.

Another way that the BAC has attempted to broaden accessibility to diverse communities is through its increased array of low-residency master's programs. These programs—in architecture, interior architecture and design studies—have allowed hundreds of working professionals from Florida to Alaska (and from

Albania to Peru) to have access to professional and post-professional degree programs without the financial burden and family disruption elicited by moving to a new school.

Although not as direct a constituency as our own student body, the BAC also offers forms of access to two other diverse communities. Through our Gateway projects and other *pro bono* community service efforts, dozens of community groups, not-for-profits and City agencies have received substantial design services in over a hundred specific projects—from thirty thousand hours in 2013-14 to over fifty thousand hours in 2015-16. A second form of access is the way that the BAC has acted as a first step into teaching lives for hundreds of young professionals. A commitment to professional engagement, academic supports and careful supervision offer carefully structured entries into teaching for emerging scholars.

The final element of the mission statement that deserves to be called out is its opening: *The BAC provides excellence.* The BAC has several mission-related ways of working toward that lofty claim.

In 2013, the College revised its curricula in all on-site degree programs, working to provide rigorous classroom and professional learning in a shorter timeframe. The new curricula offer greater opportunities for students to learn across disciplinary boundaries, launch immediate introductions to professional life in Boston, and further integrate disciplinary knowledge with broader elements of cultured and socially responsible thinking. The curricula are also supported with leading-edge computational and digital fabrication tools that are linked to current and next-generation industry practices.

The BAC also takes its urban assets seriously, located in a dense and active urban community, surrounded by four centuries of inspiring design which often frame and contextualize the contemporary work of students' design courses. BAC students can walk from campus to the 17th century Boston town plan and its historic houses and parks; through the 19th and 20th century Back Bay to see the work of legendary designers such as McKim Mead & White, Philip Johnson, I. M. Pei and Henry Cobb; and into the emerging 21st landscapes of Carol Johnson/CRJA, Diller Scofidio + Renfro, Frank Gehry, and Renzo Piano.

The mission of the BAC is at the core of our efforts in recruitment, admissions, and curriculum design. The mission drives decisions about emerging possibilities for degree programs and about the practice components of our existing programs, and frames the ways in which we evaluate our outcomes. It appears prominently in institutional publications, both electronic and paper, and frames the strategic planning process conducted by the Board, President and executive cabinet.

APPRAISAL

The College has been experiencing a declining enrollment over the last several years, consistent with the experience of many schools of architecture and applied design in the United States. This is due to several factors: the lingering after-effects of the recession, the proliferation of competitor architecture schools in the nation, the general demographic trough in high school graduates, and the BAC's inability to offer competitive scholarships that would reduce the net cost of education for students. To be sustainable, the BAC must expand its marketplace: geographically, through additional points of program entry, and through the development of academic and continuing education programs that directly respond to student demand. Initial efforts in this area have begun to show promise with a 16% in new students for the Fall 2016 semester. In all cases the BAC intends to adhere to its mission of providing excellent practice-based design education accessible to diverse communities.

The College can point to several significant successes in the fulfillment of its mission. The BAC has been officially recognized as a US Department of Education Title III school, one that serves the educational needs of financially-challenged and underrepresented populations. In fact, each year we attract an increasingly diverse student body, and unlike most other institutions of higher learning, our success rate among students

of color is actually equal to that of white students, thereby reinforcing the fact that we have learned to support and advise our students well. In fact, the journal *Diverse Issues in Higher Education* has recently reported that in 2015, for students majoring in “architecture and related services” (a category that includes students from all of the BAC’s degree programs, and represented by several hundred peer institutions nationwide), the BAC is:

- 31st nationally in Asian students receiving master's degrees
- 47th nationally in overall minority students receiving master's degrees
- 27th nationally in Hispanic students receiving bachelor's degrees
- 29th nationally in overall minority students receiving bachelor's degrees
- 31st nationally in Asian students receiving bachelor's degrees
- 41st nationally in African American students receiving bachelor's degrees¹

The College has also, even under demanding financial circumstances, striven to enhance access by holding its tuition to levels competitive with, and often lower than, peer institutions (independent design colleges). Our undergraduate full-time tuition and fees total \$25,162 annually for 12+ credits per semester, and \$20,666 at the 6-11.5 credit rate (2016-17). The BAC’s full-time rate is 76% of the annual tuition and fees of the Savannah College of Art and Design, 64% of the Southern California Institute of Architecture, and only 58% of the Pratt Institute. Even the public Massachusetts College of Art and Design is over twenty thousand dollars per year more expensive for New England undergraduates than the BAC, and only three thousand dollars below the BAC for Massachusetts residents. This relatively modest tuition is impacted, however, by the BAC’s lack of endowment for tuition relief; the College’s net tuition for lower-income students can sometimes be higher than peer institutions, even as our nominal tuitions are carefully controlled.

The College continues to graduate students who find and maintain successful employment in design. Because of the work they have done in the practice components of their curricula, our students have typically been more than 85% (last year, 88%; in 2015, 97%) employed on their commencement days, not as entry-level trainees but in design and design-related positions commensurate with their years of professional experience, responsibility and judgment.

BAC alumni are professionally competitive with those of our peer institutions. For instance, the BAC regularly monitors the performance of its alumni on the nationally standardized Architectural Record Exam (ARE); in 2014, our alumni had the third-highest pass rate of the ten-school peer community against whom we measure our performance², coupled with the second-highest number of test-takers in that group.

Because of the College’s commitment to curricula “emerging from practice,” the BAC was proud to be recently accepted into the National Council of Architectural Registration Boards (NCARB) Integrated Path to Licensure initiative³. Representing one of only eighteen schools nationwide (and the only school in New England), this recognition validates the BAC’s longstanding tradition of integrating in-class and experiential learning in architectural education. Also in 2015, the BAC received the Council on Higher Education Accreditation (CHEA) Award for Outstanding Institutional Practice in Student Learning Outcomes⁴. Specifically, the 2015 CHEA Award recognized the college’s Practice Department for “creating and overseeing an effective partnership, or ‘learning contract,’ between educators, students and practitioners, including documentation of experiential learning.”

¹ Data reported in <http://diverseeducation.com/top100/>, accessed online on May 11, 2016

² That group of private, design-focused schools includes regional competitors (Wentworth, Roger Williams, Rhode Island School of Design) as well as more geographically dispersed peers (University of Cincinnati, Drexel, Cooper Union, Pratt, Savannah College of Art & Design, and Southern California Institute of Architecture).

³ <http://www.ncarb.org/News-and-Events/News/2015/Aug-IntegratedPath.aspx>

⁴ http://www.chea.org/chea%20award/CHEA_Awards_All.html

In addition, as befits the BAC's mission of practice-based learning, the College was pleased in 2015 to welcome a design professional back to its leadership for the first time since 1998. Along with his long academic service, President LeRoy brings to the institution fifteen years of experience as a principal at the architectural and design firm Gould Evans Associates, where he founded the Landscape Architecture and Urban Planning/Design Departments and acted as principal-in-charge for many architecture, urban planning, urban design, campus planning, interior design, and graphic design projects. Mr. LeRoy has also been named a Fellow of both the American Institute of Architects and the American Institute of Certified Planners.

PROJECTIONS

Since its founding in 1889, the BAC has adhered to and evolved several modalities of serving its mission of offering students applied learning in the professions. They include traditional practice within a design firm or agency environment, pro-bono work and project delivery for not-for profit community organizations, applied research reflecting on the profession, teaching, practicums, and hands-on-learning.

The BAC also has pursued its mission of accessibility to an extremely diverse student body, with over one-third non-white and over 50% female populations. It is an open admissions school and is Title III and Title IV Eligible, making design education available to a wide-ranging number of disadvantaged students. The BAC has also been a primary institution for design educators to gain valuable experience for their teaching careers in higher education, and has been named an experimental site for competency-based education in design. The Provost is leading an initiative for the recruitment of an increasingly diverse adjunct faculty, in support of this broadly diverse student body.

There is open and ongoing communication among the administration, faculty, staff, students and board concerning the mission and purposes of the BAC. All parties have been active participants in the 2015-16 strategic planning process and, thus, are part of reaffirming or altering the institutional mission and purposes. The Board of Trustees also maintains an active committee structure that engages the implementation of policies that derive from the institutional mission and purposes. Board committees have both faculty and staff participants. Specific strategies, objectives and tasks to implement the institutional mission are developed by a cross-section of groups that include administration, faculty, staff and board members.

The College is also engaged in explorations of possible additions to the array of degree and certificate programs, both as a means of enhancing enrollment and also as a broadening of our understanding of the role of the physical environment in supporting social equity, cultural growth, and environmental health and sustainability. As we examine such possible new programs, the President, his cabinet, and the Board of Trustees will look not only outward at various forms of market analyses, but also—and more importantly—inward, to ensure that all of our educational activities continue to align with and to support our mission.

Although the mission of the Boston Architectural College remains unchanged, the details of fulfilling that mission will be challenging. The College has moved fully from a sole focus on architecture into a broader array of disciplines, each with its own standards for curriculum and pre-licensure experience. The next decade will see new economic terrain for the professions, with globalized practice and international competition for what had once been local jobs. Designers face increased challenges of designing in response to known and emerging environmental threats; they engage with new building materials, new construction methods, new modes of project delivery. The definitions of “design education,” of “excellence,” of “practice,” and of “diverse communities” will all undergo change. The College eagerly takes up the challenge of not only participating in those redefinitions, but in leading them.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

| Document | Website location | Date Approved by the Governing Board |
|---------------------------------|---------------------------------------------------------------------------------|--------------------------------------|
| Institutional Mission Statement | http://the-bac.edu/about-the-bac | 05/17/2005 |

| Mission Statement published | Website location | Print Publication |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| ? Boston Architectural College View Book | https://issuu.com/thebacboston/docs/bac_viewbook?e=18525504/14922446 | Attached |
| | | |
| | | |
| | | |

| Related statements | Website location | Print Publication |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------|
| ? Vision Statement | http://the-bac.edu/about-the-bac | |
| Diversity Statement | http://the-bac.edu/about-the-bac | |
| | | |

Please enter any explanatory notes in the box below

STANDARD TWO: PLANNING AND EVALUATION

The BAC is at a transitional moment in its long history. After seventeen years of Theodore Landsmark's tenure as president of the College, the 2015-16 academic year saw a transition to new executive leadership with the investiture of President Glen S. LeRoy. As Mr. LeRoy began his presidency, he immediately launched a strategic planning update process, aimed at reorienting institutional practices while remaining consonant with the BAC's institutional mission.

This executive transition offers the College an important moment of re-evaluation and strategic decision-making. The NEASC accreditation process thus comes at a timely moment, when the institution is defining new directions and is working toward the opening stages of the plan's implementation. The creation of the self study and the strategic plan have been mutually informative, with the President and all four vice presidents working to establish data-based goals, tactics, and metrics for finance, advancement, academic effectiveness, and recruitment.

PLANNING

DESCRIPTION

The BAC has worked within a five-year strategic planning cycle, most recently revised in 2011. In 2012, a significant effort was taken by the then Executive Vice President to develop a business plan that was accepted by the Board of Trustees as the basis for initial forecasting for FY2012 through FY2017. Soon after its completion, the College leadership understood the enrollment assumptions in that document to be exceedingly optimistic, and in turn established a more robust enrollment management program. In response to the BAC's fifth-year interim report in 2011, the Commission on Institutions of Higher Education requested increased attention to enrollment management, along with the filing of an Annual Report on Finance and Enrollment (ARFE), the first of which was submitted in December 2013.

Declines in enrollment, from roughly 1,150 in Fall 2009 to approximately 680 in Fall 2016, were driven by three primary factors: the "demographic trough" that has led to a decrease in college-aged population since a peak in 2008; the severe economic recession of 2008-11, which powerfully impacted the design community and thus caused hardships for our students attempting to make progress through professional practice lives; and a widespread public pessimism about the design professions' viability, with articles like "Want a Job? Go to College, and Don't Major in Architecture"⁵ across media outlets nationwide.

The design industry has strongly re-emerged from the recession, but enrollment in schools of design lags behind that recovery. Still, design- and construction-related employment is on the rise in Boston and nationwide, as evidenced by the BAC's own internal assessments of our students in practice. This situation was accurately predicted by the industry's own assessment that there would be a shortage of licensed architects starting around the end of 2014,⁶ a prediction that has borne out in fact.⁷ Interest in the design professions among prospective college and graduate students is beginning to rebound as we develop prospects for the 2016-17 academic year.

⁵ Rampell, Catherine. "Want a Job? Go to College, and Don't Major in Architecture." *New York Times*, January 5, 2012, http://economix.blogs.nytimes.com/2012/01/05/want-a-job-go-to-college-and-dont-major-in-architecture/?_r=0

⁶ Hanley, William. "Survey Predicts Architect Shortage by 2014." *Architectural Record*, September 25, 2012. <http://www.architecturalrecord.com/articles/2684-survey-predicts-architect-shortage-by-2014?v=preview>

⁷ Ipsen, Erik. "So Many Projects, So Few Architects. How Design Firms are Filling a Talent Gap." *Crain's New York Business*, June 15, 2015. http://www.craigslist.com/article/20150615/REAL_ESTATE/150619936/so-many-projects-so-few-architects-how-design-firms-are-filling-a-talent-gap

In July 2014, the BAC implemented a strategic reorganization which, for the first time, put the major recruitment and retention arms of the college under unified management with the creation of the position Vice President of Enrollment Management (VPEM). In April 2015 the office of Advising Services was added to the enrollment management team.

This reorganization coincided with historically low enrollment for the BAC. The new Enrollment Management Team, headed by VPEM Jim Ryan, identified the three primary short-range goals as: reestablishing an Admissions office impacted by the departure of key personnel and outdated customer-management systems; establishing a functioning, data-driven marketing department whose primary goal was fostering recruitment; and fully integrating recruitment- and retention-focused offices across campus. This work is still under way, but early success has bred positive momentum, with significant increases in expressed interest and attendance at recruitment events.

Currently, the Enrollment Management team consists of Bethany Fantasia, Dean of Student Services and Registrar; Meredith Spinnato, Director of Admissions; Betsy Butterworth, Director of Marketing and Communication; and VPEM Jim Ryan. This team works vigorously to ensure enrollment goals are met and targets are realistic.

APPRAISAL

In spring 2014, the College's Board of Trustees engaged the assistance of a higher education finance specialist, the Galbally Group, to help determine the long-term focus for the BAC toward regaining financial stability. Particular attention was paid to identifying the operating cost of each degree and non-degree program. As a result of the initial report, recommendations were made to assess the viability of the Professional and Continuing Education (P&CE) non-degree programs, which were not covering their costs at the direct level. It was decided for FY 2015 to begin closing, consolidating, and teaching out (where required) those programs that were not able to stand on their own. This has led to a significant improvement in the gross margin returns, going from -\$248,000 in FY2014 to a positive \$134,000 at the half-way point in FY2016.

The analysis also indicated that the low-residency Master of Design Studies programs, begun in Fall 2012, are showing significant decreases in the gross margins through Fall 2015. There was an expectation that the trend would go in the opposite direction as the programs built to an economy of scale. These programs are currently under review to determine their viability.

In non-educational finance, the consultant's analysis has also led to a restructuring and streamlining of our communications and public outreach functions and a tightening of travel budgets, leading to a projected balanced budget in the 2015-16 academic year.

The actions taken by the Board and BAC staff as a result of the Galbally Group's work have allowed the College to take a refreshed, realistic approach to institutional planning. The College is targeting three actions to place the BAC's finances on a positive trajectory: 1) recruit additional new students to grow enrollment, 2) raise additional funds through philanthropy and events, and 3) seek external grant funding for sponsored studios, programs, scholarships and applied research projects.

Enrollment growth represents the fastest way to grow revenue, as the Boston Architectural College is a private, tuition-based institution. Strategies to expand recruitment of both graduate and undergraduate students are currently being considered in three primary areas:

- I. Developing new programs and services

- a. Studying the feasibility of a Master of Science program in architecture, so that international students possessing a professionally accredited degree in their own country can earn a post-professional master's degree at the BAC. There have been contacts with international schools regarding this potential.
 - b. Considering the creation of dual degree programs internally within the BAC. Candidate programs might include any of the BAC's professionally accredited degrees paired with aligned programs in design studies concentration areas.
 - c. Exploring the potential impact of dual degree programs with other institutions. Logical candidates would be any of the BAC's programs with a Master of Business Administration or other degrees in complementary disciplines. (The College would have to submit a Substantive Change request with the Commission if this were pursued.)
2. Refining existing programs and services:
- a. Growing the existing Distance Master of Architecture program by fully aligning the low-residency and on-site curricula. Now that this has been accomplished, the online program will be an ideal delivery method for students desiring to enroll in the College's new "Integrated Path to Licensure" program. The BAC is the only school in New England to gain the National Council of Architectural Registration Boards' (NCARB) approval to offer this unique curriculum, whereby students are eligible to receive their accredited architectural degree concurrently with the workplace experience needed to qualify for the Architectural Registration Examinations.
 - b. Reducing the concurrent practice hours required for graduation from the BAC, to realign with professional organizations' requirements for pre-licensure hours. This makes the College more competitive with other US architecture and design schools.
3. Improving and expanding admissions processes. Specific actions will include:
- a. Significantly shortening the time between receiving an application for transfer credit and a decision delivered to the prospective student. In the past, this decision sometimes took weeks. The BAC has developed a new policy to shorten the decision time on the award of transfer credits to 72 hours.
 - b. Expand articulation agreements with US community colleges, Canadian colleges, and other international colleges. This will provide a negotiated path for students in each school to maximize the transfer of their academic credits to the BAC.
 - c. Expand recruitment outside New England by focusing initially on locations that have a strong presence of BAC alumni or a tradition of applying to the BAC.
 - d. Developing housing for freshman and sophomore students who are not from the Boston metropolitan area. This may be achieved through a development partnership in which a private developer will provide competitively priced housing to incoming BAC students; or by creating a partnership with another higher education institution to provide student housing, student life amenities, and classroom and studio space, as we have begun with Fisher College and Pine Manor College.

EVALUATION

DESCRIPTION

The College has substantially grown and enhanced its evaluation capabilities in recent years, across a number of operational areas. The Enrollment Management team has significantly increased its data analysis in service

of more targeted recruitment and retention. Efforts at defining the BAC's target demographic began in 2015 with a careful analysis of historical enrollment and applicant data. Preliminary results yielded:

- Average Age: 28 (75% of our students are between 23-35)
- Gender: 43% female, 57% male
- Average Household Income (HHI): Just under \$54,000
- Ethnicity: (self-reported)
 - 6% African American
 - 9% Hispanic
 - 62% White
 - 8% Asian
 - >1% American Indian/Alaskan and Native Hawaiian/Pacific Islander
 - 14% Unknown
- State Distribution
 - 72% Massachusetts
 - 55% of our entire applicant pool is drawn from the metro Boston area: Boston (Brighton, Brookline, Allston, Jamaica Plain, and Dorchester), Somerville, Cambridge, Quincy, Malden, and Medford.
 - 10% New England outside Massachusetts
 - 8% NY, CA, FL, NJ combined
 - 10% from all other states

Based on the above analysis, the College has defined our current recruitment population audience as New England residents between the ages of 23 and 32 who have a household income under \$75,000. We are now exploring ways of reaching a similar audience, but with greater geographic dispersion.

The admissions and marketing teams have made specific data-responsive changes in outreach. The College has left older-demographic media markets (professional journals, the Boston Globe, National Public Radio stations) for younger-media markets like the Boston Metro commuter paper and sports/top hits/urban radio. The College has also shifted to targeted-outreach online advertising rather than specific website display ads that only hit those already aware of and interested in the BAC. These efforts, along with concerted consistency in brand imagery, resulted in an immediate sevenfold increase in online inquiries:

- June 2014-November 2014 (six months): 175
- December 2014-May 2015 (six months): 1311

For the past three years, we have been able to use our more rigorous admissions data to come to the following findings on conversion from interest to enrollment:

- From initial inquiry to enrollment: 6%
- From application to enrollment: 24%
- From acceptance to enrollment: 78%

The establishment of a cohesive Student Services and Enrollment Management division—including the recent addition of Advising Services and the Dean of Student's office to the division—has also greatly assisted the coordination of student outreach. Each semester, extensive and integrated outreach is performed by Student Services (Registrar, Bursar, & Financial Aid) in cooperation with teams from Advising Services and the Practice Department. This outreach starts with directed e-mails, letters, and phone calls from various department representatives to all students who are eligible to return in a given semester. Each of the school Deans are then provided with individualized call lists for additional follow-up with their respective students.

Robust data is also collected on all students as they progress through various enrollment stages and thresholds. Led by the Dean of Student Services and Registrar, the data collection includes class level, current enrollment status, last semester enrolled, completion rate, and progress in practice, as well as pertinent billing and financial aid data. Additional targeted outreach is then applied to each population. For example, financial aid counselors reach out to inactive students to discuss their possibilities of return, and strategies for their financial management.

Along with its ongoing, audited financial management practices, the College now has a vetted methodology for testing the net income of individual degree and non-degree programs, allowing for analysis of specific program viability and opportunity. This has shown us financial shortfalls in our undergraduate programs as compared to net positive operation for our graduate programs, and has also led us to significantly reconsider our prior programs in continuing and professional education. We also now can focus a targeted analysis on programs we believe might be underperforming.

The College has filed an Annual Report on Finance and Enrollment (ARFE) each fall since 2013, with the Commission offering oversight and recommendations. The combined analyses have led, for example, to the BAC teaching out its existing population in three discontinued continuing education programs and rolling our continuing education offerings into our mainstream curriculum and program management, eliminating that cost center, while still welcoming the professional community to take *a la carte* courses to advance their careers.

On the educational side, since the 2009-10 academic year, the College has conducted an annual Academic Indicators Report each fall, a retrospective look at the educational work of the prior year. Specific elements of this will receive much more discussion in this self study under *Standard Eight—Educational Effectiveness*. What we will discuss here is the way in which the Indicators project emerged and how it has become institutionalized.

The College's former Dean of Research and Assessment worked with Information Technology staff to develop queries of the PowerCampus student records database. A concerted effort was made to tap into existing data pools that had long been used for individual student assessment but which had never been compiled to examine larger institutional patterns of student success. That first 2009-2010 iteration of the Academic Indicators Report was shared only with the President, Provost, and Executive Vice President.

Since then, the Indicators document has become much more broadly shared among the College's faculty and administrators, put to use in curricular planning and enrollment management strategy. Although additional research questions have been added over the years, the analyses and methods have remained stable since that first iteration, allowing the college to reliably examine trends.

The four sections of the Indicators are:

- Student Body Profiles: This lets us examine overall enrollment by degree program, subdivided by gender, by ethnicity, and by point of progress through the curriculum. This section of the Indicators also closely examines the same demographic data specifically pertaining to incoming students and international students.
- Student Performance: This is a broad array of academic performance analyses, looking at incoming students' successful starts rates and first-semester GPA; specific course-by-course grades for all courses, with particular focus on our Foundation curriculum; second-semester, second-year and third-year retention; portfolio review performance, including semesters to portfolio review; and a longitudinal study of one cohort over five years, examining retention patterns by degree program, gender, ethnicity, age at entry, and transfer status.
- Graduates' performance: This examines the demographics of graduates of each of our degree programs, along with number of semesters to graduation for each program. It also includes employment of each graduation cohort, disaggregated by degree program and analyzed by employer

type; BAC alumni performance on the Architectural Registration Examination, compared against our ten-school peer comparison group; and indebtedness of graduates, also disaggregated by degree program.

- Instructor Profiles: This section allows analysis of core and adjunct faculty demographics, disaggregated by length of BAC teaching experience. It also examines core and adjunct faculty teaching loads and course size patterns.

The staff member who originally conducted this work has worked to train current IT and educational administrators in the methods of the analysis, and continues to be available for consulting oversight of the project since his departure in 2013. The Academic Indicators Report is now a standard BAC practice, and one that will continue to support our planning and evaluation work for years to come.

Along with this major evaluative tool, individual programs have increasingly begun to examine the work of their courses and degree programs. The Foundation instructional team looks at portfolios of work produced over the entirety of each student’s first year at the BAC, feeding the overall patterns of success and challenge back into curricular planning for future iterations. Similarly, portfolio reviewers and Practice examiners review advanced (Segment II) portfolios in undergraduate and graduate programs to evaluate the attainment of disciplinary competencies in academic and applied learning. These evaluators are calibrated to promote inter-rater reliability, with hundreds of portfolio and practice reviews conducted each year. Each summer since the launch of the curriculum revision, the faculty have held an assessment retreat to review the educational outcomes of the required curricula in the prior year, and develop targeted revisions to courses and other student experiences.

APPRAISAL

International enrollment at the BAC has continued to increase alongside our recruiting efforts. International students now represent 20% of the BAC’s overall enrollment and continue to represent an area of measured, purposeful growth.

Retention is, of course, the result of many complicated factors and no one variable is ever solely responsible.

| COHORT | UNDERGRADUATE 2ND YEAR RETENTION | UNDERGRADUATE 3RD YEAR RETENTION | GRADUATE 2ND YEAR RETENTION | GRADUATE 3RD YEAR RETENTION |
|----------------|----------------------------------|----------------------------------|-----------------------------|-----------------------------|
| Entering F2012 | 75.0% | 65.0% | 71.4% | 54.7% |
| Entering F2013 | 67.4% | 61.0% | 67.8% | 47.4% |
| Entering F2014 | 63.3% | — | 75.0% | — |

As identified through the strategic planning process, the most important issue for the BAC will be increasing enrollment. As a tuition-driven school, enrollment is the College’s fundamental economic necessity. Since we are a small, independent college, we perform all of the same functions as significantly larger schools, without the economies of scale that other schools enjoy; an increased student body could be accommodated within the staffing and academic resources we already have. The goal of increased enrollment is not simply to be larger, but rather to more fully and efficiently employ the College’s human and material infrastructure. The strategic plan calls for an exploration of the College’s ideal overall enrollment, the array of that enrollment

across degree levels and disciplines, and the market strategy for outreach and recruitment that will allow us to move toward those target levels.

The institution's enrollment challenge is compounded by a lack of adequate funds. This constrains our ability to recruit and to expand programs; impedes our efforts to deliver the quality of student experience we hope to offer; increases staff workload to sometimes unreasonable levels and reduces administrative support; and increases staff turnover. The Boston higher education marketplace is highly competitive, and the BAC has lost a number of key staff in recent years to other schools with higher compensation and lower workload demands.

Along with increased tuition revenue, the College needs to diversify its sources of revenue as a proportion of total income. We recognize the need to attract sponsorships and partnerships, to be competitive for grants, and to increase the number, size, and array of donations.

The BAC's greatest strength is its commitment to concurrent practice. This approach to education produces well-rounded, confident and competent graduates who go on to leadership positions in design professions. This is a crucial marketing advantage, especially for advanced degrees—practice is at the core of our mission, and our story. However, the nature of practice is changing: the different professional fields have different expectations, our success in reaching first-time college students means that they are not initially prepared for employment, and an increase in international students brings us into contact with work and licensure restrictions on non-citizens.

The College's largest constraints are twofold. The first is its budget, and its budgeting process. The College is emerging from a difficult five years, between the effects of the recession and the negative press regarding the work prospects of design graduates in a depressed workforce. The College's enrollment goals have been set based on its financial situation, rather than setting (and achieving) enrollment targets and then basing budgets on a knowable tuition revenue. Working constantly within less than break-even status impairs our opportunity to think big, to plan for future growth, and to hold an ample safety net for unforeseen expenses, such as significant building projects or the acquisition of additional space.

The second significant constraint is facility space. The College does not have dedicated studio space, in which students can set up and work on projects at any time during the semester (a common feature of many design schools that allows students to spend more time with their projects). Students also have no dedicated storage, and thus carry their work (sometimes large-scale and often delicate models) on public transit or in the trunk of a car to their allotted studio time. There are only two classrooms with capacity greater than 20, as other larger classrooms have been converted to office suites in the absence of the former leased space at Massachusetts Avenue.

Finally, the College's unique niche and selling point is that students have reliably graduated with a career already underway. This success (consistently at or above 85% employment at the time of students' graduation) contrasts sharply with many other design colleges, whose students graduate without professional employment and experience in hand.

PROJECTIONS

As the strategic planning process drew to a close at the end of the 2015-16 year, eight focal areas had risen to the surface for targeted attention in the coming months and years. Each of the eight has a series of strategies and specific tactics intended to accomplish them, which are discussed in detail in their appropriate Standards. Here we briefly (and alphabetically) lay out the eight focal strategic areas:

- Academic programs: improving the performance of existing programs and enhancing faculty scholarly life, within the context of practice-based education and a commitment to diversity of students, faculty and staff alike.
- Advancement and external relations: engaging with alumni, the professions and the community; developing increased breadth of support for the endowment, annual giving, and the philanthropic goals of the Board and the Overseers.
- Enrollment management: examining the quality of our programming, the possibility of new programming, and naming the BAC “value proposition” in order to most effectively recruit and retain a diverse and successful student population.
- Facilities and infrastructure: planning and managing the College’s small physical plant for greatest effectiveness, at the same time that we examine options for partnering with other institutions for selected services (such as housing), with increased online and low-residency components to degree programs, and with relocation of some business or educational functions.
- Finance and audit: working to revise our annual budgeting processes to more specifically locate the responsibilities for budget management with those closest to the work, while at the same time making the budgeting process more transparent to the Board of Trustees at earlier stages so that they can better exercise their fiduciary responsibilities.
- Governance and administration: managing the staff structure of the College for cost-effectiveness, educational quality, and highest staff retention; developing more precise roles for the Board of Trustees and the Overseers in the College’s governance and support; and revising and enhancing policies that make everyday operations more consistent and more streamlined and that ensure effectiveness.
- Marketing, branding, and communications: developing targeted messaging for each of the College’s diverse groups of stakeholders while still retaining a collective “BAC story” of common, mission-centered language; moving more fully into online and face-to-face messaging and away from static text objects.
- Student life: enhancing the experience of a diverse student body through educational opportunities (studio time, fabrication equipment, travel, exhibition space), through professional opportunities (sponsored research, career services, professional mentorship), through economic opportunities (tuition control, increased discounting, financial awards), and through social and co-curricular opportunities (lectures and guests, student organizations and leadership roles, partnerships with other colleges’ student bodies).

The NEASC site visit and accreditation review come at an opportune moment in the BAC’s planning process, as the strategic plan starts to be operationalized through specific actions. The development of the self-study, and the data collection that supported it, have influenced the strategic plan as well. The College has an extensive history of assessment leading to action, in both educational outcomes and in financial analysis. We look forward to turning those data-driven decision practices toward a greater array of institutional functions as the strategic plan is implemented.

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

| | Year approved by governing board | Effective Dates | Website location |
|----------------------------------|----------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | ? | ? | ? |
| Immediately prior Strategic Plan | 2006 | 2006-2011 | https://neasc.the-bac.edu/Standard%20%20Planning%20%20Evaluation/THE%20BAC%20STRATEGIC%20PLAN%20final%202006-2011.doc |
| Current Strategic Plan | 2012 | 2012-2017 | http://the-bac.edu/Documents/Departments/External_Relations/2013/Strategic_Plan_2012-2017.pdf |
| Next Strategic Plan | 2016 | Sep-16 | TBD |

Other institution-wide plans*

| | Year completed | Effective Dates | Website location |
|------------------|----------------|-----------------|------------------|
| Master plan | | | |
| Academic plan | | | |
| Financial plan | | | |
| Technology plan | | | |
| Enrollment plan | | | |
| Development plan | | | |

Plans for major units (e.g., departments, library)*

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EVALUATION

Academic program review

| | Website location |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Program review system (colleges and departments). System last updated: | Business and Financial Planning Report: \\exeter\NEASC_Strat_Plan\Institutional Strategic Plans and Documentation |
| Program review schedule (e.g., every 5 years) | A Message from the Chair of the BAC Board of Trustees.msg: \\exeter\NEASC_Strat_Plan\Institutional Strategic Plans and Documentation |
| | Student Evaluation: New Student Profile: \\exeter\NEASC_Strat_Plan\Education\New Student Profiles |
| | Student Evaluation: Advising: http://the-bac.edu/students/offices-and-resources/academics/advising-services |
| | BAC Faculty Handbook: http://the-bac.edu/Documents/Departments/Education_Programs/General/2016/Faculty%20Handbook%202015-2016.pdf |

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| Segment I/Foundation Portfolio Review: http://the-bac.edu/education-programs/foundation/foundation-portfolio-review |
| Student Evaluation: Practice (Practice Registration + Reporting): http://the-bac.edu/education-programs/practice/practice-requirements/practice-forms-and-reporting-tools |
| Student Evaluation: Practice (Practice Assessment): http://the-bac.edu/education-programs/practice/practice-requirements/practice-assessments |
| Faculty Evaluations: Y:\Faculty Evaluations\Electronic Faculty Evaluations |
| Revised Foundation Curriculum Assessment_student surveys: \\exeter\NEASC_Strat_Plan\Education\Foundation Assessment\FND Student Surveys F13 - S15 |
| Revised Foundation Curriculum Assessment_retreat: \\exeter\NEASC_Strat_Plan\Education\Foundation Assessment |
| Revised Foundation Curriculum Assessment_sub-committee: \\exeter\NEASC_Strat_Plan\Education\Foundation Assessment\July 2014 Assessment Retreat |
| Academic Indicator Reports, 2009-present: \\exeter\NEASC_Strat_Plan\Education\Indicators Reports |
| Change Order: \\exeter\NEASC_Strat_Plan\Education\Change Order Conference |
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Sample program review reports (name of unit or program)*

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System to review other functions and units

Program review schedule (every X years or website location of schedule)

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Sample program review reports (name of unit or program)*

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Other significant institutional studies (Name and web location)*

| | | |
|---------------------|--|--|
| Academic Indicators | | |
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| Date |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| https://neasc.the-bac.edu/Standard%20%20Planning%20%20Evaluation/BAC%202015%20Academic%20Indicators%20Master.docx |
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*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

STANDARD THREE: ORGANIZATION AND GOVERNANCE

The Boston Architectural College is a Massachusetts 501(c)3 non-profit corporation, the sole business of which is the operation of a college of design. In continuous operation since 1889, the College (then called the Boston Architectural Center) was first accredited by the National Architectural Accreditation Board in 1977 to offer architecture degrees, and was recognized by the NEASC CIHE as a regionally accredited institution of higher education in 1991.

Prior to its shift in mission to an institution of higher education, the College had been an organization aimed at both educational and social goals: a membership society offering professional networking to Boston's architectural community, and offering a program of professional development and lectures to its members. Because of this history, the BAC's governance structure was, for many years, captured between the contemporary mission of higher education and the historic goals of a professional society. But in the past decade, the College's Board of Trustees has more fully taken on its role as a higher education governing body, with more training in the Trustee role and more regular flows of information between governance and administrative staff.

That administrative staff has also been restructured to be more precisely aimed at the College's educational mission, and to reinforce the independence between staff operation and board oversight.

This chapter of the self-study describes institutional governance structures that have matured and become more fully aligned with the College's mission to "provide excellence in design education emerging from practice and accessible to diverse communities." The organization and governance of the BAC is substantially changed from the last comprehensive review in 2007, both in response to Commission recommendations and to our own recognition of needed change.

GOVERNING BOARD

DESCRIPTION

According to the bylaws of the Boston Architectural College, the Board of Trustees is the governing body of the institution. The Board of Trustees has fiduciary responsibility for the governance of the College through the oversight of the BAC's organizational strategies and policies. They exercise their governance responsibilities in the larger context of the College's history, organizational structure, campus plans, and financial condition. Trustees provide strategic oversight and review and approve institutional policies, while deferring to the College's president and cabinet to manage daily college operations. A current roster of Trustees, along with biographies, is available on the College website. Per the College bylaws, the Board of Trustees may comprise a maximum membership of eighteen, each member serving a three-year term. At present, the College has eighteen Trustees.

The Board reviews and approves BAC policy, but these policies are created by staff and, when ready for review, presented to the appropriate vice president. That VP brings the recommended policy to the presidential cabinet, and then on to Board committee review and to the full Board for approval.

The Board of Trustees appoint the College's president and regularly assesses her or his performance. The trustees support the president through their work on the Board, including the committees of the board, and through their availability for confidential consultations. The College's president sits *ex officio* on the Board of Trustees, in a non-voting role.

The Board, through a process of budget review and approval, verifies that resource allocations are consistent with the College's mission and strategic plan. They also ensure that the resources generated from within the institution and from trustees and other contributors support the College's long-term financial stability and advance the strategic vision of the College. Trustees are expected to support the College philanthropically, thereby setting an example for others in the BAC community.

The work of the Board of Trustees is conducted through the work of nine standing committees. The Board as a whole takes advice from its committees and acts upon its recommendations.

The Educational Policies Committee reviews educational policies and accreditation requirements, advocates for the needs of the schools and faculty.

The Student Affairs Committee reviews issues of student life and student experience, advocates for the needs of students, and has regular contact with Atelier, the BAC's elected student government.

The Development Committee leads the Board's philanthropic efforts, working with Institutional Advancement staff to set fundraising targets, review gift acceptance policies and procedures, and reach out to prospective donors.

The Nominations Committee recruits and vets potential Trustees and Overseers to support the mission of the College and the goals of its strategic plan, and puts forth a slate of nominees for Trustee consideration each year.

The Governance Committee helps to develop practices and strategies to attract, train, motivate and retain high-performance Trustees and Overseers, as well as setting performance assessment criteria.

The Audit Committee has oversight of the College's financial controls. It oversees the independence and performance of the College's independent auditors, and advises the Board on the adequacy of the College's risk management, compliance, and financial reporting.

The Finance Committee monitors the status of the financial well-being of the College, including its investment portfolio and the management of its operational and endowment funds. The Finance Committee reviews the College's annual budget before submitting it to the larger Board for approval. The Finance Committee has an Investment Subcommittee specifically charged with monitoring and managing the College's investment portfolio.

The Real Estate/Campus Master Plan Committee helps to identify real estate opportunities in the College's urban context, reviews the College's maintenance and capital assets plan, and works with staff to develop policy for the selection of professionals and vendors for capital projects.

The Marketing Task Force supports enrollment management, fundraising and development through consulting on the College's branding strategies, public relations and government relations.

Each of these nine committees is led by a Trustee, but committee chairs may also reach out for insight and expertise to the members of the Overseers. Regardless of committee advice, however, it is the voting members of the Board of Trustees who have the legal responsibility for governance decisions.

Another informal body, called the Board of Overseers, works with the President and the Board of Trustees to provide advice and counsel on a variety of important strategic issues as requested by the president of the College and the Board. Overseers are actively involved in the life of the College and serve as a resource by volunteering leadership, expertise, and financial support. Overseers assist with community outreach and also act as ambassadors to promote the interests and mission of the Boston Architectural College.

APPRAISAL

The Board of Trustees composition has evolved substantially in recent years. Once a group of architects who had long history with the former professional membership association model, the Board now collectively represents the Boston design industry much more broadly, including members with experience in interior design, landscape architecture, urban planning, construction, real estate, law, accounting, finance, and public

relations. The Board's concerted effort to reconstitute itself as a body more representative of the design professions has allowed for a deeper connection to the school while providing it with greater access to design and allied professionals in the Boston area.

Bylaw changes of 2012 removed the one-year-term Trustee positions allocated to representatives from the student body, faculty, Alumni Board, and Boston Society of Architects. This helped to eliminate conflicts of interest, streamline work, and ensure that all Board members are active and engaged.

For many years, several Board members had been concurrently serving as adjunct or volunteer instructors, a circumstance that the NEASC visiting team rightly noted as a conflict of interest in its 2007 site visit. The College has since developed a strong conflict of interest policy, and every current and prospective Board member is asked to complete a conflict of interest disclosure form verifying that no conflicting obligations or interests exist. None of the BAC Trustees now play any operational role in the college—as student, instructor, staff member, or business/financial partner. Students, faculty and alumni still regularly interact with board members in a variety of social and professional settings, but never within a conflicted supervisory structure.

Prospective members of the Board of Trustees receive a detailed prospectus that lays out expectations for service, including governance and oversight, philanthropy, public support, and confidentiality. In addition, Institutional Advancement VP Evan Gallivan gives pre-service and early-service board orientations to prospective or new trustees.

The role of the Overseers has changed substantially in the past decade. The Boston Architectural Center, along with its role as a degree-granting institution of higher education, also served as a membership organization for the Boston design community. The membership elected a Board of Overseers to set organizational bylaws, and the Overseers themselves elected the Board of Trustees.

As the Center became the College, there was a slow and gradual recognition that the governance structure needed to change in order to better suit the standard practices of higher education, but many Overseers and Trustees had both a familiarity and a fondness for the structures of the Center, and it wasn't until February 2012 that the organization adopted changes in bylaws that vested full organizational accountability in the Board of Trustees.

The role of the Overseers still continues, in an advisory nature. At present, the BAC has a roster of 25 Overseers, each serving three-year terms, along with 36 Overseers Emeriti, many of whom continue to support the College through action and through giving. The community of Overseers includes former BAC instructors, employers of BAC students, alumni, former Trustees, and higher education colleagues from other institutions. Their breadth of knowledge and experience makes them invaluable allies to the College. In addition, Overseers and Overseers Emeriti are annually encouraged to meet individual philanthropic goals. Collectively, these important changes to the BAC's governance have better situated the College to fulfill its mission.

The President, Board Chair and VP of Institutional Advancement have worked to identify areas of focused effort in the roles and functions of the Trustees and Overseers.

- The Board of Trustees does not yet reflect the diversity upon which the College prides itself—only four of the nineteen Trustees are women, only one a person of color—and does not yet have a diversity strategy for Trustee recruitment.
- Trustee and executive evaluation are not yet fully developed. The Board of Trustees is only in the earliest stages of developing formal self-assessment routines, though informal expectations and pre-service training have improved. The strategic plan specifically calls for the establishment of

performance metrics for Board members in terms of participation, fundraising, leadership roles, and outreach.

- Prior iterations of the Board had long been dissatisfied with the work of the prior president, but found themselves at a loss to effectively intervene. The Board is working to develop explicit systems of supervision and oversight of the College president, without intervening unduly in the operational responsibilities that are rightly invested in the president's office.
- The boundaries between the roles of staff and Trustees/Overseers remains less clear than the College would like. As we have invited more of the supporters of the College to participate in committee work, we have found that they are sometimes unclear as to the limits of their participation—their welcome enthusiasm for the College's work can stray into expectations of decision-making at an unduly detailed or operational scale. The College is working to position its overseers with specific internal roles (as reviewers and critics of student design work, offering seminars and lectures, mentoring, serving on committees) and external roles (providing insights in emerging trends and innovations in design and professional practice, as well as their implications for the College and its students).
- The College's annual budgeting process occurs early in each Spring semester, and is typically presented to the Board as a draft in February or March, finalized and approved in April. The VP for Finance and Administration is working with the president and board to develop changes to the budgeting process that would allow the trustees to be involved earlier in the fiscal oversight of the coming year.
- The Trustees and Overseers are emerging as philanthropic leaders of the College, but work remains in training and support for their work as cultivators and fundraisers.

THE BOARD'S ROLE IN THE 2014-15 EXECUTIVE CHANGE

The economic and enrollment downturn of 2008 through 2011 resulted in the College's long history of annual operating surpluses changing to modest but accumulating annual operating losses beginning with the 2010-11 fiscal year. In addition, fundraising and other revenue became stagnant, and by 2013, the Board was dissatisfied with the capital and other long-range planning of the executive team. Early in 2014, the Board of Trustees retained an external financial consultant, Dr. James Galbally, who is broadly acknowledged for his strategic and operational counsel to college and university leaders, to conduct a financial and systems analysis for the College.

As a result of an extended (four month) analysis of BAC operations and planning, he returned to the Board with a specific set of concerns:

- Small but ongoing net operating losses in each of the four undergraduate degree programs
- Substantial and ongoing net operating losses in each of the four non-degree programs (Professional and Continuing Education, the Sustainable Design Institute, the Landscape Institute, and the BAC Summer Academy)
- Increased direct expenses in instruction, even as student FTE and total credits enrolled were in decline
- Lack of leadership in recruitment and admissions functions
- Lack of strong student outreach and marketing materials

As a result of these concerns, the Board of Trustees relieved the President of duty in July 2014. Provost and Academic Vice President Julia Halevy was asked to stand as acting president during the 2014-15 academic year, while the Board organized a search for a new president. The acting president worked closely with the Board to reduce personnel expenditures by cutting high level positions, consolidating positions and reassigning work across academic and administrative functions. This has enabled the College to function more efficiently, with a near-balanced budget in fiscal year 2016.

The Board worked with executive search firm Isaacson Miller to conduct a national search, which resulted in an extended campus visit by each of the three finalist candidates. The selected candidate, Glen S. LeRoy, was invested as President of the Boston Architectural College in Fall 2015, serving an initial three-year term with two core charges: to stabilize and grow enrollment, and to develop the College's donor cultivation and fundraising.

Although the removal of a long-standing president was a difficult decision to have made, it demonstrates the Trustees' ability to invest in research and evidence, and from that evidence to take decisive and appropriate action. Under the leadership of Acting President Halevy, significant organizational changes were instituted, including the closing of underperforming programs and the restructuring of continuing education (detailed in Standard Seven), which had an immediate and significant financial impact while also setting a foundation for the presidency of Mr. LeRoy.

INTERNAL GOVERNANCE

DESCRIPTION

The College staff, currently numbering 123 people, is organized into five operational and reporting divisions: Academic Affairs, Enrollment Management and Student Services, Finance and Administration, Institutional Advancement, and Information Technology Services.

The College's first executive vice president and its first provost were both appointed in 2006 with no search, having been selected from the members of the Board of Trustees. This fluidity and lack of role distinction has now been firmly repaired, and all of the executive staff possess professionally appropriate experience and independence from the Board.

Position openings at the level of Director and higher are subject to national searches, with positions posted in appropriate media. However, the BAC has also been a school in which internal promotions have been common, taking advantage of wisdom gained in our unique educational structure. Of the College's 25 organizational units, nine are led by employees promoted internally and sixteen by professionals hired externally to take on that role.

Office of the President. President Glen S. LeRoy is responsible for the operational oversight of the College, for leading its strategic planning, and for supporting major elements in public relations and institutional advancement. He was selected as the result of a national search conducted by the College and supported by the executive-search firm Isaacson Miller. President LeRoy served as principal at the architectural and design firm Gould Evans Associates for fifteen years, founding the Landscape Architecture and Urban Planning/Design Departments and acting as principal-in-charge for many architecture, urban planning, urban design, campus planning, interior design, and graphic design projects. President LeRoy has also been named a Fellow of both the American Institute of Architects and the American Institute of Certified Planners. He had also been a tenured faculty member at the School of Architecture and Design at the University of Kansas, and Dean of the College of Architecture and Design at Lawrence Technological University.

President LeRoy is supported in his work by an executive cabinet comprising four vice-presidential staff in academics, enrollment management and student services, finance and administration, and institutional advancement. These vice presidents report directly to the president and meet weekly to set and coordinate institutional direction. The Chief Information Officer reports directly to the president and cabinet.

Office of the Provost. The academic functions of the College are led by Provost Diana Ramirez-Jasso, Ph.D. Dr. Ramirez-Jasso had been the College's Director of Liberal Studies since 2010 and Associate Provost beginning in 2014. Her experience and educational breadth led President LeRoy to name her the College's Interim Provost during the executive transition. She holds a Ph.D. in the History and Theory of Architecture, Landscape Architecture, and Urban Planning from Harvard University; a Master of Arts in Urban Planning from Harvard University, a Master of Science in the History, Theory, and Criticism of Architecture and Art from M.I.T., and a professional degree in architecture (with honors) from the Instituto Tecnológico y de Estudios Superiores de Occidente in Mexico.

The educational functions in the four degree programs are overseen by the deans of each of the four schools (Karen L. Nelson, Architecture; Don Hunsicker, Design Studies; Crandon Gustafson, Interior Architecture; and Maria Bellalta, Landscape Architecture), and the dean of the Practice department, Leonard Charney. These five deans, along with Director of the Library Susan Lewis and Director of Liberal Studies Victoria Hallinan, report directly to the Provost. This team is responsible for all on-site degree programs, all low-residency degree programs, information literacy support, and all continuing/professional education programs offered.

The Office of the Provost and Academic Affairs employs 47 faculty and staff members, 38% of the College's total employment.

Office of Enrollment Management and Student Services. The enrollment and student service functions of the College are led by James Ryan, Ph.D., the BAC's Vice President of Enrollment Management. Dr. Ryan came to the BAC in 2009 as Director of Financial Aid, and has steadily grown in his leadership in all aspects of student support. Dr. Ryan holds a Ph.D. in International Relations from Salve Regina University, a Master of Arts in Diplomacy from Norwich University, and an undergraduate degree in History from Providence College. Prior to joining the BAC, Dr. Ryan was the director for Programs and Special Projects and chief of staff for the Dean of Student Affairs at Tufts University.

The student support functions of the College are overseen by Director of Admissions Meredith Spinnato; Dean of Advising Services Rebecca Chabot-Wieferich; Associate Vice President and Dean of Students Richard Griswold; Director of Financial Aid Janice Wilkos-Greenberg; and Dean of Student Services and Registrar Bethany Fantasia. All five of these program heads report directly to Vice President Ryan.

The Office of Enrollment Management and Student Services employs 30 staff members, 24% of the College's total employment.

Office of Finance and Administration. The finance and administration functions of the College are led by Kathleen Cown Rood, the BAC's Vice President for Finance & Administration. Ms. Rood began her professional career in accounting and finance at the corporate headquarters for a NYSE multi-national corporation and received training by the CPA firm Arthur Young (now Ernst and Young). After advancing in positions of responsibility in the private sector culminating at the Corporate Controller level, she transitioned into the not-for-profit higher education arena by joining the BAC in the fall of 1993. She holds a Bachelor of Arts degree cum laude from Wellesley College and completed her accounting major at UCLA and California State University at Los Angeles.

Ms. Rood provides leadership, vision, and integrated financial planning, with oversight of the business office (e.g. accounting, purchasing, payroll), operations, debt and cash management, facilities, project management

and construction, environmental health and safety, human resources, legal services and contracts, and risk management. She also supports the Audit, Real Estate, Finance, Executive, and Investment Committees of the Board of Trustees.

The financial and administrative functions of the College are overseen by Associate Vice President of Facilities Art Byers; Controller Patricia Farino; Director of Human Resources Jondelle DeVeaux; and Director of Administrative Operations Patti Vaughn. Each of these program heads reports directly to Vice President Rood.

The Office of Finance and Administration employs 17 staff members, 14% of the College’s total employment.

Office of Institutional Advancement. The development, public communication, and Board liaison functions of the College are led by Evan Gallivan, the BAC’s Vice President of Institutional Advancement. Mr. Gallivan joined the BAC in 2013 after serving as a major gifts officer at Northeastern University, where he cultivated and solicited high net-worth alumni for leadership and planned gifts and partnered with the faculty to secure foundation grants. At Harvard Business School (HBS), he worked in Donor Relations and was responsible for various aspects of endowed fund administration and donor stewardship reporting. Mr. Gallivan holds an MBA in Marketing and Organizational Behavior from Northeastern University, and an undergraduate degree *magna cum laude* from Wheaton College. He is a Certified Fund Raising Executive (CFRE).

The development functions of the College are overseen by a three-person development team led by Director of Development Lindsey Cimochofski. The Office of Institutional Advancement employs five staff members, or 4% of the College’s total employment.

Information Technology Services. The information technology and online education functions of the college are led by Chief Information Officer Tim Ogawa, who came to the BAC in 2007 as Director of IT. Mr. Ogawa holds a High Tech Master of Business Administration from Northeastern University and a Masters in Information Technology from Harvard University Extension School. His past experience includes healthcare administration, technical management and consulting roles. At the BAC, his oversight includes computing, distribution and server hardware; telecom and web infrastructure from desk and mobile telephones to wireless networks; data integrity, security, and backup; computing and internet policies; and oversight of the PowerCampus, PowerFAIDS, and Salesforce CMS enterprise management systems.

The work of information technology is supported by a ten-person team in enterprise and academic IT management, as well as a four-person team focused on instructional design of online and low-residency learning. Information Technology Services employs 22 staff members, or 18% of the College’s total employment.

The table below gives an overview of the BAC’s staff structure. Full organizational charts will be available in the team room, along with CVs of all key personnel.

| PROVOST & ACADEMIC AFFAIRS | ENROLLMENT MANAGEMENT AND STUDENT SERVICES | FINANCE AND ADMINISTRATION | INSTITUTIONAL ADVANCEMENT | INFORMATION TECHNOLOGY |
|----------------------------|--------------------------------------------|----------------------------|---------------------------|------------------------|
| Diana Ramirez-Jasso | James Ryan | Kathleen Cown Rood | Evan Gallivan | Tim Ogawa |
| 47 staff (38%) | 30 staff (24%) | 17 staff (14%) | 5 staff (4%) | 22 staff (18%)* |

| | | | | |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------|
| All four academic schools Library Practice Education Center | Admissions Advising Services Student Life Financial Aid Student Services Communications | Facilities Finance Human Resources Operations | Development Board training and strategic liaison | Enterprise technology Academic technology Online instructional design |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------|

*The remaining 2% accounts for executive staff.

Each aspect of the College’s operation takes advantage of significant and widespread participation by appropriate stakeholder groups.

Formal opportunities for staff input into operational decisions take place monthly, in two forms: an all-staff meeting in which major news items and strategic initiatives are laid out for discussion, and a President’s Council, a group of managerial/director-level staff who meet monthly to discuss issues or concerns that need to be addressed across the College. Within the educational division, the deans of each of the four professional schools plus the dean of Practice meet biweekly with the Provost, as does the Education Council, which consists of all academic deans and education directors plus representatives of the Library, Learning Resource Center, Foundation Support, and Advising Services.

Student government at the BAC is held by a student-elected governing body, the Student Government Association, which is included as a department within the College’s corporate structure. The SGA has an executive board (president, vice president, secretary and treasurer) as well as one or more representatives from each of the four disciplines represented by our degree programs. Its mission is “to serve as a representative government of the student body to foster a vibrant community and act as the voice of students to enact positive change.” They do so by pursuing the following objectives:

- Connect students to each other and to the greater design community
- Attract students to SGA-sponsored meetings and events
- Encourage communication and coordinate among student groups and student organizations
- Promote positive impact on the community of Greater Boston
- Examine and communicate pertinent student concerns, interests, and outcomes with the student body
- Serve as a conduit among student body, faculty, staff, and administration
- Manage the allocation of the SGA budget in collaboration with the Dean of Students
- Promote and financially support the BAC Lecture Series

The Student Government Association has played a role in several academic and operational issues, including extending building hours for late-night studio work, presenting workshops in a variety of specialized design software, and reviewing and recommending possibilities for advanced computational production machinery and shop upgrades. They were also invited to attend a public meeting with each of the finalists for the BAC presidency in the winter of 2015, and have participated in the strategic planning and the NEASC self-study processes.

APPRAISAL

The College has worked to clarify reporting and decision-making structures that had become somewhat blurred and ineffective under prior leadership. The President oversees a direct Cabinet of four programmatic

vice presidents (academic, advancement, finance and enrollment management), each of whom oversee leadership teams representing the different functional areas under their direction.

Academically, the curricula of the College's degree programs are set by the deans and faculty of the College. Individually, they ensure that their programs meet the requirements of their specific accrediting bodies. Collectively, they ensure that the programs are coherent across disciplines and that they align with the College's mission to promote concurrent academic and practice learning. Course content is determined by individual instructors in consultation with their supervising education director, reviewed by Curriculum Committee, and advanced for Provost's approval.

The work leading to the curricular revision of 2013 was wide-ranging and careful. Study groups and deans reported regularly to the core faculty, and to the Registrar, Admissions, Advising, and other student-support teams who would be impacted by the changes. Workshops were held for student organizations and larger public student assemblies, for long-standing adjunct faculty, and for alumni. Presentations were made to the Board of Trustees, reviewing not merely curricular changes but their ramifications for finance, enrollment, and student progress toward graduation.

The College maintains sufficient staff to meet its operational needs. As the College's enrollment has decreased, staffing has not decreased proportionally; there are certain functions that need to be conducted regardless of student numbers. As the College works to increase its student body in coming years, efficiencies of scale will allow us to maintain current staffing levels even with a larger student population.

The BAC, like all institutions, works to find a balance between efficiency and inclusion in its decision-making processes. In its efforts to bring diverse voices to all deliberations, a greater number of staff are included in many meetings and task forces, which can add to their already demanding workloads, even as it simultaneously builds trust and broader thinking about the work of the school. These competing pressures will continue to be the subject of direct examination as the BAC's leadership works to implement its new strategic plan.

The president and senior leadership are focused on several core areas of organizational structure.

- The changing structure of the College has resulted in an array of position titles and hierarchy that blends historic and contemporary nomenclature. The College is working to bring more regularity to its system of position titles and expectations, while being respectful of people with long experience at the College whose titles might change to fit a new naming protocol.
- The College is exploring more fluid models of staffing, in which volunteers and limited-scope consultants may be able to take on functions that would otherwise require permanent staff hires. For example, as the work of assessment has become more fully embraced as a normal BAC practice, the former BAC Dean of Research and Assessment now acts only as a consultant in the preparation of major reports, at a fraction of a full salary. Similar explorations are underway regarding the most effective balance between managerial-level and support staff, possibly also reducing staffing costs while maintaining or improving operational efficiencies.
- Turnover is a natural part of any organization, and the College has often found long-time staff who are ready to take on greater and broader responsibilities when opportunities arise. Our Dean of Advising Services, Director of Admissions, Dean of Students, Director of Financial Aid, Dean of Student Services, and Director of Administrative Operations are all people who were internally—and deservedly—promoted to those positions. But in a small college, any staff vacancy—even temporary—can be disruptive.

PROJECTIONS

The Boston Architectural College has made major strides in the past decade to move more fully into the norms of higher education organization and governance. The remnants of governance from the Center's era as a membership organization are now gone. The Board of Trustees is now much more broadly arrayed across the professional world, and the Trustees more fully embrace their roles as philanthropic leaders. Within the College, new executive leadership has brought a re-invigorated commitment to strategic planning. The reorganization of staff into five coherent divisions has made decision-making both more efficient and more integrated, and each of those divisions is now led by a strong, well-trained professional in a vice-presidential role.

As we celebrate those successes, though, we recognize that substantial tasks yet remain. Several of these are explicitly called out within the 2016 Strategic Plan as areas of targeted effort.

Governance. The College has identified areas of focused effort as we move to better define the roles and functions of the Trustees and Overseers, and their relationships with the College president:

- Developing a recruiting strategy to diversify the Board of Trustees to reflect the current student body. This work is being led by the President, Board Chair, the Board's governance committee, and the VP of Institutional Advancement.
- Establishing and implementing metrics of performance for each Board member in terms of participation levels, fundraising, leadership, and expanding the BAC community. This is being led by the President, Board Chair, the Board's governance committee, and the VP of Institutional Advancement.
- Establishing a regular and bi-directional evaluative process and procedure between the Board and the College's executive administration, in order to better align planning and examine results. This is being led by the Board's executive committee, the President and his cabinet.
- Reviewing and amending bylaws and Overseers' roles as required to advance the positioning of the College and its academic programs in the marketplace and community, in accordance with accreditation requirements. Engaging Overseers through activities such as participation in Board Committees and task forces, design reviews, seminars, lectures, and mentoring students, as appropriate. Soliciting Overseer input on the future of design practice and its relation to trends, innovations, required student skills, and the relationship between the broader community and the academy. These complementary areas are being led by the President and cabinet, the Board's governance committee, and the advisory committees of the disciplinary schools.
- Continuing to enhance the annual budget process to emphasize a multi-year focus, transparency, and broad participation. This effort is being led by the President and cabinet (especially the VP for Finance and Administration), the Controller, and the Board's finance committee
- Executing a feasibility study to increase the BAC's endowment to \$20,000,000 – \$25,000,000; and increasing stewardship of current and prospective donors to demonstrate the impact of philanthropy. This work is being led by the President, the VP of Institutional Advancement, and the Board's development committee.

Organization. The BAC has undergone substantial changes in organizational structure since 2006. Some of this has been due to changes in curricular offerings, some in response to technological change, and some in response to a shifting regulatory and policy environment. The president and senior leadership are focused on several core areas of improvement to organizational structure.

- Examine and reform full- and part-time academic titles consistent with best practices within the broader academic community. This is being led by the Provost, the Director of Human Resources, and the academic deans.
- Determining right-sized and effective staffing levels and positions, and identifying systems for empowering volunteers to carry out significant BAC activities and actions. This is being led by the President and his cabinet (particularly the VP of Institutional Advancement), and the Director of Human Resources.
- Identifying appropriate levels of staffing to support the needs of the College and creating efficient synergies, while ensuring the sustainability of the BAC. Examining and refining policies and strategies to attract, maintain, and develop quality staff. This is being led by the President and his cabinet and the Director of Human Resources.

The BAC is a substantially redesigned organization over the past decade. These redesigns have been both welcomed and contested, both easy to implement and stubbornly resistant. But although the College will always face questions of best structure in the midst of changing professional and academic contexts, the recent years have been a transformative time in the BAC's history, bringing us into better alignment with higher education best practices, while still recognizing the unique mission and student body we serve.

Standard 3: Organization and Governance (Board and Internal Governance)

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

| | |
|---------------------------------------------------|--|
| Name of the sponsoring entity | |
| Website location of documentation of relationship | |

Governing Board

| | |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| By-laws | Website location |
| | Enclosed |
| Board members' names and affiliations | http://the-bac.edu/about-the-bac/leadership/board-of-trustees |

| | |
|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| Board committees * | Website location or document name for meeting minutes |
| A Audit, Development, Education Policy, Finance, Governance, Investment Sub-Committee, Nominations | Not public |
| Real Estate/Campus Planning Task Force, Student Development | Enclosed |
| Student Development Committee | Enclosed |

Major institutional faculty committees or governance groups*

| | |
|----------------------------|--------------------------------------------------------------|
| Education Policy Committee | Website location or document name for meeting minutes |
| Education Council | Enclosed |
| Curriculum Committee | Enclosed |
| | |

Major institutional student committees or governance

| | |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student Government Association | Website location or document name for meeting minutes |
| | http://the-bac.edu/students/student-life/student-organizations/student-government |
| | |
| | |
| | |
| | |
| | |
| | |

Other major institutional committees or governance groups*

| | |
|--|--------------------------------------------------------------|
| | Website location or document name for meeting minutes |
| | |
| | |
| | |

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

**Standard 3: Organization and Governance
(Locations and Modalities)**

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

| | Location (City, State/Country) | Date Initiated | Enrollment* | | |
|---------------------------------------------------|--------------------------------|------------------------------|-------------------------|-------------------------|-------------------------|
| | | | 2 years prior (FY13-14) | 1 year prior (FY 14-15) | Current year (FY 15-16) |
| U Main campus | Boston, MA USA | Please see timeline in notes | 1,126 | 916 | 776 |
| U Other principal campuses | | | | | |
| U Branch campuses (US) | | | | | |
| U Other instructional locations (US) | | | | | |
| U Branch campuses (overseas) | | | | | |
| U Other instructional locations (overseas) | | | | | |

Educational modalities

| | Number of programs | Date First Initiated | Enrollment* | | |
|--------------------------------------------------------|--------------------------------------|------------------------------|-------------------------|-------------------------|-------------------------|
| | | | 2 years prior (FY13-14) | 1 year prior (FY 14-15) | Current year (FY 15-16) |
| Distance Learning Programs | | | | | |
| Programs 50-99% on-line | Three - MDS & DMARCH & MS | Please see timeline in notes | 160 | 140 | 117 |
| Programs 100% on-line | One - Certificate Sustainable Design | Please see timeline in notes | 25 | 20 | 18 |
| P Correspondence Education | | | | | |
| Low-Residency Programs | | | | | |
| Competency-based Programs | | | | | |
| Dual Enrollment Programs | | | | | |
| Contractual Arrangements involving the award of credit | Two - ProArts & Exchange | Please see timeline in notes | 9 | 15 | 20 |

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

1979 - BARCH
 1982 - ProArts Exchange
 1993 - BIA
 1996 - MARCH, MIA
 2004 - BDS
 2005 - DMARCH
 2007 - BLA
 2009 - MDS
 2010 - MLA
 2014 - BS
 2015 - MS

STANDARD FOUR: THE ACADEMIC PROGRAM

The Boston Architectural College is named within the Carnegie Classifications system as a Special Focus Institution—Schools of art, music, and design (Spec/Arts). The College offers degrees in four academic disciplines, each at the undergraduate and master’s level, with learning goals and requirements for each program published on the BAC website and catalog. The BAC does not offer associate or doctoral degrees.

| DISCIPLINE | UNDERGRADUATE DEGREE | GRADUATE DEGREE |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Architecture | B. Arch (150 credits) BS Arch (132 credits), which can lead to an M. Arch in a total of 168 credits | M. Arch (90 credits, or 36 with advanced placement) |
| Design Studies | BDS (121 credits), in five concentrations: Architectural Technology Digital Design and Visualization Design History, Theory and Criticism Historic Preservation Sustainable Design | MDS (33-36 credits low residency), in three concentrations: Design for Human Health (36 credits) Historic Preservation (33 credits) Sustainable Design (33 credits) |
| Interior Architecture | BIA (120 credits) | MIA (84 credits) MSIA (30 credits low residency) |
| Landscape Architecture | BLA (120 credits) | MLA (84 credits) |

Each of these four program areas is overseen by an academic dean and supported by core and adjunct faculty sufficient in numbers and in qualifications to provide students with support and guidance toward degree completion. In addition, each of the curricular areas that cross all of the degree programs—Foundation, Digital Media, Media Arts, Liberal Studies, Practice, and Technology, Systems, & Management—has its own core faculty who design and deliver specific coursework alongside adjunct instructors. The core faculty (known as education directors) are also responsible for hiring, training and supervising adjunct faculty.

In recent years, due both to demographic trends and to the demands of the professions, the BAC has shifted to become a master’s-focused institution, rising from 40% master’s students in Fall 2006 to 54% in Fall 2016. This has caused us to have important conversations about the definitions of student work and faculty resources appropriate to the different degree levels.

Since our last accreditation site visit in 2006, the College has launched three low-residency Master’s degree programs: a low-residency Master of Architecture program, now with more than 100 alumni since 2007; a low-residency Master of Design Studies program with concentrations in Historic Preservation, Sustainable Design, and most recently Design for Human Health; and a new low-residency Master of Science in Interior Architecture. The MDS and MSIA programs are considered post-professional programs, aimed at the further

intellectual and professional development of students already established in their careers. The low-residency M. Arch is, like its onsite sibling, a professional degree aimed at a licensure track.

This section of the self-study will address the ways in which our educational offerings have grown and shifted to better meet a broader population while still holding firm to our mission. In particular, we will discuss the ways in which the overarching 2013 curricular revisions have worked to offer a distinct “BAC character” across our increased breadth of degree programs, and the ways in which we are responding to the needs of the growing population enrolled in master’s rather than baccalaureate programs.

ASSURING ACADEMIC QUALITY

DESCRIPTION

The process leading up to the launch of the new curricula in 2013 was highly participatory, led by a committee of faculty, with numerous presentations to the entirety of the faculty and senior leadership as well as consultations with adjunct faculty. The Provost, as chief academic officer, is ultimately responsible for the intellectual quality of the College’s degree programs, but the conception, design and conduct of such programs is broadly shared.

The curricula of the College’s degree programs are set by the deans and core faculty of the College. Each dean is responsible for ensuring that her or his programs meet the requirements of their specific accrediting bodies. As a group, they ensure that the programs are coherent across disciplines and that they align with the College’s mission to promote concurrent academic and practice learning.

The contents of courses are determined by individual instructors in consultation with their supervising education director, reviewed by Curriculum Committee, and advanced for Provost’s approval. For required courses, learning goals are spelled out in curricular expectations, so that each course fulfills its required educational roles within a major or general education sequence. For elective courses, the instructors and education directors have more latitude, but still come to pre-semester agreement on the learning goals for each course as appropriate to each elective category. Once those course outcomes are named, though, individual instructors have significant freedom in determining the course content, materials, assignments, and student grades. If students wish to appeal a grade, there is a specific sequence laid out in the Student Handbook and Faculty Handbook. In no case will a core faculty member, dean or provost modify an instructor’s grade without due application of this process.

The three professional Schools (Architecture, Landscape Architecture, Interior Architecture) each have an Advisory Council made up of representatives of the design professions and general communities with diverse experience in related fields. These groups provide non-binding guidance to the program’s academic leadership, serve as a link to the professional community, and act as public advocates for the program and the College. The Advisory Councils may provide guidance by:

- Advising about current trends, requirements and challenges facing the professions
- Utilizing their expertise to further strengthen the curriculum by recommending changes as necessary to keep curricula vital and relevant
- Identifying prospective council members
- Recommending potential instructors

The College regularly mounts exhibits of student work for the broader professional and academic community, seeking feedback on the nature and the quality of work produced. This feedback about changed practices and expectations in the field has resulted in course modifications in Design Media; Technology,

Systems and Management; and Design Studio. We also invite a substantial number of design professionals to participate in studio and portfolio review as a way of helping students understand and achieve professional standards for design and to calibrate our own expectations.

External oversight of our work is regularly provided by external accreditors. The regularity of oversight can be seen as follows:

- 2011: NEASC five-year interim review
- 2012: NAAB accreditation review for Bachelor and Master of Architecture programs
- 2013: LAAB accreditation review for the Bachelor of Landscape Architecture program, and candidacy review for the Master of Landscape Architecture program
- 2014: NCARB approval of MDS programs for professional development for pre-licensure experience in architecture
- 2015: CIDA accreditation review for Bachelor and Master of Interior Architecture programs
- 2016: LAAB accreditation review for the Master of Landscape Architecture program, and NEASC self-study and site visit for institutional accreditation
- 2017: a rare year off
- 2018: NAAB accreditation review for Bachelor and Master of Architecture programs
- 2019: LAAB accreditation review for the Bachelor of Landscape Architecture program
- 2020: another year of quiet
- 2021: CIDA accreditation review for Bachelor and Master of Interior Architecture programs

Since we are a small college, the BAC's entire educational apparatus is involved in each of these visits, regardless of which discipline is under review.

In addition to external review of our work, the College has for the past seven years conducted extensive and rigorous internal examination of student success patterns. The annual Academic Indicators Report gives current and trend data on student performance in first year courses and in advanced courses; in portfolio review and in professional engagement; in longitudinal persistence and graduation rates, disaggregated by gender and ethnicity; and in timeliness of curricular milestones and of graduation. This information is broadly distributed among the faculty and senior leadership of the College, and is used for the review and revision of curricula and co-curricular supports.

The demands of disciplinary accreditors and professional expectations can lead degree programs within an institution to gradually diverge, to have less and less commonality among them. In recent years, the BAC has worked to redevelop its onsite curricula to establish a common core of courses, and to develop common values about the role of design in the profession and in the world. These revised curricula were launched for incoming students in Fall 2013, and are marked by the following areas of cross-program coherence.⁸

All students in the on-site undergraduate degree programs share a common two-semester Foundation sequence. The first semester introduces design and thinking skills, collaboration and community, critical reading and research, design representation, and application of design methods and creative problem solving. The first semester of the Masters' program also has a shared Foundation, with a similar structure that requires a course in graphic representation, a studio, and an introduction to applied learning plus, depending on the program, one or two discipline-specific courses.

⁸ Students enrolled prior to the launch of the new curriculum were allowed to shift their participation into the new curricular sequences or to continue the former curricular sequences. The BAC continues to teach out the former curriculum for students who are well-advanced in progress toward their degrees.

Semester One Foundation, Undergraduate 15 credits and Graduate (12-15 credits)

- City Lab (Bachelor's and Master's), a course focused on collaboration and community in Boston
- Foundation Studio I (Bachelor's) or Transdisciplinary Studio I (Master's), a studio for all disciplines focused on design methods and creative problem solving
- Design Representation (Bachelor's) or Visual Thinking (Master's), developing graphic representation of design ideas
- Critical Reading and Research I for undergraduate students, developing students' capabilities in critical thinking and written representation
- A Liberal Studies or open elective (Bachelor's) introducing students to the broader contexts within which their design thinking will be practiced.

The second undergraduate Foundation semester advances practices in critical thinking and problem solving. All Bachelor's degree students share the common second-semester Foundation, while the second-semester Master's students take only Sustainable Material Assemblies and Making and Modeling, and otherwise diverge into disciplinary curricular tracks.

Semester Two Foundation, Undergraduate, 15 credits

- Sustainable Material Assemblies, which addresses how the built environment is put together
- Making and Modeling, where students learn graphic and three dimensional representations of design ideas
- Community Practice, introducing students to collaboration, communication and design thinking, including work on a real community project
- Foundation Studio 2, which develops students' capabilities in defining and resolving spatial problems in fuller context
- Critical Reading and Research 2, a further development of students' capability in academic research and argument

Upon completion of a minimum of 24 credits of the Foundation program, the student submits a portfolio for review by the College. Successful completion of the portfolio review demonstrates the student's understanding and ability to reflectively synthesize the learning of the Foundation program. Students who pass this review advance to the second segment of their chosen degree program. Students who receive a grade of Incomplete are allowed to continue for one additional semester—while working with their Dean to complete or revise their foundation portfolio to the standards of the College—with the expectation that they will resubmit within a maximum period of 7 weeks (each program identifies a restricted number of Segment Two courses appropriate for the student to take during the continuation semester; this list varies by degree program but does not include studio courses).

The revised curriculum also brings advanced students together across degree programs in design-related courses, allowing them to learn from one another's design knowledge and practices. Advanced Interdisciplinary Studio and Professional Practice courses bring students across all undergraduate professional programs back together to further investigate issues of spatial design and of professional and business practices. Graduate students have the opportunity to take electives in design history, theory and criticism that come from programs other than their own major.

Along with those two courses, the architecture and interior architecture programs have collaborated to develop a shared course in human factors, programming and codes that draw upon the body of knowledge relevant to students in both fields.

In all of our professional degree programs (architecture, interior architecture, and landscape architecture), students are required to both participate in and reflect upon professional practice, in a guided structure from

first-semester coursework through community service and community engagement through to professional employment of increased sophistication and responsibility. The quantity of practice experience varies by degree program, in line with expectations of their governing professional bodies, but the qualities of engaged and reflective participation in professional life and applied learning are at the core of any BAC degree.

Student progress through Practice is identified by what the College calls Skill Levels, determined by a direct conversation and review of work by a Practice Examiner who identifies the level at which a student is engaging in a task or topic area. These skill levels range from I (beginner) to II (professional management of multiple projects and project teams). BAC graduates from our professional programs are expected to have reached a skill level of 6 in Landscape Architecture and Interior Architecture (the disciplines with the fewest required pre-licensure hours) or 8 in Architecture (10 for students participating in the Integrated Path to Architectural Licensure program) by graduation.

Undergraduate students in Design Studies participate in the BAC's practice curriculum through mentored internships or practica that are supported by three courses: an Introduction to Practicum and two Practicum Seminars. Through these courses, Design Studies students learn to demonstrate how and what they have learned through practical experiences in the field. A total of 7 academic credits earned in the Practicum curriculum are required for graduation.

During the first-year Foundation, students' first practice assessment is conducted individually or incorporated into the Community Practice course (FND2007). Students meet with their instructor at the end of the semester for an interview to establish their opening skill level. The Foundation assessment provides an opportunity for the instructor to help students prepare for future assessments, offer career guidance and advising, and discuss the student's short-term and long-term goals for professional development. At the end of the Foundation assessment, each student receives a personalized Student Learning Contract (SLC), based upon this opening skill level.

In subsequent years, students sit for multiple one-on-one practice assessments, with the number differing by degree program. Examiners, who are all practicing design professionals, meet with students and assess a student's professional development through an interview supported by a portfolio of the student's professional work, supervisor feedback, and their Student Learning Contract. Based on that evidence, the examiner then assigns a revised skill level. Examiners also help students develop a strategy for their next steps at work, and teach them how to become better advocates for their own learning.

This system was recognized in 2015 by the Council on Higher Education Accreditation (CHEA), receiving its Award for Outstanding Institutional Practice in Student Learning Outcomes⁹. Specifically, the 2015 CHEA Award recognized the college's Practice Department for "creating and overseeing an effective partnership, or 'learning contract,' between educators, students and practitioners, including documentation of experiential learning."

Another component of our Practice education stems from the Great Recession of 2008-11, during which the architectural profession lost a quarter of its workforce.¹⁰ As the economy slowed, BAC students, like many in the design professions, found it increasingly difficult to find work. At the same moment, non-profits saw their needs unmet and projects left unrealized, as donations and contributions dried up. Recognizing these mutual needs, in fall of 2008, the Practice Department paired its first groups of students with non-profits in need of design help, and the Gateway Initiative was launched.

Students from all of the BAC's academic programs work on Gateway projects in interdisciplinary teams, each supervised by a professional practitioner, to address design-related needs of local, regional, and sometimes

⁹ http://www.chea.org/chea%20award/CHEA_Awards_All.html

¹⁰ Presentation by Kermit Baker, Chief Economist of the American Institute of Architects, at the BAC's *Change Order* conference, 11/16/2010.

international nonprofits and community-based organizations. Typically, clients contact the Practice department with an idea for a project through an RFP submission. Then, the Practice department works with the client to clarify the project goals, scope, and deliverables, which are mutually agreed upon in a letter of understanding. Each Gateway instructor meets weekly with her or his team, supervising the process and the deliverables of four to six students, each expected to work 15-20 hours per week. Students present their work to their clients at least twice per semester, often presenting to the wider community, local leaders, and design professionals as well.

The Gateway instructors bring their knowledge of both design strategy and project management to these service projects, and students—particularly younger students early in their careers, whose work history may be thin or at least not directed toward design—have been able to use Gateway as a literal passage into the world of paid professional employment.

All BAC students, regardless of degree program, are required to conclude their studies with a two or three-semester sequence leading to a degree project (bachelor's) or thesis (master's). The undergraduate degree project is expected to integrate studio, academic and practice learning in a comprehensive project that demonstrates the student's understanding of the core elements of the profession's body of knowledge, and their application to a problem of social or professional concern. The master's thesis does similar work in a less-structured environment, in which each student selects her or his own client program, site, and contextual considerations.

APPRAISAL

Taken together, the commonalities of Foundation, advanced transdisciplinary courses, professional practice, and degree project or thesis put a distinctly BAC stamp on all of our educational programming, and help to build a sense of common endeavor across the entirety of our student body.

The quality of our educational structures and student outcomes has been regularly appraised and approved by external bodies, from disciplinary accreditors to the Council on Higher Education Accreditation itself. The College has developed a robust assessment model (discussed in greater detail in Standard Eight) that examines student outcomes in academic and professional life. BAC alumni perform at national norms on professional licensure exams, and are employed at hundreds of design firms and design-related positions, nationally and internationally.

We have found, however, that many of our students struggle with the multiple and parallel demands of practice and academic requirements. We need to streamline and increase efficiency in assessment processes, particularly our portfolio review process, to benefit both college and students, asking students for less frequent and more integrated evidence of their work. Given that some of our most enduring and most concrete processes of assessment have been developed within the Practice curriculum, the BAC is also looking for ways to take advantage of these internally and externally recognized strengths, better integrating practice methods into academic evaluation.

While assessment of students is very strong, and assessment of specific courses and course outcomes is increasingly rigorous, more work needs to be done to specifically assess degree programs based on data produced by portfolio review, retention and graduation rates, and time to degree. We carefully disaggregate our student performance data by gender and ethnicity to ensure that our commitments to diversity and equity are upheld, but we do not disaggregate as frequently by degree program.

UNDERGRADUATE DEGREE PROGRAMS

DESCRIPTION

Undergraduate education at the BAC is structured into disciplinary degree programs aimed at preparation for specific design careers. These programs foster a graduated acquisition of skills from introduction to elaboration to abilities for full professional engagement. Along with discipline-specific curricular strands, all undergraduates experience a minimum of 40 credits of general education coursework, including textual and information literacy, numeracy and scientific thinking, social and cultural theory, and history. The structure, sequence, and expectations for all undergraduate degree programs are clearly laid out in the catalog and on the College’s web pages for individual programs.

The majors within the three professional undergraduate degrees (B.Arch, BIA, and BLA) are closely aligned with the standards and expectations set by their professional accrediting bodies, and each program has been successfully full-term accredited at its most recent review cycle.

The Bachelor of Design Studies, unencumbered by the specific requirements of professional accreditation, allows students more latitude in choosing a major or concentrated area of studies. The BDS offers five areas of focus: architectural technology; digital design and visualization; history, theory and criticism; historic preservation; and sustainable design. Each of these focal areas can be completed as an area of concentration of 31 credits or a major of 43 credits within the larger BDS curricular structure of design methodology and visual communication. Each of these paths through the curriculum offer a sequential and cumulative curricular experience.

No matter which path a student chooses, the undergraduate degree culminates with a degree project sequence, which combines a substantial research component with the applied work of design. These degree projects are closely mentored, regularly reviewed for progress, and ultimately presented to a body of fellow students, internal instructors and external critics.

APPRAISAL

Our most recent data for portfolio reviews (academic year 2015-16) shows that students have increasing mastery of both general academic skills and professional capabilities in their design disciplines. When looking specifically at our professional degree portfolio review process, we see the following pass rates for each criterion (with more rigorous standards applied to Segment II portfolios to align with higher expectations of skill).

| CRITERION | ARCHITECTURE | | INTERIOR ARCHITECTURE | | LANDSCAPE ARCHITECTURE | |
|---------------------|--------------|------------|-----------------------|------------|------------------------|------------|
| | SEGMENT I | SEGMENT II | SEGMENT I | SEGMENT II | SEGMENT I | SEGMENT II |
| Concept Development | 66% | 72% | 88% | 91% | 57% | 93% |
| Site/Context | 55% | 67% | 88% | 91% | 86% | 100% |
| Analysis | 55% | 74% | 75% | 94% | 86% | 93% |

| | | | | | | |
|----------------------------------|-----|-----|------|-----|------|------|
| Translation of Concept to Design | 56% | 64% | 88% | 94% | 71% | 100% |
| Program | 52% | 80% | 100% | 91% | 86% | 93% |
| Use & Human Factors | 56% | 70% | 88% | 85% | 71% | 93% |
| Form and Space | 69% | 70% | 88% | 94% | 100% | 87% |
| Structures and Materials | 47% | 64% | 100% | 82% | 57% | 100% |

We also see steady increases in students’ professional engagement as they sit for their practice assessments, with skill levels rising in rough correlation with academic progress.

Although we do not examine students’ progress as thoroughly in their broader intellectual lives, we have found that students succeed in their more advanced social science, humanities, and design history and theory courses at rates similar to or better than those of lower-level or introductory courses in those areas, even with the higher expectations of advanced courses.

GENERAL EDUCATION

DESCRIPTION

In addition to their disciplinary majors, undergraduate students enrolled at the BAC complete a broad liberal arts education, comprising coursework aimed at four common goals: critical thinking and communication, quantitative reasoning, social and historical reflection, and self-directed learning and research. The general education requirements vary from 40 to 45 credits across the four undergraduate degree programs, and in every case include required courses in writing, critical reading, mathematics, natural science, social science, and the arts, and humanities.

Excellent design integrates diverse skills and problem solving approaches to meeting client needs. Combining divergent ways of thinking, non-traditional approaches to solving problems, multi-cultural awareness, sensitivity to the needs of persons who may be different from oneself, tolerance of ideas we may not initially understand, and openness to new ways of addressing needs is essential to achieving thoughtful, creative, innovative and user-centered design. Accordingly, each general education required course includes, as one of its course goals, exposure to different perspectives or approaches of the discipline in question as part of enabling our students to function as global citizens. Each required general education course includes assignments that ask students to demonstrate this understanding.

The College’s Director of Liberal Studies is charged with providing a changing array of courses, not only through electives, but also through the use of courses in the core curriculum that allow changing topical material within the context of commonly held understanding goals. An example of this kind of course is the required SSH1002—History and Modernity: Special Topics. One semester, this might be a course on the idea of empire and colony; another semester, a course focused on the historical shifts in the conception of nature. Regardless of topic,

...courses offered under this category introduce students to broad cultural and historical developments that have shaped modern societies, discourses, and cultural practices from the

Industrial Revolution to the present. By foregrounding the use of narratives and evidence, the course familiarizes students with the notion of historiography and with a variety of methods and approaches. Utilizing a specific theme in relation to a constellation of intellectual, social, and political events, the course functions as a historical survey that helps students understand and situate theories and ideas in relation to the modern world.

The redesigned undergraduate curricula have worked to couple the extensive demands of professional accrediting bodies with opportunities for students to engage in freely-chosen electives not related to their major course of study. The number of open electives is as follows:

| | B. ARCH 150 CREDITS | BDS 121 CREDITS | BIA 120 CREDITS | BLA 120 CREDITS |
|------------------------------------------|-------------------------------|--------------------------------------------|---------------------------|---------------------------|
| Math and Natural Sciences electives | 6 credits | 3 credits | 3 credits | — |
| Social Sciences and Humanities electives | 3 credits | 3 credits | 3 credits | 3 credits |
| Arts electives | 3 credits | 3 credits | 3 credits | 3 credits |
| Liberal Studies elective | 3 credits | 3 credits | 3 credits | 6 credits |
| Design & Design Media electives | 3 credits | 3 credits | 0 credits | 1.5 credits |
| History, Theory, & Criticism electives | 6 credits | 3 credits | 6 credits | 3 credits |
| Fully unrestricted electives | 3 credits | 12 credits if major 24 if concentration | 3 credits | 3 credits |
| Directed studio elective | 3 credits | — | — | 3 credits |
| Total | 30 credits | 30 or 42 credits | 21 credits | 22.5 credits |

These numbers of electives are a substantial increase in both quantity and array as compared to the pre-2013 undergraduate curricula. In the past, given the relatively small undergraduate student body and self-contained liberal studies program, a student wishing to take an advanced Arts elective, for instance, might encounter only the minimum of two appropriate course offerings in a given semester. The revised history and theory sequence in all disciplines now also ensures that a larger number of eligible students will have access to a greater array of elective offerings. In addition, although relatively few students take advantage of this, BAC students have the possibility of extending that array by taking elective courses at one or more of our ProArts Consortium partners (Berklee College of Music, Boston Conservatory, New England Conservatory, Emerson College, Massachusetts College of Art, and Tufts University’s School of the Museum of Fine Arts) rather than only at the BAC.

APPRAISAL

As previously noted, the BAC's mission of inclusivity to a diverse student body can occasionally bring us students who struggle with the tasks of academic reading and writing that underlie so much of liberal education. The strong focus on writing in Foundation has improved the rigor of students' intellectual experience, while better supporting them as learners of the mechanics and principles of writing. The average grade for the prior introductory writing course tended to be roughly 2.2 to 2.5 for at least the period since we began tracking course by course grade patterns in 2009. The new FND1001 Critical Reading and Research I remains the most difficult of our first-semester undergraduate courses, with an average course grade of 2.47 in its first two years, but modifications subsequent to its launch (including the paired Skills Seminar) have led to a high of 2.90 in Fall 2015. We continue to watch the two Critical Reading and Research courses as crucial indicators of our ability to serve our incoming students.

The Learning Resource Center has been an important part of our work in liberal education. Originally devised as a tutoring center for writing, the LRC has grown to cover a broad range of tutoring in literacy and numeracy. The LRC offers one-on-one consultations with both professional staff and with student mentors, but has increasingly organized study groups that serve as elective second course meetings each week, reinforcing the work of the course through mentored practice and reconsideration of the material. To respond to the increasing international student population, it has also launched "Conversation Partners," a program of peer support focused on the development of academic conversational fluency in the English language.

As an independent college, the BAC is responsible for designing and providing its own general education system, without a broader array of other departments that offer "service courses" along with their own majors and concentrations. This puts a significant burden on the Director of Liberal Studies to recruit, sustain, and supervise a small but broad faculty across the arts, humanities, and sciences. The BAC is fortunate to be located in the Boston higher education community, allowing faculty recruitment from people trained or employed at over a hundred diverse institutions. The size and quality of the hiring pool, however, makes the tasks of oversight and supervision more complex.

As is true with many professional programs, the BAC's professional degrees are beholden to such a broad array of specific expectations of disciplinary accreditors that it is difficult to offer the quantity of freely-chosen electives we would like to offer. The electives in our undergraduate curriculum are mostly arrayed throughout the liberal education sequence, offering opportunities for further engagement in one of the areas of the core curricula: Critical Reading and Research leading toward a humanities elective, for instance; the architecture student's required courses in Physics and College Algebra & Trigonometry followed by a MNS (Mathematics and Natural Sciences) elective. Students come to the BAC expressly because of its professional education and design expertise; the College aims to both offer its students a broader intellectual life and to help them understand its power.

THE MAJOR OR CONCENTRATION

DESCRIPTION

Each of the four undergraduate degree programs offers a sequence of increasingly demanding and sophisticated courses in design media (both hand drawing and drafting and digital representation, modeling, and fabrication), in technology and systems, in design history and theory, and in studio. These strands of the program each begin with an introductory course and a cumulative path that most often requires success in each prior course as prerequisite for entering the next. As an example, the undergraduate studio sequence in Interior Architecture has four design studio courses with projects that increase in scale, complexity and

context; the culminating degree project course sequence asks students to consider individual experience, physical well-being, organizational productivity, sustainability, and social responsibility.

Although studio courses are the most elaborated sequence, as befits the core focus of these degrees on design practice, all of the curricular strands have a similar structure of introduction to elaboration.

- In design media, students move from two-dimensional to three-dimensional representation, from documentary drawing sets to data-linked dynamic building models and computer-assisted tools for fabrication and animated walk-throughs.
- In design history and theory, students move from a survey to more focused courses on contemporary design and designers, and developments in 20th and 21st century design theory.
- In technology, systems and management, students move from basic principles of structural and mechanical systems to discipline-specific details of lighting, sitework, structural materials and methods, landscape grading and drainage, or planting design.

The detailed expectations for areas of knowledge and levels of performance in our professional degree programs are established by their respective accrediting bodies, and the College has performed well in exhibitions of our students' work for those accreditors.

APPRAISAL

At the end of Segment II, students are required to submit a portfolio of work that demonstrates their design capabilities and their professional progress. This portfolio is an important test of disciplinary performance, and the rubric criteria are closely tied to professional expectations for the conceptual design and design development phases of project management. This includes specific expectations around the development of spaces for individual and organizational effectiveness, the selection of materials and structural systems, and the ability to make technical and detail iterations, while advancing a consistent overarching design concept.

The third segment of the curricula, which includes the degree project, is the opportunity for synthesis of the disparate knowledge and skills students have developed in studio, design media, design theory, and technology and systems courses. Students are expected in degree project to create and to represent a fully workable comprehensive project that accounts for social, technical and aesthetic/intellectual factors of the work. Students are supported in this increased sophistication by their concurrent progress through professional experience, as guided and validated by the Practice department. Students are expected to be advanced professionals at this point in their careers, making substantial design decisions in their firms and possibly supervising the work of others.

GRADUATE DEGREE PROGRAMS

DESCRIPTION

As an open-admissions college, the BAC offers admission to its graduate programs to any student having completed an accredited undergraduate degree.¹¹ Again, this is a mission-driven decision to broaden access

¹¹ The exceptions to this open admissions model are the 2-year Master of Architecture program and the Master of Design Studies program; because of their rapid pace, these programs set certain curricular and professional practice pre-requisites on entry; students must have an undergraduate degree in a design-related field to qualify for these shorter programs. Like our other graduate programs, though, the low-residency M. Arch and the MDS have no threshold for undergraduate GPA or for the submission of GRE or other exam scores.

to the design professions, opening the doors to students with diverse educational backgrounds. Our admissions staff examines the college transcripts of incoming master's students to ensure that they have fulfilled the forty-credit-hour expectation of general education, and in cases where students might be deficient, add the requirement of liberal studies courses to a student's curricular path to bring their cumulative credit hours to the required forty-credit minimum. This has proven to be particularly important for international students who received undergraduate education in nations where a broad liberal education is not a standard part of the college experience. (International students, at both the undergraduate and graduate levels, are also required to meet minimum English-language competency for admission, which can be demonstrated through required scores in Test of English as a Foreign Language, International English Language Testing System, Pearson Test of English, or Cambridge Advanced English testing.)

Our standards for performance are not set at admissions, but through ongoing compliance with GPA requirements and regular assessments (beginning in each student's first year) of their progress in professional practice and in academic development through portfolio review. Students who show high likelihood of unsatisfactory progress receive quick intervention and can make the decision to terminate their enrollment rather than acquire additional costs.

Since the curricular change in 2013, BAC courses follow a consistent numbering system of XXX####. The three letters refer to a curricular area, such as TSM for technology, systems and management, or DME for design media. The four numbers that follow are used to indicate sequence and degree level, with the first number used as follows:

- 0—curricular events that are part of a degree sequence but bear no credit, such as portfolio reviews (PRV0001 and PRV0002)
- 1—courses open only to undergraduates
- 2—courses that are open equally to undergraduate or graduate students. Many technical and skills courses, such as the software courses in design media or the structures and systems courses in TSM, do not differentiate between degree levels
- 3—courses open only to master's students, with undergraduates only by permission of instructor and program director
- 4—courses offered through professional and continuing education which carry only limited transfer credit into our degree programs (most of our former Professional & Continuing Education structure has been discontinued, but those 4000-level course designators still exist for transcript purposes; as we develop further certificate programs, the use of 4000-level designators will be a useful tool)

The College requires instructors in 3000-level courses to hold at least a master's degree, usually a terminal professional graduate degree, such as a Master of Architecture or a Master of Fine Art. Instructors in 2000-level courses typically also have a terminal graduate degree, but since those are for the most part based on technical skills and have mixed undergraduate and graduate student cohorts, the demonstration of relevant skills at professional competency is considered sufficient basis for teaching. Instructors in 2000- and 3000-level history, theory and criticism (HTC) courses are either holders of the PhD or are ABD in an appropriate doctoral program.

As is true for our undergraduate programs, the College's graduate programs are sequential and cumulative experiences that build from introduction through developing capability and culminating in an integrative and original thesis. The various curricular strands—studio, design media, history and theory, and technology, systems and management all begin with basic principles before moving into discipline-specific contemporary practices. The studio and HTC sequences are where the greatest differentiation occurs between undergraduate and graduate curricula and expectations. Graduate students are expected to conduct more independent work, more sophisticated investigations and analyses, and be better able to define the context and cultural perspective of the work that they take on. The HTC courses have shared lectures but independent discussion sections, expanded readings, and more demanding assignments for graduate students.

Two of our disciplines, architecture and interior architecture, are governed by accrediting bodies that are “degree-blind;” that is, they recognize no substantive difference between the professional B. Arch (usually a five-year rather than four-year undergraduate program) and the M. Arch, or between the BIA and MIA. The Landscape Architectural Accreditation Board (LAAB) differentiates the MLA from the BLA through the expectation that master’s programs offer “an introduction to research and scholarly methods and their relation to the profession...” and that “theses or terminal projects exhibit creative and independent thinking and contain a significant research/scholarly component.”¹² Regardless of our accrediting bodies’ expectations, however, the College attempts to reinforce this expectation of independent inquiry across all of its professional master’s programs.

All students in the MIA program take the XDS3002 Thesis Research Strategies course in the semester prior to their thesis sequence. This is an intensive seminar in research methodology in which students conduct an original research project on a topic of their choosing, developing annotated bibliographies, literature reviews, precedent and site studies, as well as application of quantitative and qualitative research methods.

Landscape architecture students take the related LAN3010 Landscape Architecture Thesis Research, an advanced, independent research course that enables graduate students to develop a focused and properly substantiated design proposal leading toward their comprehensive and final LA Master's Thesis Studio. Architecture students take ARC3310 Architecture Research Thesis Research. In these courses, students individually investigate topics of interest with respect to spatial design, community, neighborhood improvements, urban renewal, revitalization, or sustainable design principles in ways that are intellectually challenging and suitable for advanced graduate students. Through independent scholarly research, readings, criticism, weekly meetings, and the guidance of a faculty advisor in addition to their instructors, students develop thesis proposals that are then presented in a public forum.

LOW-RESIDENCY GRADUATE DEGREE PROGRAMS

The Boston Architectural College offers a 2-year M. Arch low-residency option for attaining our accredited M. Arch degree, and two exclusively low-residency programs: Master of Science in Interior Architecture and Master of Design Studies. These low-residency programs have an enrollment of a hundred or more students, making them a substantial component of the College’s educational programming.

The low-residency M. Arch program (informally referred to as “the distance M. Arch”) was launched in Spring 2007 and is accredited by the National Architectural Accrediting Board as an equivalent to our onsite M. Arch. The low-residency program provides an accelerated path to students who have design-related undergraduate degrees and can thus bypass some of the technical-course requirements. The four-semester program (36 credits) is conducted largely online, but each semester includes a week-long “Intensive” onsite at the College, typically in the third week of the semester. During the Intensive, students are engaged in courses and supplemental lectures from 8am through 10pm daily, with studios open after hours for continued work. Students move through the low-residency program largely in cohorts, and the Intensives build a level of community that otherwise would be difficult to sustain in a distance program. As befits a NAAB-accredited degree, low-residency M. Arch students are expected to complete a comprehensive building design (incorporating site design, structural design, and mechanical systems), as well as a two-semester thesis of independent inquiry. They are also required to accrue the same number of Practice hours (3,000) and achieve a Skill Level 8. They submit their Practice hours each semester and must meet with a Practice examiner during their bi-annual intensives to Boston. Portfolio evidence along with a supervisor’s validation of hours and performance evaluation must accompany their Practice report. The NAAB accrediting

¹² Landscape Architectural Accreditation Board, “Accreditation Standards and Procedures,” revised spring 2013. www.asla.org/uploadedFiles/CMS/Education/Accreditation/STANDARDS%20PROCEDURErevised2013.pdf, reviewed November 30, 2015.

team reviews student work from the onsite and distance tracks of the M. Arch side-by-side and has affirmed strong performance from each mode.

The Master of Science in Interior Architecture (MSIA) program, launched in Fall 2015, is a four-semester, 30-credit post-professional master's degree. It is designed for holders of a bachelor's degree in interior design or architecture who wish to pursue further studies in design strategies and the application of design research, or to develop a specialized area of design knowledge through mentored, self-directed study.

The MSIA is designed for interior designers and architects who want to:

- develop innovative methods of creating environments more responsive to human experience
- apply knowledge gained from cultural studies and social sciences research to design
- guide design strategies to incorporate input from a more diverse set of design determinants
- create performance-based design solutions that demonstrate measured improvement of outcomes

The MSIA employs a model similar to the M. Arch online, with students gathering for onsite intensives during their first and third semesters. Like the other professional master's degrees, there is a research methods course (XDS3002 Thesis Research Strategies) followed by a thesis.

The Master of Design Studies programs offer students three areas of concentration, as follows:

| CONCENTRATION | CREDITS & SEMESTERS | ONSITE INTENSIVES | CULMINATING PROJECT |
|-------------------------|-------------------------------|-------------------------|--------------------------------------------------------------------------------------|
| Design for Human Health | 36 credits; four semesters | All semesters | Thesis Research and Development course as a prerequisite for the one-semester thesis |
| Historic Preservation | 33 credits; four semesters | All but second semester | |
| Sustainable Design | 33 credits; four semesters | All but second semester | |

As with the other low-residency programs, the intensives offer online students close engagement with faculty and fellow students, building essential relationships that can be fostered in the ongoing work of the courses once students return to their homes and professional lives. (The Intensives also serve as an identity verification mechanism for the other online work, since instructors have been able to see what students are capable of producing in live work environments, and are able to discern when the quality or character of a student's work changes unpredictably.) Students have at least weekly access to their instructors once they have gone back into an online mode, often more frequently than that.

APPRAISAL

In recent years, the BAC has become a majority-graduate institution, with each of the past six fall entering cohorts having more master's than undergraduate students. This has led to a significant reappraisal of the graduate degrees, with a greater number of courses offered separately from undergraduates, and the launching of a new array of low-residency graduate programs in design studies and interior architecture. In

the MDS programs, the expectation for a summative thesis experience has become more rigorous and better supported through training in research methods and in pre-thesis project development.

Minimum satisfactory standing for master's students is higher than for undergraduates, requiring a minimum of 2.70 GPA. Over 93% of the BAC's current master's students are above that threshold, with an average GPA of 3.36. (This compares favorably with the 84% of undergraduates above the satisfactory threshold of 2.50, and average undergraduate GPA of 2.92.)

The BAC continues to pursue ways to bring the low-residency students more fully into the larger community. The graduate honors and awards are open to students from onsite and low-residency programs, and the annual thesis exhibition displays work from both communities; a remarkable number of low-residency students attend their commencement exercises as well. The Library has developed a broad array of electronic materials available from any location, and also mails physical materials to distance students. The informal community of fellow students and drop-in conversations with the full array of core faculty are much more difficult to sustain. We have found informally that social engagement in the low-residency programs has been much more cohort-based, with students not building close relationships with their colleagues in prior or subsequent semesters.

Academically, the brevity of the low-residency programs means that they are not divided into the BAC's traditional three curricular segments. This means that they do not have the formal mid-curricular portfolio reviews that have been such an ongoing tradition in the onsite programs. Thus the ongoing assessment of student performance in those programs is based only on pace of progress, cumulative GPA, and (in architecture) practice assessments. As nearly 30% of our master's students are enrolled in low-residency programs, our assessment practices will need to more fully account for that community and its curricula.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

DESCRIPTION

All of the College's degree programs meet or exceed the number of credit hours commonly associated with their respective degree levels. The BIA and BLA degree programs are 120 credits, the BDS is 121, and the B. Arch meets the expectation of 150 credits common to NAAB-accredited professional baccalaureate degree programs. The post-professional Master of Science in Interior Architecture is our shortest master's program at 30 credits, while the onsite Master of Architecture may require as many as 90 credits for students who enter with no prior design history. The full curricula, including requirements for professional practice, are clearly laid out on the College's website and within its catalog.

The College ensures that no student is hindered from prompt process through her or his degree program due to unavailability of required or elective courses. All courses necessary for degree progress are offered at least annually, and almost all are offered in each semester. Our summer offerings have grown in scope over the past years as well, offering students the opportunity to accelerate their pace through the program if they choose. The Foundation year sequence is offered in both daytime and evening sequences to fit the schedules of early students who may not yet be professionally employed; courses in curricular segments II and III are offered evenings only, to accommodate working professionals. An increasing number of electives are also available in online modes as well, to further promote scheduling flexibility.

The College maintains full control over its course content and curricular sequences, in the recruitment and admissions of its student body, and in the appropriate hiring and oversight of its instructors. No part of any BAC degree program is offered by or subcontracted to any other instructional partner. Transfer credit requests are vetted by Admissions in consultation with the appropriate academic program dean or curricular

area education director, with careful consideration of external syllabi and student work. In no case has the College ever awarded a degree based on more than one-half of coursework conducted at a prior institution. Most often, transfer credit is given for lower-level courses, and the unique nature of BAC advanced studios is a common experience across all students.

The College adheres to the common standard of one credit hour equaling one classroom hour plus two out-of-class hours per week for a fifteen-week semester, and the Curriculum Committee reviews proposed courses to ensure that they meet this requirement: <http://the-bac.edu/students/student-services/registrar/policies-and-procedures>. In Spring of 2016, the College was granted a Substantive Change by NEASC's Commission on Institutions of Higher Education for its US Department of Education pilot in competency-based education (CBE) offerings. During the Summer 2016 pilot, students were allowed to opt into CBE equivalency offerings in two design software courses in our Design Media sequence; eight chose that route and seven of them have completed their work. In the Fall of 2016, five students are enrolled in the first-half semester offering, and a few more are expected to enroll in the second course, beginning at week 8. We are working closely with NEASC and with the DoE to assess these first pilot endeavors, which will be shared during the site visit, and will continue to communicate and confer over both current practices and possible expansions of CBE into other curricular areas.

Each BAC degree program has clearly stated standards for adequate academic standing, and each student's progress is monitored every semester. Students falling below their degree program's standard for academic standing are immediately placed into a supportive advising structure with clear expectations for improvement and access to resources for success (Learning Resource Center, learning disabilities services, etc.). During an individual semester, instructors are asked at or before mid-semester to file an Academic Warning for students at risk of unacceptable performance. This sets into motion a system of supports from Advising and the Learning Resource Center based on specific instructor feedback of what a student needs to improve in order to achieve a successful outcome.

The College has a clearly stated and broadly accessible plagiarism policy, and our syllabus standards include the policy in full so that students encounter it in every course. The College's instructors and student support staff work to recognize the characteristics of inadvertent plagiarism and purposeful plagiarism, and target our responses accordingly.

The College has also developed a consistent standard for both the quantitative and qualitative definitions of letter grades, and these definitions and expectations are included in the syllabus template that all instructors use as the basis for their specific course materials. Individual instructors have full latitude over the grading in their courses, with no influence by the core faculty or administrators who supervise them. The College does require all instructors to file mid-semester academic warnings for any student at risk of a C or below, so that the Advising and Learning Resource Center teams can step in to offer assistance to those students and the students themselves are notified of their status.

APPRAISAL

The College upholds strong standards for the expectation of student work, in both quality and quantity, with course outcomes regularly reviewed. However, transfer credits represent a challenge, both in terms of vetting and in their impacts for student progress and cohort cohesion.

A significant number of our undergraduate students come to us with some prior college experiences; for some entering cohorts, more than half of students have arrived with six or more college credits. The evaluation and vetting of transfer credits represents a substantial workload for both Admissions staff and for the core faculty responsible for specific curricular areas. The College does not yet have articulation agreements with enough institutions that would enable a more directed processing of transfer credit

requests; our students with transfer credit have historically come from a great array of other institutions, with no strong “center of gravity” of specific preparatory schools. In addition, our transfer students are not all from community colleges; a substantial number transfer credits from other four-year institutions around the country, choosing the BAC because of its commitment to professional practice or because of other lifestyle and relocation necessities.

Our experiment in competency-based education (CBE) is in its very formative stages. The immediate step of expansion for CBE is a careful assessment of the outcomes of the pilot CBE experiences offered in Summer 2016. It is likely that the immediate outcomes of these assessments is the revision and re-testing of the two pilot CBE equivalencies, ensuring that the CBEs truly are equivalent to the course-gained skills and that students in CBE have the opportunity to demonstrate higher-order thinking as well as a list of yes/no capabilities. Our intention is to offer the two CBEs in Summer and Fall 2016 before a) modifying those two units in response to assessment, and b) launching the two course equivalencies that are the second phase of CBE expansion.

The courses targeted for second-phase CBE are our largest undergraduate math/science courses: *MNS1001 College Algebra and Trigonometry*, and *MNS1002 Physics*. The math course is required for all undergraduate majors, and physics is required for all students majoring in Architecture and Design Studies, our two largest undergraduate communities. These will allow us to employ CBE principles for material that still focuses on quantitative and objective skills, but which allows for a broader view of critical thinking and creative application. The expansion of CBE into math and physics also allows us to offer acceleration of course credit in two early-curriculum opportunities, and will help us learn about the use of CBE for skills remediation (discussed in more detail later in this section).

After we have had success with CBE equivalencies in design media, math and physics, we will create further CBE opportunities for Fall 2017 in other technical and skills-based courses. A significant proportion of courses in design curricula have to do with the mastery of quantitative, technical, and skills-based content. Because of the clarity of evaluative criteria, it is easiest to introduce CBE in those areas, and to convert existing course structures to a CBE sequence of tutorials, practice sets, and competency assessments. For instance, in the forty-five course bachelor of architecture curriculum, there are at least ten courses (in mathematics and natural sciences; technology, systems and management; and design media) that might lend themselves most easily to equivalencies in a CBE mode. The learning of course structure and credit-seeking patterns from our pilot competencies will apply most immediately to similarly “objective” competencies; it will also help create a series of sample experiences from which new faculty could draw in preparing their own CBE equivalencies.

We will also gradually pilot CBE in interpretive or creative fields, which collectively account for a much greater proportion of design students’ experience. Whether these are design studios, design history and theory courses, social science and humanities electives, or simply the Foundation research and reading courses—we will attempt to pilot at least one means of attaining course credit through competencies in a non-technical course, with many of the same research and assessment questions still in place. The principles in play for the Design Media CBE equivalencies that are part of the pilot—the naming of a small number of core competencies, and then the expansion of those into sub-competencies and objectively visible skills—will also guide the design of our pilot CBE equivalencies for interpretive scholarship.

The College does not see itself on a track to offer an entire degree program, nor even the majority of a degree program, through competency-based education. Rather, we intend to use CBE as a means of accelerating our students’ progress through a demanding and lengthy curriculum; to assist students in transitioning to a rigorous design education regardless of prior educational experiences; and to allow students to take full advantage of the concurrent academic and professional curriculum by acknowledging the skills they learn in the workplace.

PROJECTIONS

The Boston Architectural College has just undergone an inclusive and successful revision to its curricula, bringing a greater cross-degree cohesiveness and distinct BAC character to all degrees, while still meeting each discipline's professional and academic standards. The rigor of educational experiences and quality of student work are regularly reviewed by multiple external and internal constituencies.

The College has undergone substantial and often difficult changes to its conception of the Practice component of the curriculum, with further changes likely. Although we remain committed to the mission of *design education emerging from practice*, the nature of that practice differs by professional disciplines. Historically, the National Council of Architectural Registration Boards (NCARB) had required 5,600 hours of pre-licensure experience, spread across a number of professional skills and tasks. That 5,600 hours became the BAC's norm, and as it added degree programs in Interior Design (later Interior Architecture) and Landscape Architecture, for which their respective professional bodies had significantly lower expectations of pre-licensure experience, the practice hour requirement for them were set at 4,500. The expectation of nearly three years of professional practice, along with a demanding academic curriculum, made the BAC a difficult choice for many students who saw themselves potentially embarking upon a seven- or eight-year degree program.

The College has now substantially revised its definitions and expectations of engagement in practice. In architecture, NCARB has reduced its expectation of pre-licensure hours from 5,600 to 3,740; in response, the BAC has set the standard for its regular M. Arch and B. Arch at 3,000 hours. M. Arch students enrolled in NCARB's Integrated Path to Architectural Licensure model (IPAL) track are required to earn 3800 hours. The Bachelor of Science in Architecture and the professional programs in Interior Architecture and Landscape Architecture require 900 hours at both the graduate and undergraduate levels. These levels are aligned with both the respective lengths of their academic programs and with their professional licensing bodies' rules on acquiring professional experience concurrently with degree programs.

In addition, the College now offers a number of degrees not specifically aimed at professional licensure. The Bachelor of Design Studies is a more traditional undergraduate degree, aimed at intellectual breadth and the ability to craft one's own path through the major. The BDS program has two Practicum courses built into the major, in which students must acquire, document, and reflect upon practical experiences related to their chosen area of study. This can be accomplished through paid or volunteer work, through a BAC Gateway experience, or through an approved applied-learning course taken at another institution.

The College has also launched four post-professional programs—three Master of Design Studies degree programs in Sustainable Design, Historic Preservation, and Design for Human Health; and the Master of Science in Interior Architecture. These degree programs are aimed at helping students already in the professions explore a particular area of interest and develop a body of professional specialization. They currently have no expectation of practice engagement, given that almost all of those students are professionally employed while in the program; however, the structuring of practical experience, and the integration of practice and academic knowledge, are left to the students themselves. The BAC is seriously considering what it means to offer a practice-linked curriculum in graduate degree programs not aimed specifically at professional licensure, and the undergraduate Design Studies Practicum requirement remains good model in helping us thinking about ways to materialize and assess graduate student's learning through practical experience.

Another significant curricular challenge is presented by the changing nature of our student body from majority-baccalaureate to majority-master's, in the context of a larger professional community that is somewhat indifferent to whether its practitioners hold undergraduate or graduate professional degrees. The College is engaged in serious deliberations about the contextual definition of "graduate-level work" in our professionally-oriented rather than research-oriented disciplines. The fact that our graduate students come

to us with the dual advantages of prior academic experiences and the maturity that comes with adult life has allowed us to expect that the superior work of master's students could be taken for granted rather than something that the College must actively and repeatedly foster. The new curriculum offers greater differentiation between the experiences of, and expectations for, our undergraduate and graduate communities; we intend to build upon these differentiations in years to come.

The 2016 strategic plan names ongoing program review as one of the College's means of strengthening the quality and stability of its programs. To some extent, we have program review built into our structure, as our professional accrediting bodies regularly assess curriculum design, student work and faculty scholarship within their disciplines. In coming years, we intend to strengthen that external review with a regular cycle of internal reviews focused on three core questions:

- Does this program have sufficient academic rigor? Are there weak spots in the curriculum that require reinforcement?
- Can this program be adequately differentiated from related programs at peer institutions? What makes a BAC program unique?
- Is this program economically viable? Is it able to meet its own direct costs and contribute to the overall financial stability of the College?

The strategic plan also asks the College to investigate the possibilities of new academic programs, whether degree or certificate. The market research required for any new program will also be paired with these same three questions of rigor, differentiation, and economic viability.

In the past two years, the College has reconsidered its presence in the world of professional and continuing education. For many years, the College had a P&CE division that managed both *a la carte* course enrollment by non-degree students, as well as a broad array of certificate programs. The array of certificate programs was extensive, somewhat disjointed, and occasionally not in keeping with the intellectual rigor the BAC expects of all of its academic engagement. An external financial analysis in 2014 demonstrated that the P&CE division was operating at a substantial deficit. This finding spurred then-Acting President Julia Halevy to substantially reduce the breadth of continuing education options, and to eliminate the College's P&CE division. At present, continuing education is managed by the Registrar's office, which allows a certain number of non-degree seats in a restricted number of courses at the discretion of the deans of schools. The re-development of professionally-sanctioned continuing education coursework, of focused academic certificates, and of the ability for design enthusiasts to enroll in particularly engaging opportunities is an opportunity that the College looks forward to, but will approach realistically.

Finally, the College is considering the development of collaborations with other colleges and universities. At the most modest level, we are exploring ways of strengthening our participation in the ProArts Consortium. At present, students can cross register in courses at other ProArts schools and take advantage of their libraries. The BAC and its ProArts partners are considering more advanced collaborations, such as inter-institutional courses across disciplines that are designed by faculty from more than one partner college. At a more systemic level, we are exploring the possibility of dual-degree or interdisciplinary programs in conjunction with other colleges, such as partnering with a local school of business to create a program in design and arts management. These possible partnerships are only in the most preliminary investigative stage, but could offer the BAC an exciting prospect for academic leadership.

The BAC is proud of the intellectual and professional grounding of all of its degree programs, even as it looks for ways to further enhance its offerings through new opportunities and through the constant quality improvement of its existing programs, undergraduate and graduate alike.

**Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)**

Fall Enrollment* by location and modality, as of Census Date

| Degree Level/ Location & Modality | Associate's | Bachelor's | Master's | Clinical doctorates (e.g., Pharm.D., DPT, DNP) | Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.) | M.D., J.D., DDS | Ph.D. | Total Degree-Seeking |
|------------------------------------------|-------------|-----------------------------|--------------------|------------------------------------------------|-------------------------------------------------------|-----------------|-------|----------------------|
| Main Campus FT | | 321 | 258 | | | | | 579 |
| Main Campus PT | | 8 | 7 | | | | | 15 |
| Other Principal Campus FT | | | | | | | | 0 |
| Other Principal Campus PT | | | | | | | | 0 |
| Branch campuses FT | | | | | | | | 0 |
| Branch campuses PT | | | | | | | | 0 |
| Other Locations FT | | | | | | | | 0 |
| Other Locations PT | | | | | | | | 0 |
| Overseas Locations FT | | | | | | | | 0 |
| Overseas Locations PT | | | | | | | | 0 |
| Distance education FT | | | 85 | | | | | 85 |
| Distance education PT | | | 16 | | | | | 16 |
| Correspondence FT | | | | | | | | 0 |
| Correspondence PT | | | | | | | | 0 |
| Low-Residency FT | | | | | | | | 0 |
| Low-Residency PT | | | | | | | | 0 |
| Unduplicated Headcount Total | 0 | 329 | 366 | 0 | 0 | 0 | 0 | 695 |
| Total FTE | | 325.75 | 355.83 | | | | | 681.58 |
| Enter FTE definition: | | FTE = Minimum of 6 Academic | FTE = Minimum of 6 | | | | | |
| Degrees Awarded, Most Recent Year | | 56 | 104 | | | | | 160 |

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

This reflects enrollment data from Fall 2015

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date

| Degree Level/ Location & Modality | Title IV-Eligible Certificates: Students Seeking Certificates | Non-Matriculated Students | Visiting Students | Total Non-degree-Seeking | Total degree-seeking (from previous page) | Grand total |
|-----------------------------------------------|---------------------------------------------------------------|-------------------------------------|-----------------------------|-------------------------------------|-------------------------------------------|-------------------------------------|
| Main Campus FT | 5 | 2 | 4 | 11 | 579 | 590 |
| Main Campus PT | 30 | 23 | 2 | 55 | 15 | 70 |
| Other Principal Campus FT | | | | 0 | | 0 |
| Other Principal Campus PT | | | | 0 | | 0 |
| Branch campuses FT | | | | 0 | | 0 |
| Branch campuses PT | | | | 0 | | 0 |
| Other Locations FT | | | | 0 | | 0 |
| Other Locations PT | | | | 0 | | 0 |
| Overseas Locations FT | | | | 0 | | 0 |
| Overseas Locations FT | | | | 0 | | 0 |
| Distance education FT | 0 | | | 0 | 85 | 85 |
| Distance education PT | 13 | | | 13 | 16 | 29 |
| Correspondence FT | | | | 0 | | 0 |
| Correspondence PT | | | | 0 | | 0 |
| Low-Residency FT | | | | 0 | | 0 |
| Low-Residency PT | | | | 0 | | 0 |
| Unduplicated Headcount Total | 48 | 25 | 6 | 79 | 695 | 774 |
| Total FTE | 24.75 | 12.75 | 1.00 | 39 | 681.58 | 720.08 |
| Enter FTE definition: | FTE = Minimum of 6 Academic Credits | FTE = Minimum of 6 Academic Credits | FTE = Minimum of 6 Academic | FTE = Minimum of 6 Academic Credits | FTE = Minimum of 6 Academic Credits | FTE = Minimum of 6 Academic Credits |
| Certificates Awarded, Most Recent Year | 38 | | | | | |

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

This reflects enrollment data from Fall 2015

**Standard 4: The Academic Program
(Headcount by GRADUATE Major)**

? For Fall Term, as of Census Date
?

| Number of credits* | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Next Year Forward (goal) |
|--------------------|---------------|---------------|--------------|--------------|--------------------------|
| | (Fall 2012) | (Fall 2013) | (Fall 2014) | (Fall 2015) | (Fall 2016) |

Master's (add more rows as needed)

| | | | | | | |
|--------------------------------------------|--|-----|-----|-----|-----|-----|
| ? Architecture - First Professional | | 316 | 283 | 247 | 219 | 193 |
| Design Studies | | 68 | 91 | 78 | 57 | 53 |
| Interior Architecture | | 54 | 64 | 55 | 52 | 51 |
| Landscape Architecture | | 16 | 21 | 22 | 37 | 39 |
| Science-Interior Architecture | | | | | 1 | 5 |
| | | | | | | |
| | | | | | | |
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| | | | | | | |
| | | | | | | |
| Total | | 454 | 459 | 402 | 366 | 341 |

Doctorate (add more rows as needed)

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|----------|--|---|---|---|---|---|
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| | | | | | | |
| Total | | 0 | 0 | 0 | 0 | 0 |

First Professional (add more rows as needed)

| | | | | | | |
|----------|--|---|---|---|---|---|
| ? | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Total | | 0 | 0 | 0 | 0 | 0 |

Other; specify (add more rows as needed)

| | | | | | | |
|--------------------------------|--|-----|-----|-----|-----|-----|
| ? Sustainable Design | | 3 | 3 | 7 | 10 | 6 |
| SD Building Design | | 6 | 4 | 4 | 2 | 3 |
| SD Community Planning & Design | | 2 | 0 | 2 | 1 | 0 |
| SD Residential Design | | 2 | 1 | 2 | 0 | 2 |
| | | | | | | |
| Total | | 13 | 8 | 15 | 13 | 11 |
| Total Graduate | | 467 | 467 | 417 | 379 | 352 |

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

**Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)**

Credit Hours Generated By Department or Comparable Academic Unit

| ? | 3 Years Prior (FY 2013) | 2 Years Prior (FY 2014) | 1 Year Prior (FY 2015) | Current Year (FY 2016) | Next Year Forward (goal) (FY 2017) | |
|------------------------------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------|------------------------------------------|-------|
| Undergraduate (add more rows as needed) | | | | | | |
| ? | Architecture | 6,135 | 4,978 | 4,874 | 4,725 | 4,158 |
| | Design Studies | 1,493 | 1,602 | 1,504 | 1,255 | 1,067 |
| | Interior Architecture | 850 | 780 | 829 | 696 | 675 |
| | Landscape Architecture | 323 | 389 | 334 | 375 | 353 |
| | Science - Architecture | 0 | 0 | 44 | 63 | 63 |
| | | | | | | |
| | | | | | | |
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| | | | | | | |
| | | | | | | |
| | Total | 8,801 | 7,749 | 7,585 | 7,114 | 6,316 |

| | | | | | | |
|-------------------------------------------|-------------------------------|-------|-------|-------|-------|-------|
| Graduate (add more rows as needed) | | | | | | |
| | Architecture | 5,394 | 4,869 | 4,336 | 4,015 | 3,533 |
| | Design Studies | 1,145 | 1,329 | 1,087 | 791 | 736 |
| | Interior Architecture | 1,208 | 1,223 | 1,182 | 1,154 | 1,131 |
| | Landscape Architecture | 376 | 511 | 522 | 853 | 896 |
| | Science-Interior Architecture | 0 | 0 | 0 | 30 | 150 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | Total | 8,123 | 7,932 | 7,127 | 6,843 | 6,446 |

Information Literacy Sessions

Main campus

| | | | | | |
|------------------------------|----|----|----|----|----|
| Sessions embedded in a class | 20 | 27 | 26 | 43 | 50 |
| Free-standing sessions | | | | | |

Branch/other locations

| | | | | | |
|------------------------------|--|--|--|--|--|
| Sessions embedded in a class | | | | | |
| Free-standing sessions | | | | | |
| Online sessions | | | | | |

URL of Information Literacy Reports:

| |
|--|
| |
|--|

Please enter any explanatory notes in the box below

STANDARD FIVE: STUDENTS

The Boston Architectural College serves a student body of approximately 675 students. Roughly 561 of them attend class on-site at our urban campus in Boston's Back Bay, with another 114 enrolled in our low-residency master's programs that serve working professionals from over 30 states and five other countries.

That student population is significantly changed in the past decade. The College has an increasing proportion of master's students, from 40% in the late 2000s to 54% today. The change is due both to demographic shifts in the young-adult population and also to increasing demands of the professional workplace, in which young designers regularly face competition from early-career colleagues with professional/terminal master's degrees. In addition, the BAC's graduate student population is majority female (53%), as compared with an undergraduate population that is only 38% female. This gender shift has prompted student services staff to seek additional Title IX training.

In keeping with its mission to "provide excellence in design education emerging from practice and accessible to diverse communities," a substantial number of BAC students are first-generation college, members of underrepresented ethnic groups, and students of moderate prior academic achievement. The College's undergraduate population is 49% white, with Hispanic students as our largest minority group at 18%. For graduate students, 65% are white, with Asian and Pacific Islander students the largest minority group at 18%. All academic and social support systems are designed with this diverse community in mind. The BAC received designation as a Federal Title III institution in 2013, allowing the College to develop specific programs to support underrepresented populations, bolstering our work from advising to financial aid to the Learning Resource Center.

The College's on-site degree programs are all open admissions: undergraduate students are welcome with any high school diploma or equivalency, master's students with any undergraduate degree from an accredited college. Low-residency programs are more restrictive, but those restrictions have to do with specific expected coursework or experiences rather than with prior grades or test scores. In all programs, the BAC opens the possibility for academic and professional success to students who may have found other avenues less welcoming. And in fact, the College's analysis has found that its female students and students of color persist and succeed in proportions no different than white and male students, even in the context of professional communities that are disproportionately white and male.

This section of the self-study will discuss the BAC's remarkable student body, and the ways in which the College serves them from first pre-enrollment contact through graduation and beyond.

ADMISSIONS

DESCRIPTION

The College's admissions team comprises seven well-trained staff who conduct not only the recruitment and intake functions of the College, but also act as the first messengers of the BAC experience to potential students. The Director of Admissions, Meredith Spinnato, has eleven years' experience at the College, and understands its curricula and its culture in ways that allow her to structure meaningful admissions outreach. The College is a member of the American Association of Collegiate Registrars and Admissions Officers (ACCRAO), the National Association for College Admission Counseling (NACAC), and the National Association for Foreign Student Affairs (NAFSA).

In order to ensure the best possible service to our students, all staff positions in admissions and in student affairs are advertised on professional sites including Higher Ed Jobs, as well as on the BAC's own website.

These postings clearly name the experience, educational level and specialized credentials required for each position. A pre-hire background check is conducted on all successful candidates, confirming all claimed credentials.

The admissions team employs the Sales Force customer relations management (CRM) software to track and develop potential students from first contact through matriculation. The implementation of Sales Force allows admissions staff to not only track inquiry, but also to help streamline our processes and the ability to work more efficiently. Our admissions office is now able to manage and automate communication workflows and correspondence with applicants and inquires. In addition, we recently purchased a separate application through Sales Force to track geographic data which will help better direct our travel and outreach. The software tracks accurate data for analysis, which allows the College to be more strategic in enrollment and marketing decisions.

The admissions team holds on-campus open houses twice each semester for prospective students and their families. Each is attended by one or more of the deans of the academic programs, who offer overviews of what their curricula entail and often bring examples of student work to inspire and to communicate expectations. As befits a professionally-oriented college, the BAC's open house format also includes an overview of the design professions, as well as the experience of attending a design studio course.

The BAC was able to field a full team of recruiters throughout this year's travel season, enabling representation at:

- 21 regional high school visits (New England, NY, CA)
- 11 college fairs
- 18 community college visits (New England, NY, CA, PA)
- 4 international fairs in the Mediterranean (Casablanca, Madrid, Barcelona), the Persian Gulf (Cairo, Dubai, Abu Dhabi, Oman, Bahrain), India (Bangalore, Hyderabad, Chennai, Ahmedabad), and Latin America (Sao Paulo, Bogota, Cali, Quito).

Last year's efforts to centralize marketing under a professional Director of Enrollment Marketing have proven increasingly successful, as evidenced by attendance at BAC open houses to recruit for the upcoming fall semester. The open houses serve as a barometer to overall interest in the school. Since the spring of 2014, attendance in open houses has jumped from a low of 36 prospective students to an all-time high of 99 in Fall 2015 and 71 in Spring 2016. All enrollment marketing efforts are now data driven, unified, and sustained by a common mission with consistent direction at the upper management level. New materials include our redesigned view book, program specific brochures, international student brochures, and branded banners, tablecloths, and giveaways.

Once a potential student is ready to apply to the College, her or his admissions counselor asks for the following materials:

- an application for admission
- a \$50 nonrefundable application fee
- an official transcript (high school for undergraduate applicants and college for graduate applicants; international master's students must also submit an evaluation of their undergraduate credential)
- a completed creative exercise for on-site students, or a portfolio and essay for low-residency students
- a current resume
- proof of English proficiency for non-native speakers

The fourth of these items, the "creative exercise," deserves further explanation. All applicants to the BAC's on-site degree programs are asked to respond to a particular series of prompts, not merely in writing but

also graphically. Many colleges require student essays, but the specific nature of the BAC's design curricula has led us to ask for visual, as well as written, representation of thinking. These creative exercises are reviewed by a team selected from our faculty, evaluated not by simple craftsmanship alone, but also by the ability to go beyond the literal and into the conceptual. It is important to remember that, as an open admissions school, we do not use the creative exercise as a competitive standard for entry. Rather, we use it as a way to think about the challenges and opportunities that our prospective students will bring, both individually and collectively.

Note also the fifth item on the application list, a current resume. Both the resume and the creative exercise are used to learn more about candidates, but as importantly, to help to communicate to prospective students the values of creative expression and professional readiness that the BAC hopes to foster. Simply completing the application materials gives prospective students the opportunity to experience what the BAC holds in store.

Once students have successfully completed their application materials, they are accepted into the College. As an open admissions school, we have a 100% acceptance rate; our yield from among accepted students for undergraduates has ranged from 76% in 2013-14 to 72% in 2015-16. When prospective students have filed their Intent to Register materials, enrollment counselors begin the work of assessment and placement. Enrollment counselors identify any special needs or requests from students and refer them to appropriate staff members or departments in advising, disability services, international student advising, the Learning Resource Center, and the Practice department. Our Transfer Credit Coordinator works with transfer students on an individual basis to place them at the appropriate academic level (roughly 30% of incoming students carry some degree of transfer credit). The Director of Foundation Student Support reviews the admissions materials for every incoming undergraduate, in order to help advise students on the most appropriate courses and course loads.

Prior to the start of the semester, student life and academic staff collaborate to hold a two-day new student orientation (NSO) led by faculty and supported by orientation leaders, designed to introduce incoming students to the BAC experience and to Boston and help prepare them for success. New students meet key faculty and staff, visit a design firm, venture into Boston for a sketching activity, and conduct collaborative design exercises. All students are given a writing assessment during NSO. In the case of undergraduates, this assessment helps place them in our first-semester Critical Reading & Research I course. CRR I has a second meeting time each week of the semester, and the writing assessment helps to indicate which students will be allowed to opt out of the additional skill development session.

APPRAISAL

The College's admissions staff has worked to reassess target audience, both demographically and geographically, and to redirect its efforts toward students most likely to matriculate and to succeed at the BAC. Our standing commitment to a diverse student body has been rewarded by strong performance rates among students from underrepresented communities. When we examine enrollment, we find that as a cohort shrinks across its first ten semesters, the graduate program as a whole remains very stable at 82-85% white for onsite students. This indicates no differential loss of students by ethnicity. For undergraduates, students of color actually form an increasing percentage of the remainder of students from one semester to the next. Likewise, both undergraduate and Master's programs are relatively stable in proportion of female students over semesters of enrollment, indicating no differential loss of students by gender. This allows our Admissions staff to be confident in continuing to recruit from underrepresented populations.

All of the College's admission and orientation work is designed to support our mission of diversifying the design profession, allowing us to provide design education to many students who would not otherwise have such an opportunity. The incoming undergraduate cohort in Fall 2015 was roughly 60% students of color, the

incoming master's cohort 50%; both communities are in strong contrast to the relatively white student bodies of design schools nationwide (28% students of color, according to 2012 data from the American Collegiate Schools of Architecture). The success of our graduates on national licensing exams, and the consistent long-term retention and graduation rates of our students of color, demonstrates that the BAC plays an important role in the diversification of the design professions.

The BAC has been officially recognized as a Title III school, one that serves the educational needs of financially-challenged and underrepresented populations. In fact, each year we attract an increasingly diverse student body, and unlike most other institutions of higher learning, our success rate among students of color is actually equal to and higher than that of white students, thereby reinforcing the fact that we support our students well. In fact, the journal *Diverse Issues in Higher Education* has recently reported that in 2015, for students majoring in "architecture and related services" (a category that includes students from all of the BAC's degree programs, along with hundreds of related programs nationwide), the BAC is:

- 31st nationally in Asian students receiving master's degrees
- 47th nationally in overall minority students receiving master's degrees
- 27th nationally in Hispanic students receiving bachelor's degrees
- 29th nationally in overall minority students receiving bachelor's degrees
- 31st nationally in Asian students receiving bachelor's degrees
- 41st nationally in African American students receiving bachelor's degrees¹³

Direct recruitment of high school students has always been a challenge for the BAC, in large part because we did not have access to student housing. In looking to rectify this deficiency, every effort was made to ensure that the College did not take on additional risk while exploring the feasibility of offering student housing. To this end, the BAC partnered with another local institution (Fisher College) that could offer risk-free beds to incoming students as a pilot program. The program ran successfully for the spring and fall with a total of 8 BAC students in residence. This feasibility test helped the BAC better understand the implications of establishing residential facilities, but was not initiated in time to make a significant impact on recruitment. The Fisher College housing option is being paired with another 25 dormitory spaces at nearby Pine Manor College, accessible to the BAC by the MBTA's Green Line. We are collecting data to see what impact, if any, this will have on admissions yield. In anticipation of this test proving successful, the BAC is in the process of exploring more opportunities for permanent, institutionally coordinated, housing arrangements.

The College has not had an extensive history of articulation agreements with local or regional community colleges, and the unique Foundation curricular sequence which has proven to be so successful with our first-year students also makes transfer placement more difficult. Much of the transfer credit the College awards is in areas of general education and technical courses (structures, design software and so on) that occur throughout the curricula, rather than having a year or two taken off the beginning of our curricula. This makes the ongoing advising for course registration and timely progress to graduation a more time-intensive process, as each student will have a different pattern of progress.

STUDENT SERVICES AND CO-CURRICULAR EXPERIENCES

DESCRIPTION

The BAC maintains a broad array of student services, offering both academic support and broader community engagement. Descriptions of all of these services, and procedures for accessing them, are all available on the College's website and in print materials including the catalog.

¹³ Data reported in <http://diverseeducation.com/top100/>, accessed online on May 11, 2016

The College has a staff of three professional academic advisors. All have broad training and experience in student affairs; one has added specialization in English as a Second Language, and one is trained in offering support to students with learning disabilities. The College is a member of the National Academic Advising Association (NACADA), and our learning-disabilities specialist is a member of the Association on Higher Education and Disability (AHEAD).

All foundation level students are advised by the Director for Foundation Student Support, and all new undergraduate students meet with him in their first semester (incoming master's students are not required but are encouraged to meet with him). The first meeting is a check-in to cover BAC/design school acclimation, time management, and academic support and resources. Later conversations address, as needed, academic warnings, personal and health issues, course selection/academic planning.

After that first Foundation year, on-site students are encouraged to meet with their Academic Advisor at minimum once per year (ideally every semester) to ensure they are following the correct curriculum sequence toward graduation. Advising Services also assists students who might be struggling in courses, working with them and instructors to help ensure that they understand and are fulfilling the requirements of each class. Advising Services also refers students to other campus resources as applicable, based on the students' needs.

Instructors are asked to submit academic advising referrals to students who are struggling in their courses. One copy of this referral goes to Advising, the other directly to the student. Advising then initiates contact with the student, reviewing the instructor's concerns and attempting to create structures and practices for resolving them.

Advising also takes the lead on the academic probation process. At the end of each semester, student records are reviewed for students not achieving satisfactory educational progress. Academic Educational sanctions and registration limits can be imposed on students who are not performing at expected levels. A permanent note of probation status is recorded in the student's Academic Advising file. Students who are on probation are not permitted to submit for Portfolio Reviews (with the exception of the Foundation Portfolio Review), enter Thesis Seminar/Studio or Degree Project, or advance to graduation.

A student on academic probation must sign a probation contract, also known as a Contract for Educational Progress (CEP). This document lays out a plan to help the student improve academic performance. It is completed by an Academic Advisor in consultation with the student, and lists a series of criteria/terms that the student must meet within the given semester. Students unable to raise their GPAs enough to regain good academic standing after two probation semesters must attend an academic hearing with the Educational Review Board to determine whether they will be allowed to continue at the BAC.

The Student Advisory Committee (SAC) is an interdepartmental group of faculty and advisors who intervene and support students for whom the existing probation format has proven ineffective. The SAC consists of representatives of Advising, Practice, Student Life, and the Learning Resource Center (although other departments may be represented). Students who have violated the terms of their contract and have continued to struggle academically are required to meet with representatives of the SAC before being allowed to re-register. The SAC establishes a comprehensive, interdepartmental support plan meant to improve a student's chance of succeeding. The SAC has the authority to block a student's registration and can mandate up to a one-year leave of absence for any student on probation.

A student who reaches the end of Probation 2 without regaining good academic standing must petition the Educational Review Board to remain at the BAC. The Educational Review Board is an interdepartmental group of faculty and administrators brought together to evaluate and advise students who have completed two semesters of probation but have been unable to regain good academic standing. The Board can include the Dean and/or Associate Director of Advising Services, the dean of the relevant academic program, the

student's academic advisor, and representatives from the Practice department and the provost's office. Students must petition the Educational Review Board in writing to continue their BAC enrollment. Individual students then meet with the board to explain their present academic and/or practice situations, and to demonstrate that they have made a good-faith effort to improve their standing. They also present a plan that lays out how they intend to address their status.

The Educational Review Board decisions may include, but are not limited to:

- reinstating the student in good standing.
- granting the student an extra probation semester. This will be a heavily proscribed semester meant to address the student's perceived needs. It may include class work outside the student's curriculum. A student must regain good academic standing during this semester or show significant improvement in the prescribed areas. Failure to do so can mean dismissal for a minimum of two years.
- requiring the student to take a leave of absence. The student may be asked to complete additional requirements while on leave then reappear before the Board. If the student meets these terms, he or she may then be granted extra probation time.
- dismissing a student for a minimum of two years. After this time, a student will need to reapply to the college and also petition the Educational Review Board to be allowed to return.

Any student required to appear before the Educational Review Board is blocked from further registration unless the board approves an additional semester.

The College's Office of Student Life is headed by an Associate Vice President & Dean of Students, assisted by two staff positions. The office encourages community building, fosters leadership development, promotes social interaction, and enriches and enhances the academic experience through a balance of challenge and support. The office promotes student involvement on campus and provides resources to nurture success outside of the classroom

The Office of Student Life operates through several modes. The first is through supporting and coordinating the work of professional student organizations, including the Student Government Association (SGA), the American Institute of Architecture Students, BAC Interior Architecture Collaborative, Students of the American Society of Landscape Architecture, and the National Organization of Minority Architecture Students. Each of these organizations acts as a representative for the academic and professional concerns of its members, providing feedback (sometimes through the Dean of Students and sometimes directly) to the educational and operational plans of the College.

Students elect a governing body consisting of president, vice president, secretary and treasurer, along with four student representatives. The SGA is charged with facilitating action on student concerns, and on the management of the budget raised by the \$25/semester Student Activity Fee (approximately \$35,000 per academic year). When students identify some unmet need at the BAC, the Student Government Association has helped the College take action. For example, in 2010, a student-driven forum raised concerns about the perceived insufficiency of digital fabrication tools. This forum and subsequent planning resulted in a digital design shop including a computer-numeric controlled router, additional 3-D printers, and an enhanced 2-D digital laser cutter.

In addition to these more formal groups, Student Life also facilitates community, athletic and social groups such as *BACultural* (a cross-cultural community group); The Green Team (a sustainability group extending beyond campus to the ProArts Consortium schools and the Back Bay community more broadly); Studio Q (the LGBTQ student organization); and the Veterans Community Collective (for students who are current or former members of the armed forces). Other student groups have arisen for periods of weeks to years as interests change.

Student Life assists in bringing about regular events such as Food for Finals, Midnight Madness (extended hours of operation for midterm and finals), and the annual PARTI (the end-of-year party, its name a play on *parti pris* or “departure point,” the core visual theme of a design). The office also helps to fund and to coordinate a student-run lecture series now entering its seventh year. The program invites half a dozen emerging and established design professionals from around the world to come to the BAC each semester to present on a common theme. Students on the organizing committee are charged with representing all design disciplines each semester, and individual students invite the lecturer and participate in their reception dinner. Many of these lectures are professionally videotaped and available on the College website for repeat viewing and sharing.

The BAC has contracted with AllOne Health Resources to provide both an employee assistance program (EAP) and a student assistance program (SAP). Through this resource, any member of the BAC community can receive free assessment, referral and counseling sessions related to stress management, anxiety or depression, financial or legal concerns, assistance with finding child care, interpersonal relations (including domestic abuse), or other life issues. These services are confidential; the College receives reporting on the number of times the EAP or SAP were used, but no information related to identity or details of cases or types of services delivered.

The main communication tool for the OSL is the BAC student blog <http://blog.the-bac.edu>, a constantly updated and searchable resource for all things Student Life from event recaps to calendar announcements, scholarship opportunities to profiles of students or student groups. Links to individual blog post are sent out on various forms of social media, and form an all-student email that is sent to all students and interested staff on Wednesday afternoons.

Aside from these formal roles, the Office of Student Life is physically located near the entrance to our main building. The office is intended as an information crossroads, where students can come with a crisis, a concern or an idea for campus. The office manages scheduling for the designated student space called The Loft, which is used for a range of scheduled activities, as well as tutoring or group work, hanging out or watching major events on large-screen television. Students have recently redesigned and converted an adjacent balcony overlooking Hereford Street into a “study bar” providing ideal laptop computing spaces where students can observe campus and community life.

The BAC’s financial aid office comprises a professional staff of two and a half, overseeing all elements of financial aid support and compliance. The College is a member of the National Association of Student Financial Aid Administrators (NASFAA), and individual staff are members of the Massachusetts Association of Student Financial Aid Administrators (MAFSAA) and the Eastern Association of Student Financial Aid Administrators (EASFAA). The Financial Aid section of the BAC website and the BAC Catalog provide extensive and current information on the financial aid process.

Federal financial aid is administered in compliance with Federal guidelines, and Financial Aid staff participate in regular training updates with the US Department of Education, Massachusetts Department of Education and with the Veterans Administration. Policies and procedures are updated annually before the start of the awarding cycle and are reviewed to accommodate new information and/or technology changes.

All students who are awarded federal loans at the BAC are required to have completed online entrance counseling before the first disbursement of their federal loan(s). The entrance counseling gives students information about their rights and responsibilities regarding borrowing and information about the National Student Loan Data System (NSLDS), the website where they can view their federal loan borrowing history.

Each student’s financial aid award letter indicates the amount to be borrowed from the Direct Loan Program or in private loans, broken down for each enrolled semester. Students are sent a revised award letter if there are any changes, increases or decreases, in the financial aid they will be receiving or have received.

The student services team comprises eight professional staff who collectively perform the functions of registrar and bursar. This office assists students with the enrollment, funding, and tuition payment processes at the beginning of each semester, as well as manages requests for changes in enrollment status (add/drop or withdrawal from individual courses; graduation clearance, leaves of absence or transfer-out processes for ongoing enrollment). This office maintains memberships in the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the New England Association of College Registrars and Admissions Officers (NEACRAO), the National Association of College and University Business Officers (NACUBO), and the Massachusetts Bursar Association.

The Registrar's Office follows AACRAO records management guidelines. Student files include the admissions file, all registration documents (registration, add/drop, withdrawal forms, status change requests), and the graduation audit. Active student files are kept in secure onsite locked storage, with files of graduated and inactive students permanent held in offsite storage. For electronic records, the BAC has a Written Information Security Plan (WISP) that outlines the measures taken to decrease the risk of data loss as well as to protect personal information in compliance with state and federal regulations. The Information Technology department performs regular data backups, which are monitored by the Systems Administrator.

The Learning Resource Center (LRC) is available to all students for all subjects. Students are encouraged to utilize the LRC as a way to obtain additional support in their courses, as well as for support on additional items, such as the crafting of portfolios and job search materials (resumes and cover letters.) The LRC utilizes advanced students as tutors for most subjects, but all writing tutoring is conducted by professional staff. Writing tutoring is by appointment, while some of the larger subjects like structures and physics are tutored via drop-in hours or weekly tutorial sessions. The LRC is open to low-residency students during their intensives, and students in online courses can also take advantage of coaching in writing and other academic skills.

Since the College's academic program is founded on regular and substantive experience within the profession, many structures exist to help students find and gain professional employment and to accommodate that while still maintaining strong academic performance.

Scheduling options are an important component of helping students manage this dual life. A first-semester student can have a Foundation schedule that takes place between 9:00 am and 3:30 pm, or take the same classes during evening hours, 4:00 pm-10:15 pm to accommodate daytime employment, either within or outside the design professions. More advanced students attend an all-evening program, which accommodates their professional lives outside the school. Similarly, in a way that recognizes the fluctuating demands of professional employment, the BAC has three tuition structures for on-site students:

- Fewer than six credits: \$1,668/credit undergraduate, \$1,894/credit graduate
- 6 to 11.5 credits: \$10,008/semester undergraduate, \$11,364/semester graduate
- 12 and more credits: \$12,256/semester undergraduate, \$14,298/semester graduate

Some incoming students have prior design and drafting experience and are able to seek meaningful design work through our Practice Department upon matriculation, using portfolios of prior academic and practice work. The majority who have little or no prior design experience begin with a set schedule of Practice courses in Foundation:

- CityLab, a required first semester course, uses the city as a laboratory to introduce the diverse neighborhoods of Boston and their built environment through field-based exercises. Students work collaboratively, collecting observations of the city. This course has a two-weekend intensive during the beginning of the semester, followed by an hour-long weekly meeting through the duration of the semester.

- Community Practice, in the second semester of both the undergraduate Foundation and the M. Arch, focuses on the collaborative nature of community-based action in design, and puts students into design partnership with community organizations.

Along with these two courses, the Gateway to Practice program is a co-curricular platform for students to gain experience in project planning and delivery by providing *pro bono* design services that benefit nonprofits, community organizations, and municipalities in Greater Boston. Under the guidance of experienced design professionals who act as advisors and mentors, students with varied experience work in multi-disciplinary teams to produce an established set of deliverables to the community client, while developing vital professional skills and competencies. The resulting design work is often portrayed in a student's professional portfolio and can lead to paid employment.

APPRAISAL

The College has developed an extensive and successful array of student supports for both undergraduate and graduate students. Students have access to full-time advisors for course and curriculum planning, and for specific supports in ESL and disability accommodations. Students can reach out to a standing body of core faculty for intellectual guidance, and to one another through a system of formal student organizations and informal events throughout the academic year. The Learning Resource Center (LRC) provides a broad array of course supports, from one-on-one tutoring to weekly review sessions for particularly challenging courses.

All students with Federal loans must complete exit counseling as a requirement for graduation from the BAC. In the 2015-16 academic year, 87% of baccalaureate graduates had accumulated student debt, averaging \$37,733. For master's graduates, 69% had student debt, averaging \$86,123 inclusive of amounts accrued during their undergraduate degree.

The College does not have the resources to offer substantial tuition discounting to a large number of students. The Dean's Award is a competitive scholarship granted to incoming students who have demonstrated need and academic excellence—with awards ranging from \$750 to \$4,000 per semester for both undergraduate and master's students—renewable for the duration of a student's program at the BAC. Dean's Award recipients are required to maintain Financial Aid Satisfactory Academic Progress and must be enrolled at least half-time for their program of study. Students may take a Leave of Absence per the BAC's written policy and resume the scholarship upon returning to the BAC. However, students will lose the award if they fail to enroll in academic coursework for more than four consecutive fall and spring semesters or do not complete the required Leave of Absence paperwork. The BAC has also experimented this fall with targeted financial interventions for struggling students in the form of semester or yearlong grants available to both new and returning students.

The larger challenge the College faces in student life—both intellectual and interpersonal—is in extending this success to our low-residency population, which is now roughly 15% of our student body. Given that all of the BAC's low-residency programs are offered at the graduate level, their advising is handled by their program's leadership and faculty, not by our Advising team; the LRC has limited engagement with the low-residency community; all contact with Financial Aid or Practice occurs via e-mail or in the limited window of the onsite Intensive weeks. As we continue to grow the low-residency programs to meet the needs of design practitioners nationally and internationally, we will need to strengthen—and perhaps to reinvent—some aspects of our student support to better serve that population.

The ethical oversight of student services of the Boston Architectural College is a part of the Campus Compact, the guiding principles of interaction that includes full-time, part-time and continuing education students and alumni; Trustees and Overseers; BAC staff at all levels; academic and practice faculty, visiting design jury critics and lecturers; and members of the public visiting the BAC campus. The Campus Compact

is included in the College catalog, which is e-mailed to all students prior to the start of each semester; in the faculty, employee, and student handbooks; and on the College website.

As a professional school, the College also adheres to the ethical standards of the professions for which it educates, including those of the American Institute of Architects, American Society of Landscape Architects, and the International Interior Design Association. Finally, the BAC Staff Data Security and Integrity Policy outlines procedures to meet data security and integrity objectives. This not only applies to Student Services but all of the BAC staff. This policy outlines the required confidentiality for all personal information acquired in any way for anyone involved with the BAC.

PROJECTIONS

The College has an enduring and robust array of student supports, from recruitment through matriculation and employment to commencement. However, much of it was designed and implemented when the College was primarily an undergraduate institution. The specific academic, social, and logistical needs of graduate students have not been the primary drivers of our student services. Some programs are similar across degree levels, to be sure. The work of a registrar or bursar is not substantially different as it applies to graduate or undergraduate students. But advising, student life, and the Learning Resource Center are all geared toward supporting an open admissions undergraduate population, with less consideration of the specific needs of master's students and adult learners.

The introduction and expansion of low-residency programs further complicates the nature of student support. A 35-year old professional from out of state enrolled in our Master of Design Studies program will have definitions of student life, academic support, or new-student orientation that are considerably different than those of a 20-year old Boston-based student in our onsite Bachelor of Landscape Architecture program.

Another enduring difficulty is an artifact of our open-admissions process. Because it is not necessary to support a competitive-admissions process, our Admissions processes have been somewhat less than rigorous in capturing and analyzing incoming students' data on prior academic achievement. On an individual-student basis, we lose the opportunity to make use of this material for specific advising and course-selection decisions; on a collective basis, we lose significant potential for better targeting our outreach to particular populations that have demonstrated BAC success. We know, for instance, that undergraduate students with more than a semester of college-level transfer credit do better, on any number of measures, than students with no prior college experience. We cannot say with assuredness, however, that residential status, high school or college grades, class rank, or standardized test scores have any relationship to BAC performance, and thus we lose a means of targeted outreach and self-investigation. Preliminary research has shown poor correlation between high school GPA, class rank or SAT scores and BAC first-year undergraduate performance, but the admissions data on high school performance is insufficiently complete to place strong faith in the findings. The recent adoption of the Salesforce CRM software has made the collection and categorization of this data much more consistent, and we look forward to being able to conduct much more thorough predictive analyses beginning with the Fall 2016 cohort.

The recently completed strategic plan identifies a number of specific targeted goals for further support of the College's student body, including the growth of our smaller programs—Landscape Architecture, which accounts for 4% of our undergraduate and 10% of our graduate enrollment, and Interior Architecture, which accounts for 12% of our undergraduate and 18% of our graduate enrollment. Both of these programs have capacity in course availability and faculty structure that would allow them to accommodate substantial enrollment growth without the provision of additional resources.

The College is also in the early stages of planning an honors program, which will not only offer an even more challenging environment for our most talented students, but which we believe will also attract a broader

array of prospective students. Because of its status as an open admissions college that actively supports under-represented students, the BAC is rarely mentioned in the same college-counseling conversations as schools like Northeastern or MIT—even though BAC alumni perform similarly to alumni of those schools on professional registration exams. The development and marketing of a BAC honors community will not only help us better serve our students, but will also place the college into consideration by students and families that might formerly have overlooked us.

As will be discussed further in Standard Seven, the College is actively pursuing endowment funding that will enable us to create a broader array of financial-aid supports, including more aggressive tuition discounting and scholarships. The College recognizes that the support of underrepresented students is not merely a social and academic endeavor, but also a financial obligation. Although we keep our tuition substantially lower than peer institutions, we also recognize that far too many of our students accrue substantial loan indebtedness, and are forced to make difficult semester-to-semester decisions about continuing their enrollment or taking time away to bolster their incomes or focus expenditures on other family needs.

As many other institutions have experienced, the increased recruitment of international students has brought about increased needs to support that student body, particularly with regard to performance in written and spoken English. The BAC faces additional hurdles in international student support: the expectation of professional engagement that is part of the College's structure is less easily available to students on visa, and the College has no student housing (though early collaborative housing agreements with Fisher College and Pine Manor College, collectively accommodating about thirty students, have been promising). In response to the needs of our international population, the Admissions office has added an enrollment counselor and an International Student Advisor (reporting through the Dean of Advising Services) specifically dedicated to the recruitment and ongoing success of international students, our Advising office has one advisor specifically trained in ESL support. Our Practice division now has a Director of Practice Instruction and Student Support, who helps students find and reflect upon important practice experiences beyond the BAC's historic connection with paid design employment. We are also working toward expansion of our low-residency programs to an increasingly international community.

The BAC has seen its enrollment rise and fall dramatically in the past decade, finding itself in 2016 with approximately the same overall enrollment as in 2006. But the diversity of that student body has dramatically increased: more women students, more students of color, more international students, more low-residency students, more graduate students, more disciplines. The College is committed to the ongoing success of all of its students, and is actively re-defining and re-developing its student services in response to a broader and more inclusive community.

Standard 5: Students
(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit Seeking Students Only - Including Continuing Education

| | 3 Years Prior (FY 12-13) | 2 Years Prior (FY 13-14) | 1 Year Prior (FY 14-15) | Current Year (FY 15-16) | Goal (specify year) (FY 16-17) |
|---------------------------------------------------------------------------|--------------------------------|--------------------------------|-------------------------------|-------------------------------|--------------------------------------|
| Freshmen - Undergraduate | | | | | |
| Completed Applications | 92 | 92 | 89 | 65 | 82 |
| Applications Accepted | 92 | 92 | 89 | 65 | 82 |
| Applicants Enrolled | 59 | 70 | 60 | 47 | 59 |
| % Accepted of Applied | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| % Enrolled of Accepted | 64.1% | 76.1% | 67.4% | 72.3% | 72.0% |
| Percent Change Year over Year | | | | | |
| Completed Applications | na | 0.0% | -3.3% | -27.0% | 26.2% |
| Applications Accepted | na | 0.0% | -3.3% | -27.0% | 26.2% |
| Applicants Enrolled | na | 18.6% | -14.3% | -21.7% | 25.5% |
| Average of statistical indicator of aptitude of enrollees: (define below) | | | | | |
| | | | | | |
| Transfers - Undergraduate | | | | | |
| Completed Applications | | | | | |
| Applications Accepted | | | | | |
| Applications Enrolled | | | | | |
| % Accepted of Applied | - | - | - | - | - |
| % Enrolled of Accepted | - | - | - | - | - |
| Master's Degree | | | | | |
| Completed Applications | 121 | 157 | 119 | 91 | 103 |
| Applications Accepted | 121 | 157 | 119 | 91 | 103 |
| Applications Enrolled | 113 | 132 | 80 | 81 | 92 |
| % Accepted of Applied | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| % Enrolled of Accepted | 93.4% | 84.1% | 67.2% | 89.0% | 89.3% |
| First Professional Degree | | | | | |
| Completed Applications | | | | | |
| Applications Accepted | | | | | |
| Applications Enrolled | | | | | |
| % Accepted of Applied | - | - | - | - | - |
| % Enrolled of Accepted | - | - | - | - | - |
| Doctoral Degree | | | | | |
| Completed Applications | | | | | |
| Applications Accepted | | | | | |
| Applications Enrolled | | | | | |
| % Accepted of Applied | - | - | - | - | - |
| % Enrolled of Accepted | - | - | - | - | - |

Please enter any explanatory notes in the box below

**Standard 5: Students
(Enrollment, Fall Term)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)



Credit-Seeking Students Only - Including Continuing Education

| | | 3 Years Prior (FY 12-13) | 2 Years Prior (FY 13-14) | 1 Year Prior (FY 14-15) | Current Year (FY 15-16) | Goal (specify year) (FY 16-17) |
|------------------------------|----------------------------|--------------------------------|--------------------------------|-------------------------------|-------------------------------|--------------------------------------|
| UNDERGRADUATE | | | | | | |
| First Year | Full-Time Headcount | 60 | 58 | 59 | 48 | 59 |
| | Part-Time Headcount | 0 | 1 | 1 | 0 | 0 |
| | Total Headcount | 60 | 59 | 60 | 48 | 59 |
| | Total FTE | 60 | 59 | 60 | 48 | 59 |
| Remainder of Segment I | Full-Time Headcount | 227 | 165 | 144 | 81 | 58 |
| | Part-Time Headcount | 7 | 6 | 4 | 3 | 2 |
| | Total Headcount | 234 | 171 | 148 | 84 | 60 |
| | Total FTE | 230 | 168 | 146 | 83 | 59 |
| Segment II | Full-Time Headcount | 121 | 122 | 102 | 134 | 109 |
| | Part-Time Headcount | 4 | 4 | 4 | 4 | 4 |
| | Total Headcount | 125 | 126 | 106 | 138 | 113 |
| | Total FTE | 123 | 124 | 104 | 135 | 110 |
| Segment III | Full-Time Headcount | 47 | 51 | 38 | 58 | 59 |
| | Part-Time Headcount | 0 | 0 | 0 | 1 | 1 |
| | Total Headcount | 47 | 51 | 38 | 59 | 59 |
| | Total FTE | 47 | 51 | 38 | 59 | 60 |
| Unclassified | Full-Time Headcount | 29 | 16 | 11 | 7 | 5 |
| | Part-Time Headcount | 157 | 151 | 99 | 53 | 56 |
| | Total Headcount | 186 | 167 | 110 | 60 | 61 |
| | Total FTE | 95 | 83 | 57 | 33 | 35 |
| Total Undergraduate Students | | | | | | |
| | Full-Time Headcount | 484 | 412 | 354 | 328 | 290 |
| | Part-Time Headcount | 168 | 162 | 108 | 61 | 63 |
| | Total Headcount | 652 | 574 | 462 | 389 | 353 |
| | Total FTE | 556 | 484 | 405 | 358 | 322 |
| | % Change FTE Undergraduate | na | -12.8% | -16.3% | -11.7% | -10.1% |
| GRADUATE | | | | | | |
| | Full-Time Headcount | 432 | 443 | 382 | 343 | 306 |
| | Part-Time Headcount | 35 | 24 | 35 | 36 | 46 |
| | Total Headcount | 467 | 467 | 417 | 379 | 352 |
| | Total FTE | 438.8 | 454.8 | 397.2 | 360.6 | 342.9 |
| | % Change FTE Graduate | na | 3.6% | -12.7% | -9.2% | -4.9% |
| GRAND TOTAL | | | | | | |
| | Grand Total Headcount | 1,119 | 1,041 | 879 | 768 | 705 |
| | Grand Total FTE | 994 | 939 | 802 | 718 | 664 |
| | % Change Grand Total FTE | na | -5.6% | -14.6% | -10.5% | -7.5% |

Please enter any explanatory notes in the box below

Our Undergraduate classifications are based on Segement rather than class year. The majority of the undergraduate programs are more than 4 years so student progress is based on passing portfolio reviews that bring them into the new segment level.

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Where does the institution describe the students it seeks to serve?

Admissions information on the BAC website

<http://the-bac.edu/admissions/apply#loc-tab-3>

Three-year Cohort Default Rate

| (FY 2013) | (FY 2014) | (FY 2015) |
|-----------|-----------|-----------|
| 11.9 | 5.3 | 6.9 Draft |
| | | |

Three-year Loan repayment rate
(from College Scorecard)

| 3 Years Prior | 2 Years Prior | Most Recently Completed Year | Current Year | Goal (specify year) |
|---------------|---------------|------------------------------|--------------|---------------------|
| (FY 12-13) | (FY 13-14) | (FY 14-15) | (FY 15-16) | (FY 16-17) |

Student Financial Aid

| | | | | |
|-------------------------|--------------|--------------|--------------|-------------|
| Total Federal Aid | \$12,358,044 | \$11,438,767 | \$10,063,226 | \$8,825,749 |
| Grants | \$805,238 | \$593,617 | \$609,144 | \$478,568 |
| Loans | \$11,445,800 | \$10,765,629 | \$9,367,660 | \$8,206,568 |
| Work Study | \$107,006 | \$79,521 | \$86,422 | \$140,613 |
| Total State Aid | \$48,535 | \$39,684 | \$47,560 | \$40,333 |
| Total Institutional Aid | \$1,558,384 | \$1,250,907 | \$741,813 | \$542,095 |
| Grants | \$1,558,384 | \$1,250,907 | \$741,813 | \$542,095 |
| Loans | n/a | n/a | n/a | n/a |
| Total Private Aid | \$1,041,592 | \$1,305,622 | \$1,419,734 | \$1,149,324 |
| Grants | \$234,296 | \$305,532 | \$295,703 | \$250,667 |
| Loans | \$807,296 | \$1,000,090 | \$1,124,031 | \$898,657 |

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

| | | | | |
|-----------------------------------------------------|-----|-----|-----|-----|
| Undergraduates - BDS, BIA, BLA, BS Arch | 76% | 90% | 93% | 81% |
| Graduates - MDS, MIA, MLA, MSIA | 63% | 67% | 64% | 63% |
| Undergraduate - First professional students (BARCH) | 85% | 92% | 75% | 93% |
| Graduate - First professional students (MARCH) | 89% | 76% | 76% | 74% |

For students with debt:

Average amount of debt for students leaving the institution with a degree

| | | | | |
|-----------------------------------------------------|----------|----------|-----------|-----------|
| Undergraduates - BDS, BIA, BLA, BS Arch | \$35,372 | \$41,860 | \$42,282 | \$35,841 |
| Graduates - MDS, MIA, MLA, MSIA | \$62,676 | \$68,506 | \$57,321 | \$58,964 |
| Undergraduate - First professional students (BARCH) | \$42,429 | \$46,327 | \$44,104 | \$39,625 |
| Graduate - First professional students (MARCH) | \$93,634 | \$98,536 | \$104,602 | \$113,282 |

Average amount of debt for students leaving the institution without a degree

| | | | | |
|-----------------------------------------------------|--|--|--|--|
| Undergraduates - BDS, BIA, BLA, BS Arch | | | | |
| Graduates - MDS, MIA, MLA, MSIA | | | | |
| Undergraduate - First professional students (BARCH) | | | | |
| Graduate - First professional students (MARCH) | | | | |

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

| | | | | |
|--------------------------------------------------|--|--|--|--|
| English as a Second/Other Language | | | | |
| English (reading, writing, communication skills) | | | | |
| Math | | | | |
| Other | | | | |

Please enter any explanatory notes in the box below

College Scorecard has Typical Total Debt of \$45,202 and Typical Monthly Loan Payment of \$502 /month. Financial Aid information is not provided for this upcoming academic year since projected enrollment is for the fall 16 semester only and the data is for the full academic year. We do not have debt information for student leaving the institution without a degree. Developmental courses are not offered at the BAC. Students have access to tutoring services if needed.

Standard 5: Students (Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

| Undergraduate Admissions information | Completed Applications | Applicants Accepted | Applicants Enrolled | | |
|--------------------------------------------------------------------------|------------------------|---------------------|---------------------|--------|-------------------------------|
| Category of Students (e.g., male/female); add more rows as needed | | | | | |
| Male Domestic | 24 | 24 | 17 | | |
| Male International | 8 | 8 | 8 | | |
| Female Domestic | 18 | 18 | 10 | | |
| Female International | 15 | 15 | 13 | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Graduate Admissions information | Completed Applications | Applicants Accepted | Applicants Enrolled | | |
| Category of Students (e.g., male/female); add more rows as needed | | | | | |
| Male Domestic | 27 | 27 | 26 | | |
| Male International | 9 | 9 | 7 | | |
| Female Domestic | 38 | 38 | 33 | | |
| Female International | 17 | 17 | 16 | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Undergraduate Enrollment information | Full-time Students | Part-time Students | Total Headcount | FTE | Headcount Goal (specify year) |
| Category of Students (e.g., male/female); add more rows as needed | | | | | |
| Male Domestic | 195 | 4 | 199 | 197.25 | n/a |
| Male International | 19 | 0 | 19 | 19.00 | n/a |
| Female Domestic | 85 | 4 | 89 | 87.50 | n/a |
| Female International | 22 | 0 | 22 | 22.00 | n/a |
| | | | 0 | | |
| | | | 0 | | |
| | | | 0 | | |
| Graduate Enrollment information | Full-time Students | Part-time Students | Total Headcount | FTE | Headcount Goal (specify year) |
| Category of Students (e.g., male/female); add more rows as needed | | | | | |
| Male Domestic | 127 | 8 | 135 | 131.75 | n/a |
| Male International | 31 | 0 | 31 | 31.00 | n/a |
| Female Domestic | 155 | 1 | 156 | 155.50 | n/a |
| Female International | 42 | 2 | 44 | 42.75 | n/a |
| | | | 0 | | |
| | | | 0 | | |

Please enter any explanatory notes in the box below

STANDARD SIX: TEACHING, LEARNING, AND SCHOLARSHIP

As both our teaching population and student population have changed—in number, in ethnic and gender diversity, in discipline, and in role—the College has recognized its responsibility to support this broader community in its full array of intellectual pursuits. This section of the self study will provide evidence of the ways in which the College is committed to success in teaching and learning, scholarly productivity, and intellectual freedom.

FACULTY AND ACADEMIC STAFF

DESCRIPTION

The past decade has brought substantial change in the ways that the Boston Architectural College fulfills its educational mission. Though the folktales of the BAC's historic "volunteer faculty" are still occasionally heard, the College has had a fully salaried or stipended teaching corps for years, while still holding true to our commitment to offering students experiences with both academic and practitioner faculty.

At present, the BAC has 23 salaried twelve-month core faculty members, who individually hold responsibility for teaching and for supervising adjunct instructors. These educators collectively hold responsibility for curriculum review and coordination, and participate in a formal faculty review process. The faculty is defined as instructional staff who carry a minimum load of two 3-credit courses per academic year and who are responsible for the educational and administrative leadership of schools and curricular areas. Each of the four academic Schools is led by a dean, who themselves teach courses in their discipline, and supported by salaried, full-time faculty.

The Commission on Institutions of Higher Education recommended, in its 2011 fifth-year response, that the BAC reconsider its proportion of full-time and adjunct faculty, "to create a more extensive core of educators whose principal professional commitment is to the BAC." The College has indeed done so, adding full-time faculty members to the Schools of Interior Architecture and Design Studies, as well as in Practice, and re-allocating the responsibilities of faculty in Architecture and Landscape Architecture to be more fully focused on curriculum development and student learning. The faculty who have been added have expertise in important curricular areas: digital media and digital fabrication, sustainable design, historic preservation, and design for human health, and they, along with their peers, engage in teaching, service and scholarship in ways that more directly ensure currency in disciplinary knowledge and contributions to classroom life.

Given our reduced enrollment, our faculty has proportionately increased by 40% since 2011, when the BAC had 20 salaried educators and 976 students. In 2016, 23 core faculty members serve 677 students. During that same period, the adjunct faculty corps has diminished from 303 to 249, increasing the proportion of permanent to contingent faculty. In addition to this, the increase in our core faculty and the decrease in adjunct instructors has resulted in a reduction of supervisory load, a welcome change that allows fuller focus on planning, teaching, curricular design, and research.

The faculty bears several responsibilities, individually and collectively. They teach courses, review and revise academic curricula, recruit and supervise adjunct instructors, and act as the consistent points of contact and advising support for students. Though the College has not studied its shifting workload in detail, we recognize that we ask a great deal of our faculty. Even in light of demanding daily workloads, they also produce and present scholarly work and participate in professional practice and non-profit service.

Openings for full-time faculty are subject to national search, with a hiring committee comprising current faculty and educational administrative staff. All faculty hired have appropriate academic credentials for their

positions, and many have extensive professional experience as well. Salaries are regionally competitive, and carry a benefits package including health and dental insurance, vacation and sick leave, and institutional contributions to a TIAA -managed retirement program. (Retirement contributions were suspended during the economic crisis of 2010-14, but have since been re-instated.)

The core faculty meet biweekly to participate in the Education Council. This meeting is co-chaired by the Provost and two faculty members. Meetings alternate between “administrative tactics” or discussions of policy and logistics, and “research trajectories,” in which individual or small groups of faculty present their current scholarly work with the objective of increasing faculty culture, learning from colleagues. Beginning with the 2015-16 academic year, this effort has resulted in a collection of ongoing research initiatives called the Faculty Research Record.

This faculty is joined by a team of over 200 adjunct instructors, having an average of six semesters of BAC service. The majority (75%) of contingent instruction is provided by practicing professionals who teach three or fewer credits per semester, and sometimes only one semester per year (in the fall semester of 2015, 227 adjunct instructors taught 290 course sections.) The remainder of our contingent pool are more traditional academic adjuncts who teach multiple courses per semester at the BAC and elsewhere. Each of the degree-program deans, program directors, and the directors of cross-cutting academic strands (Media Arts; Digital Media; Liberal Studies; Technology, Systems and Management), are responsible for recruiting, supervising, and assessing the work of adjunct faculty in their programs. An administrative manager under direction of the provost works with Human Resources to manage the appropriate recordkeeping for payroll and other Federal employment compliance.

The recruiting of instructors is largely informal; positions for individual courses are not advertised in public or higher education media, but rather through professional networks or word of mouth. Turnover of instructors has averaged 20 to 30% per year in recent years, with roughly 55% of adjunct instructors having two or more years of BAC service. A substantial number of BAC instructors are in fact BAC alumni. Given that so many of our students are working in Boston-area design firms at the moment of their graduation, the College tends to have a regionally-focused alumni network, and many of those graduates return to teach subsequent cohorts of design students.

First-time instructors are often brought in as teaching assistants or section leaders to work under the direct supervision of an experienced instructor before being given their own independent course to design and lead in later semesters. Our Foundation studios have a set cohort of “lead instructors” who are responsible for the coordination of curriculum, mentoring of junior faculty, and examination of student work across all sections of the course. First-time instructors are also invited to a New Faculty Orientation held shortly before the beginning of each semester. Courses taught by first-time instructors have evaluations at the mid-point of that semester, as well as its conclusion, so that supervising faculty can be alerted to areas of success and challenge early enough to effectively intervene.

In addition, as a practice-focused institution, our students are expected to be engaged in professional practice or other community-engaged work of increasing complexity and responsibility. Thus, our cadre of employers and practice examiners constitutes a third key pool of instructors in Practice. Students in professional degree programs have their practice work reviewed at set curricular moments: three times during the B. Arch. and M. Arch., the BIA and MIA, and the BLA and MLA curricula. These reviews are conducted by a team of practice examiners who not only offer evaluation of each student’s professional portfolio, but also offer specific strategies for next phases of development.

Twice annually, students report their progress and experience in practice, as well as the number of hours they have worked in firms or on projects. Additionally, students must attend face-to-face Practice Assessment meetings with a practice examiner to validate, discuss, and strategize about their professional experiences and have the level of their professional skills evaluated. In architecture especially, students aiming for licensure sometimes may be advised to consider a change of workplace, since smaller offices and

construction companies may not offer the breadth of professional experiences that will support a student on her or his journey toward professional licensure.

As part of these practice reviews, individual workplace supervisors are asked to write a letter that outlines the student's status in the firm, the types and amounts of work they currently conduct, and their prospects for added responsibility and scope. The Practice Department regularly provides individual coaching to workplace supervisors about ways to enhance the learning experiences embedded within paid design employment. It is the practice examiners who act as guarantors of the quality of student learning in the workplace, working with students as they progress from entry-level support to project management.

In the 2013 curriculum revision, the School of Design Studies initiated a revised Practice program for its undergraduate students. While honoring the BAC's tradition of practice-based learning, the BDS Practicum curriculum was designed to more effectively meet the specific needs of the Design Studies population, whose competencies vary widely from one discipline to another and where employment opportunities in a student's area of study are sometimes limited. The Practicum provides flexibility in the types of practical experience students can use to satisfy their "practice" requirements—from paid employment (which many students need in order to be able to attend school) to unpaid internships. The program requires students to complete a 1.0 credit Introduction to Practicum course, a minimum of 600 hours of practical experience in real world scenarios, and a 6.0 credit Practicum Seminar in which one or more Practicum reports are produced.

The Practicum seminars are conducted either in a semester course structure or as an independent study with a flexible schedule. In both cases, students work closely with a mentor who helps them translate the work that they have done in the field into a persuasive statement of disciplinary learning and intellectual growth that can yield methods of future applied learning in varying circumstances. The reports typically include a written, graphic and oral demonstration of the student's experience and learning. The submitted Practicum reports are assessed by the student's mentor and reviewed by the Dean, School of Design Studies.

In 2015, the BAC received the Council on Higher Education Accreditation (CHEA) Award for Outstanding Institutional Practice in Student Learning Outcomes. Specifically, the 2015 CHEA Award recognized the College's Practice Department for "creating and overseeing an effective partnership, or 'learning contract,' between educators, students and practitioners, including documentation of experiential learning."

The requirements of practicum, practice hours, and skill level are used to track a student's professional experience and progress throughout their time at the BAC, as well as form the basis for each program's graduation requirements. Students who graduate from the BAC thus have a proven, vetted set of practical experiences and skills in addition to their degree. Our demonstration of the success of our Practice curriculum includes the fact that 88% of our large May 2016 commencement cohort (including January graduates) from both undergraduate and master's professional degree programs were employed at the time of their graduation. This employment occurs in workplaces directly connected with spatial design. Similarly, our alumni perform on professional examinations at rates similar to or better than those of our peer community of independent design colleges.

In 2009, the BAC adopted a Diversity Action Plan, leading to an on-going effort to maintain a balance between consistent learning outcomes and individual faculty expertise, teaching experience, and diverse viewpoints. Relevant objectives included integrating inclusion and diversity more fully throughout the BAC. As our student body has become substantially more diverse, the College has actively recruited faculty and staff who are minority, female, and from other underrepresented groups, and employed diversity training and dialogues to help create a more inclusive climate where all members can thrive. As we examine our newer cohorts of faculty, we are making progress toward those goals: adjunct faculty recruited since the adoption of that plan are collectively 45% female as compared with 33% female for those with more than four years of BAC service; the proportion of minority faculty remains stable at roughly 12%. This is aligned with the gradually changing face of the design professions, which are slowly becoming more welcoming to women, but

remain overwhelmingly white. The full-time faculty are 37% female and 21% minority, also substantially more diverse than five years ago.

The BAC is fundamentally a professional school, in which most scholarly activity would fall under the rubric of “the scholarship of application” and “the scholarship of teaching and learning,” to use Ernest Boyer’s formulation.¹⁴ The practitioners among the BAC’s faculty regularly exercise the scholarship of application, bringing intellectual advances into specific contexts in service of complex client and user needs. Those whose role is more fully educational in nature are supported in travel to, and presentation at, academic conferences that help them stay current in the pedagogies of their disciplines.

Although the BAC is not currently, and is not likely to become, a tenure-granting institution, the BAC’s official Diversity Statement offers a contextual framing of intellectual freedom:

Excellent design integrates diverse skills and problem solving approaches to meeting client needs. Combining divergent ways of thinking, non-traditional approaches to solving problems, multi-cultural awareness, sensitivity to the needs of persons who may be different from ourselves, tolerance of ideas we may not initially understand, and openness to new ways of addressing needs is essential to achieving thoughtful, creative, innovative and client-centered design. Through multiple design disciplines, and through our insistence on learning from diverse ways of approaching design solutions, the Boston Architectural College expresses its fundamental commitment to being an open and welcoming community. We strive to effectively serve diverse clients in a multi-cultural world.

Students and faculty alike are encouraged to be in active and creative engagement with the communities around them, as their own values and interests guide them.

Faculty at the BAC are hired under memoranda of appointment (MOA) that outline the terms and expectations of their faculty obligations and sets forth the terms of their performance reviews. In May of 2015, the BAC approved a formal policy for faculty designation and faculty review. Faculty are initially hired under one-year MOAs, which can be renewed annually for up to three successive years. At the end of four successful years, faculty members enter a four-year MOA and review cycle, although they continue to have annual reviews by their supervisor.

New members of the core faculty are evaluated by their immediate supervisor at three months and then annually for three years after hire, and then enter the full faculty performance review process during their fourth year. The performance review process is conducted by a committee comprising the Provost, the reviewee’s supervisor and one other core faculty member. The Education Council nominates and elects two faculty participants, a regular and an alternate, the second of whom will participate in cases of conflict of interest with the reviewee.

This committee reviews a standard array of materials submitted by the faculty member—a current position description, a self-evaluation letter assessing current performance and visions for future work, and a dossier of professional or scholarly work, College service, teaching and advising, and other contributions to the BAC mission. The committee then holds a face-to-face meeting with each faculty member eligible for review during the period assigned, and makes its recommendations to the Provost, who reviews those findings and makes final recommendations to the President. Upon approval by the President, the Provost notifies reviewed faculty members of their outcomes, and the President issues new memoranda of appointment or notification of a terminal agreement.

During the second, third, and fourth years of employment, BAC faculty are eligible to apply for a one-week leave to engage in BAC-related research, scholarly, or design work. Faculty holding four-year appointments

¹⁴ Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. 1990, Carnegie Foundation for the Advancement of Teaching.

may apply for two weeks of research leave after appointment renewal. In both cases, the applicant must submit a proposal outlining the nature of the project and its schedule, and is expected to identify the BAC faculty and staff who will provide oversight for the applicant’s administrative duties in her or his absence. The outcomes of work completed through this “mini-sabbatical” are presented in a College forum.

For adjunct instructors, the Board of Trustees had administered an annual Education Committee (EdCo) grant, in which instructors proposed modest research projects leading to the development of a new course or revised course content. EdCo grants have led to new or revised course offerings in design studio, digital media, professional management, historic preservation, academic writing, and other curricular areas. However, the total pool of awards was tightly constrained, approximately \$15,000 per year, and many worthy projects went unfunded. This program was suspended in the 2014-15 academic year due to budgetary constraints. The College hopes to renew this grant program, but has no firm timeline at this moment.

BAC instructors have significant latitude in determining the content and conduct of their courses. The BAC makes regular use of thematic courses: a series of specific learning outcomes that can be structured in many different ways and through the use of a broad array of content. For example, the advanced architectural studio courses have particular learning goals pertaining to spatial exploration, increased inclusion of contextual factors, and sophistication of material and technical considerations. But those outcomes can be achieved through nearly innumerable specific course contents, and one of the School of Architecture’s core social and educational events is the studio lottery that immediately precedes each semester. More than two dozen instructors assemble to “pitch” the contents and methods of their proposed studio course to over one hundred advanced architecture students, who then individually name their preferred choices from among those studios. This matching exercise allows both students and faculty the ability to pursue specific content interests within an intellectually consistent course structure. Similar thematic course structures are found in Foundation, Liberal Studies, Media Arts, Digital Media, and electives across many other curricular strands, in which the content of a course is variable, but the nature of the expected learning outcomes is consistent.

Grades are specifically, and by policy, considered to be under the purview of each individual instructor. The BAC has a grading policy described within its faculty handbook, and included as part of the back matter in every course syllabus. This policy names, in both quantitative and qualitative terms, the definitions of letter grades, failures, incompletes and withdrawals. The grading policy also indicates that “Grades must be assigned or changed only by the instructors, except in extraordinary cases... when the appropriate program director may intervene,” followed by a specific procedure for a student who wishes to appeal a grade (<http://the-bac.edu/students/student-services/registrar/policies-and-procedures/grades>.)

The educational mission is supported by a dedicated and well trained professional staff of 25 in Advising Services, Instructional Technology, Library and Practice, all of whom work directly with students and faculty alike to help students succeed in our program. The staffing of each of those divisions is as follows:

| ADVISING SERVICES (5) | INSTRUCTIONAL TECHNOLOGY (6) | LIBRARY (8) | PRACTICE (6) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Dean of Advising Services • Associate Director of Advising and Disability Services • Academic Advisor • Academic Advisor & ESL specialist | <ul style="list-style-type: none"> • Manager of Online Technology • Senior Instructional Designer • Instructional Designer • Manager of Education | <ul style="list-style-type: none"> • Library Director • Associate Library Director • Manager of Collection Development & Outreach • Reference/Visual | <ul style="list-style-type: none"> • Dean of Practice • Manager of Practice • Director of Foundation Instruction in Practice • Director of Practice Instruction and Student |

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Director of Foundation Student Support • Manager of the Learning Resource Center (supervised by Department of Liberal Studies) | <p>Applications</p> <ul style="list-style-type: none"> • Applications Support Specialist • Resident in Fabrication | <p>Resources Librarian</p> <ul style="list-style-type: none"> • Library Clerk • Library Cataloger • Institutional Records Manager/Archivist | <p>Support</p> <ul style="list-style-type: none"> • Director of Applied Learning and Assessment • Practice Information Coordinator |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|

APPRAISAL

The workload for the core faculty ranges from classroom instruction to supervision of adjunct instructors; from student advising to administrative collaboration; from curricular design to regular participation in the review of hundreds of student portfolios per year. With all faculty having twelve-month contracts, summer is nearly as fully committed as the fall and spring semesters. It is difficult, in the face of that workload, to also sustain an individual intellectual or professional agenda. It is also difficult, in the face of tightly constrained budgets, to ensure that faculty are supported in conference registration and academic travel.

Ten of the twenty-three core faculty attended professional and academic meetings in the 2015-16 academic year, and we work to further expand that number. Most of the faculty's recent work has been on the scholarship of teaching and learning, presented at venues such as the NEASC annual conference and the National Conference on the Beginning Design Student. The College attempts to advance the scholarly lives of our core faculty, facilitating their participation in design (both professionally and through participation in competitions), in design research, and in pedagogical research. This goal can only be partially achieved in the face of the resources we currently have available.

Stipends for our adjunct instructors have come to range widely, from \$400 to \$1200 (or in rare cases even more) per credit hour, depending on the discipline, market forces for particular specializations, and individual instructors' standing agreements with prior supervisors. In 2012-13, the BAC authorized a stipend regularization task force to study stipends across departments. That group developed a model that it calls BASS, for Baseline, Amendment, and Separate Stipend. The task force set a compensation goal of \$1000 per credit as its baseline; a schedule of amendments to that baseline depending on course size, co-teaching or other significant contextual variation; and a separate stipend for course development or other work beyond instruction. Since then, the College has come to better alignment in most courses, and is currently developing a plan to gradually align the remaining outliers and ensure the competitiveness of its stipends while being mindful of both budgetary constraints and longstanding instructor relationships. The College does not have a centralized program of studying adjunct stipends at other Boston-area colleges, and so cannot make a firm statement about the general competitiveness of our stipends. However, individual supervising faculty are often well aware of competing schools' stipends, as incoming and prospective instructors carry that information with them from their own experiences elsewhere. The College is working to develop a systematic analysis of stipends for comparable teaching opportunities at Boston-area peer institutions.

Through vetting by supervising faculty, the College ensures that adjunct faculty members hold degrees appropriate to the degree program within which they teach, or that they have professional skills adequate to the areas of technical specialization within which they teach. While supervising faculty have historically been responsible for the materials and procedures for this vetting, the College has been increasingly diligent in maintaining a centralized repository of resumes or CVs and other information from its adjunct instructors. The Provost's Office is exploring a requirement that all prospective adjunct faculty present verification of degree and/or licensure along with the proof of employment eligibility required for W-9/1099 contractual employment.

In 2010, at the request of the former President, the College instituted a program to acknowledge the work of long-term adjunct instructors, creating a vetting structure for the status of “Member of the Faculty.” Instructors who had taught for at least three semesters of the preceding six could supply a teaching statement, a resume or CV, and two letters of recommendation (one from their BAC curricular supervisor.) A review committee comprised of faculty members reviewed and accepted these instructors as members of the faculty. This status has been awarded to sixty-eight adjunct instructors. Although largely honorary, the conferral of this status was intended to communicate to current and prospective students the body of instructors with whom they were most likely to work. It has also led to occasional confusion of the distinction between core and adjunct faculty, and in some cases led to misunderstandings with the so-recognized instructors themselves about their appropriate roles in College activities. This program is currently being revised to better respond to the needs of both the faculty and the College.

Because of the College’s curricular expectations of learning in a professional context, several hundred of our students are employed in design and design-related companies throughout (and beyond) the Boston metropolitan area. Our employers range from the regional office of the largest design and engineering firm in the world to a three-person residential interiors company; from facilities management divisions of major corporations and state agencies to light-construction contractors and suppliers of window assemblies. Because of the geographic range and varieties of specializations of our employers, we cannot exercise the same kinds of direct oversight that we do with our classroom instructors. Through the process of practice review, the College is able to directly observe the kinds of work in which students are engaged at their workplaces, and to coach students toward broader and deeper professional participation. What is missing is the same sort of oversight of the workplace instruction itself, in ways analogous to the classroom observation or the course evaluation. Work is currently underway to identify viable solutions.

TEACHING AND LEARNING

DESCRIPTION

The heart of every BAC student’s experience is studio-based instruction in which students are supervised in small groups (typically eight to ten) through an iterative process of conceptualization, research, analysis, sketching and modeling, leading to a presentation of not merely a completed design, but also a presentation of the thinking and intentions that informed the development of that design. Studio instruction is the acknowledged core of design education worldwide, and the BAC is in the mainstream of design colleges in the proportion and intensity of those studio experiences. Nearly every semester of every professional degree program offered at the College includes the expectation of a design studio course. Students in our Bachelor of Design Studies degree, which is not aimed at any particular professional path, also have a minimum of three studio courses.

Along with studio instruction, BAC students also experience a more typical array of college and graduate school experiences, including lecture-based courses, seminar and discussion-based courses, and laboratories for skill development. As befits a design-oriented school, many non-studio courses also employ an iterative, revision-based instructional model, so that students have the consistent experience of reflexive learning and can begin to recognize how skills can be used across disciplines. An increasing number of BAC courses can be taken in either onsite or online sections, and the College’s instructional design team works with online instructors to take the greatest advantage of the Moodle learning management system.

The College tends toward smaller classes, not merely because of the norms of studio instruction but also because, with nearly seven hundred students at different phases of ten different degree programs, simple course coverage necessitates offering courses to smaller enrollments than might be the norm. Seventy-five

percent of BAC courses in the 2014-15 academic year had enrollments of fewer than ten students, with only four percent of courses with more than twenty students enrolled. This increases cost of instruction—one reason why the College is currently investigating optimal management of stipends for instructors—but it also ensures extraordinary student contact and feedback. This is particularly crucial in our open-admissions environment, where students come to us across a broad spectrum of intellectual development. Our small class sizes mean that instructors can pay specific attention to students' strengths and weaknesses and mold their pedagogical approaches to a particular cohort.

The College conducts end-of-course evaluations for every course. Students in studio courses, and those taught by first-time instructors, also complete mid-semester evaluations. BAC faculty members who supervise adjunct faculty review those evaluations and offer feedback and coaching, or in some cases may choose not to invite a adjunct instructor for another semester of teaching. Although electronic course evaluations can be completed through the BAC's learning management system, the College is still in the process of establishing a fully electronic course evaluation process. Given the logistical difficulties presented by paper course evaluations, the College has not yet engaged in a more general assessment of student feedback across curricular areas or in specific schools.

All three of our professional Schools—Architecture, Interior Architecture, and Landscape Architecture—are accredited by disciplinary or professional organizations. These accreditors examine not merely the structure of our programs, but also specific examples of student learning from every course in the degree program. Through 6-year cycles, those accrediting bodies have collectively agreed that BAC students produce work that meets the standard expectations of their disciplines and professions.

Along with our periodic assessment through accreditation oversight, the College systematically reviews student portfolios for nearly 200 students per year who are petitioning to move to a more advanced level of their curriculum. Each portfolio contains work conducted over the course of multiple semesters, along with a narration of students' thought processes as they moved from draft to completed work. These portfolios are examined by multiple reviewers, and the data collected from them is analyzed collectively to learn patterns of consistent success and challenge. That analysis then informs ongoing curricular change and faculty development.

As will be discussed in substantial detail in Standard Eight, the BAC also develops an annual Academic Indicators Report, which outlines patterns of student success by course, by degree program, and by student demographics. The College has also performed systematic assessment of its revised Foundation curriculum in each of the first three years of its implementation. These larger assessments foster serious, evidence-based conversations about the nature of teaching and learning at the BAC.

For nearly a decade, the College ran its own voluntary faculty development program called Teaching for Understanding. That program came to a close in 2014 with the departure of our longtime Director of Faculty Development, after having served nearly a hundred of our core and adjunct faculty. Since that time, we have collaborated with our partner colleges in the ProArts Consortium by sponsoring one of the three available sections of the *Training Transformational Teachers* (TTT) program, offered also at Emerson College and Berklee College of Music to faculty across the ProArts schools. Every semester, nine BAC and three ProArts adjunct and core faculty are part of the TTT program, a slight increase in relation to the annual participation in the Teaching for Understanding program.

Faculty members, both core and adjunct, also participate in calibration experiences: Foundation studio faculty, second-year Architecture studio faculty, and our Portfolio Review cohort regularly assemble to review student work from courses or course sequences, coming to collective definition of strong work and strategies for course and program improvement. In addition, design schools like the BAC have an extensive system of open public reviews of student work. Deans and program directors regularly attend those reviews, and thus have immediate access to the nature of student work that emerges from their courses. This fosters

a culture of conversation between adjunct faculty and their supervisors focused on the quality and characteristics of student work.

For our adjunct faculty, each supervising BAC faculty member has her or his own professional development model, aimed at the specific needs of a particular academic area. In Foundation studios, there is a carefully designed model of master and apprentice teaching, with newer stipended instructors closely overseen by a trusted and experienced adjunct faculty member, as well as by the corresponding core faculty supervisor. The Director of Thesis co-teaches with and mentors any new thesis faculty member. The Director of Advanced Architectural Studios helps to co-design any upper-division studio course proposed by an instructor who has not previously taught an advanced studio. This kind of professional development requires significant effort and attention from each of the core faculty, but results in a culture in which adjunct faculty are brought into significant disciplinary and curricular conversations quite unlike the experience of adjunct faculty at many colleges.

APPRAISAL

Students at the BAC are taught by a broad diversity of faculty members—diverse in terms of gender and ethnicity, diverse in terms of professional training and intellectual interests, diverse in terms of teaching methods. From the social and intellectual intensity of studio courses to the focused individual work of computational media, BAC students experience the full array of learning environments that characterize design education across the country.

Increasingly, those learning environments take place online. The College has worked to expand its online offerings within some curricular areas, offering greater convenience for working students while still maintaining the rigor of the on-site sections of the same course. Online versions of courses are typically led by the most experienced BAC instructors, to ensure that they are familiar with the larger learning goals of the course before entering this new mode of instruction.

The BAC has also been a pioneer in low-residency design education. The Distance M. Arch. was the country's first low-residency model for earning a professional master's degree in architecture, and it remains one of only four nationwide. The program's administration and faculty, in concert with the College's instructional design team, have developed interactive design media that allow for the posting and collective critique of student work. The low-residency Master of Architecture was soon followed by low-residency post-professional master's degrees in Sustainable Design, Historic Preservation, Design for Human Health (all concentrations under the Master of Design Studies umbrella) and a low-residency Master of Science in Interior Architecture. The low-residency programs now account for roughly 15% of the BAC's total enrollment.

The quality of instruction is evaluated both by individual supervision and classroom observation and by end-of-semester course evaluations (and mid-semester course evaluations for first-time instructors). The course evaluation system is not particularly efficient, with students completing paper evaluation forms that are not collectively coded for data entry. However, supervising faculty receive copies of all evaluations for instructors they oversee, and make intensive use of the information for direct one-on-one coaching of the adjunct faculty in their area, to assess student experience in the classroom and pedagogical currency in courses, as well as for further hiring decisions. Individual instructors also get timely copies of their own course evaluations after submitting grades. The larger use of course evaluations would be further enhanced through the deployment of a centrally-managed system that would enable analysis across curricular areas, across degree programs, or across the institution. The College has explored various modifications to its current procedures, but as yet has not settled on a preferred strategy or digital tool.

The College—and the larger design disciplines nationally—has for years engaged in significant debate about the meanings of research within design. Certainly, studio education demonstrates all of the hallmarks of the inquiry-driven curriculum: a significant problem with uncertain outcomes, the selection of preferred methods for investigation and resolution, the synthesis and argument for the meaning of assembled evidence, and the creation of findings (in the form of designed space) that are publicly displayed and critiqued. The BAC offers its students repeated encounters with this mode of research, from the most basic assemblies of Foundation studio through the self-selected social or cultural questions that drive undergraduate degree projects or Master’s theses. But the College has fewer opportunities for a broader array of research—in construction materials and material properties, in design history, in human-environment relations at individual or social scales, in design theory that connects to larger philosophical systems. In the past, the professional orientation of the College’s programs could at times lead students to have a utilitarian view of knowledge that ran counter to the open experimentation of design studio. The curricular revisions of 2013 and the more recent and emphatic integration of practice with academic learning encourage students to hold a more holistic view of the design disciplines and to better understand the synergies between professional and liberal education.

Instruction in individual courses is paired with a larger whole-degree advising system that offers students access to professional Advising staff for registration decisions and coaching in specific needs or disability accommodations, as well as access to core faculty and deans for intellectual coaching on the quality and trajectory of coursework. This has worked well for our onsite degree programs, but our low-residency programs do not have the same support by Advising services. This means that the faculty and administration of those programs take up both halves of the equation, coaching students into semester-by-semester course selection and progress through their degree programs, in addition to the intellectual supervision of their work. This has worked adequately because of the relatively small scale of each low-residency program, but as these programs reach a larger audience, the College will have to devise ways of re-configuring advising support to distant students.

PROJECTIONS

The quality of teaching and learning at the BAC will continue to undergo regular and stringent oversight by our disciplinary accrediting bodies. The work of architecture will be reviewed in 2018 and again in 2024; interior architecture in 2021; landscape architecture this year, and again in 2019 (undergraduate). These disciplinary reviews have thus far been successful, with student work receiving commendation for both its quality and its alignment with professional expectations.

Aside from those larger programmatic reviews, the College’s quality of instruction is vetted every day by the progress that our students make in their professional workplaces. The BAC has long been known as a source of talented young designers, who participate in the full array of design services and are compensated by their firms at varying rates while still enrolled in degree programs. This represents a wide-ranging vote of confidence in the capabilities of our students and in what the BAC has provided to their learning.

Director of Liberal Studies, Victoria Hallinan, Ph.D., and other faculty members are working to re-energize the currently inactive Liberal Studies Peer Mentoring program, in which undergraduate students helped their peers develop tactics to succeed in design history and other writing- and research-intensive courses. The Peer Mentoring initiative will develop in parallel with the ongoing Discussion Leader Program, which provides opportunities to qualified graduate students to develop teaching abilities through course section support. Given the success that these programs have had, and in support of the renewed emphasis placed on strengthening the BAC’s character as a “learning-centered institution,” the College is exploring ways of expanding these practices to other curricular areas.

At a larger scale, the Provost, along with the core faculty, is working to develop systematic support for additional initiatives like the Annual Faculty Retreat for core and adjunct faculty, which had its first iteration in

the late summer of 2016. Led by Liberal Studies and aimed at the development of teaching skills, course design, and the assessment of student work, the event gave faculty opportunities to work together to strengthen one another's teaching. The College has a longstanding model for this annual event in the regular calibration sessions for new portfolio reviewers, in which first-time reviewers are normed by working together over an archive of portfolios, and discuss the merits of work they collectively examine. Work is also underway to support an expanded faculty seminar series, focused on the investigation of emerging topics in the professions, with the goal of supporting academic currency.

Our faculty—both core and adjunct—has become substantially more diverse in the past five years, increasing in proportion of women and of people of color. The College still struggles to locate and recruit African American faculty, at least in part because the spatial design professions themselves have a very small Black practitioner community. At present, the recruitment and hiring of adjunct faculty is organized exclusively by individual supervising faculty, with only logistical support (recording of W9s, payroll, and so on) being centralized. The College is exploring ways of bringing our Human Resources office more fully into the support of diversity efforts for recruitment of adjunct faculty. The Provost and academic deans are also working to develop a specific training program for upper level students acting as teaching assistants and discussion leaders, with the goal of developing them into alumni who are prepared to return and teach. As the BAC's student body is more diverse than the professions, this will also assist in our efforts to diversify our teaching corps.

Our processes of core-faculty review have been strengthened and regularized, and the College continues to search for cost-effective ways of enhancing the academic engagement of faculty. Even during times of budget concern, we seek opportunities to support the scholarly lives of our faculty, by sending them to regional conferences and instituting the "mini-sabbatical" program that allows for brief, focused periods of scholarly engagement. The College has also instituted the "research trajectories" component of the Education Council, combining faculty presentations on their current scholarly work with the collection of ongoing research initiatives in a Faculty Research Record. These programs need to develop to their full potential. Initially slated for two weeks at eight years of service and then each four years thereafter, these programs should be offered in a shorter cycle in order to maximize their impact and the scholarly growth of junior faculty in particular. The Provost is currently leading this task, with concrete outcomes expected in the 2016-17 academic year.

To assist the furthering of faculty scholarship, the Provost is also working with the President and the VP of Institutional Advancement to develop internal and external sources of funding for faculty scholarship. This would take the form of a Provost's Fund for research by the core faculty, and the reinstatement of the Education Committee grants for research by the adjunct faculty. The College is exploring the establishment of a grants office and a sponsored research staff position, to pursue foundation and government funding in support of BAC programs and scholarly initiatives.

Even during this period of cautious budgets, the BAC has kept its focus on its core work of teaching and learning, and has begun to expand efforts in support of the scholarly lives of its faculty.

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

| 3 Years Prior (FY 2013) | 2 Years Prior (FY 2014) | 1 Year Prior (FY 2015) | Current Year (FY 2016) |
|-------------------------------|-------------------------------|------------------------------|---------------------------|
|-------------------------------|-------------------------------|------------------------------|---------------------------|

? Number of Faculty by category

| | | | | |
|-----------------------|------------|------------|------------|------------|
| Full-time Faculty | 25 | 22 | 26 | 19 |
| Part-time Faculty | 2 | 1 | 2 | 3 |
| Adjunct Faculty | 379 | 369 | 320 | 279 |
| Clinical | | | | |
| Research | | | | |
| Visiting | | | | |
| Other; specify below: | | | | |
| Practice Examiners | | | | 4 |
| | | | | |
| | | | | |
| Total | 406 | 392 | 348 | 305 |

Percentage of Courses taught by full-time faculty

| | | | |
|--------|--------|--------|--------|
| 11.00% | 13.00% | 18.00% | 15.00% |
|--------|--------|--------|--------|

? Number of Faculty by rank, if applicable

| | | | | |
|-----------------------|-----------|-----------|-----------|-----------|
| Professor | | | | |
| Associate | | | | |
| Assistant | | | | |
| Instructor | | | | |
| Other; specify below: | | | | |
| Faculty | 27 | 23 | 28 | 22 |
| | | | | |
| | | | | |
| Total | 27 | 23 | 28 | 22 |

? Number of Academic Staff by category

| | | | | |
|-------------------------|-----------|-----------|-----------|-----------|
| Librarians | 8 | 8 | 8 | 8 |
| Advisors | 5 | 6 | 5 | 5 |
| Instructional Designers | 2 | 3 | 3 | 3 |
| Other; specify below: | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Total | 15 | 17 | 16 | 16 |

Please enter any explanatory notes in the box below

- * Part-time Faculty: salaried instructional staff working 20 hours per week or less.
- * The BAC does not use a faculty rank system.

**Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)**

13

| 3 Years Prior (FY 2013) | 2 Years Prior (FY 2014) | 1 Year Prior (FY 2015) | Current Year (FY 2016) |
|-------------------------------|-------------------------------|------------------------------|---------------------------|
|-------------------------------|-------------------------------|------------------------------|---------------------------|

Highest Degree Earned: Doctorate

| | | | | | |
|-----------------------|--------------------|-----------|-----------|-----------|-----------|
| Faculty | Full-time Faculty | 2 | 1 | 2 | 2 |
| | Part-time Faculty | 1 | 1 | 1 | 1 |
| | Adjunct Faculty | 21 | 18 | 17 | 31 |
| | Instructor | n/a | n/a | n/a | n/a |
| | No rank | n/a | n/a | n/a | n/a |
| | Other | n/a | n/a | n/a | n/a |
| | Total | 24 | 20 | 20 | 34 |
| Academic Staff | Librarians | 0 | 0 | 0 | 0 |
| | Advisors | 0 | 0 | 0 | 0 |
| | Inst. Designers | 0 | 0 | 0 | 0 |
| Other; specify* | Practice Examiners | 0 | 0 | 0 | 0 |

Highest Degree Earned: Master's

| | | | | | |
|-----------------------|--------------------|------------|------------|------------|------------|
| Faculty | Full-time Faculty | 24 | 21 | 22 | 17 |
| | Part-time Faculty | 2 | 1 | 2 | 2 |
| | Adjunct Faculty | 233 | 181 | 165 | 165 |
| | Instructor | n/a | n/a | n/a | n/a |
| | No rank | n/a | n/a | n/a | n/a |
| | Other | n/a | n/a | n/a | n/a |
| | Total | 259 | 203 | 189 | 184 |
| Academic Staff | Librarians | 7 | 7 | 7 | 7 |
| | Advisors | 4 | 5 | 4 | 4 |
| | Inst. Designers | 2 | 3 | 2 | 3 |
| Other; specify* | Practice Examiners | 3 | 6 | 6 | 2 |

Highest Degree Earned: Bachelor's

| | | | | | |
|-----------------------|--------------------|-----------|-----------|-----------|-----------|
| Faculty | Full-time Faculty | 0 | 0 | 0 | 0 |
| | Part-time Faculty | 1 | 0 | 0 | 0 |
| | Adjunct Faculty | 81 | 73 | 60 | 51 |
| | Instructor | n/a | n/a | n/a | n/a |
| | No rank | n/a | n/a | n/a | n/a |
| | Other | n/a | n/a | n/a | n/a |
| | Total | 82 | 73 | 60 | 51 |
| Academic Staff | Librarians | 1 | 1 | 1 | 1 |
| | Advisors | 1 | 1 | 1 | 1 |
| | Inst. Designers | 0 | 0 | 0 | 0 |
| Other; specify* | Practice Examiners | 3 | 2 | 1 | 2 |

Highest Degree Earned: Professional License

| | | | | | |
|-----------------------|--------------------|------------|------------|------------|------------|
| Faculty | Full-time Faculty | 10 | 9 | 10 | 10 |
| | Part-time Faculty | 0 | 0 | 2 | 3 |
| | Adjunct Faculty | 134 | 107 | 93 | 90 |
| | Instructor | n/a | n/a | n/a | n/a |
| | No rank | n/a | n/a | n/a | n/a |
| | Other | n/a | n/a | n/a | n/a |
| | Total | 144 | 116 | 105 | 103 |
| Academic Staff | Librarians | 0 | 0 | 0 | 0 |
| | Advisors | 0 | 0 | 0 | 0 |
| | Inst. Designers | 0 | 0 | 0 | 0 |
| Other; specify* | Practice Examiners | 1 | 1 | 1 | 1 |

* Please insert additional rows as needed

**Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)**

| | | 3 Years Prior (FY 2013) | | 2 Years Prior (FY 2014) | | 1 Year Prior (FY 2015) | | Current Year (FY 2016) | | |
|-------------------------------------|-----------------------------------------------|----------------------------|-------|----------------------------|-------|---------------------------|-------|---------------------------|-------|-------|
| | | FT | PT | FT | PT | FT | PT | FT | PT | |
| <input type="checkbox"/> | Number of Faculty Appointed | | | | | | | | | |
| | Faculty | 2 | 0 | 4 | 1 | 1 | 1 | 2 | 1 | |
| | Adjunct Faculty | n/a | 136 | n/a | 109 | n/a | 100 | n/a | 97 | |
| | Assistant Instructor | | | | | | | | | |
| | No rank | | | | | | | | | |
| | Other | | | | | | | | | |
| | Total | 2 | 136 | 4 | 110 | 1 | 101 | 2 | 98 | |
| <input checked="" type="checkbox"/> | Number of Faculty in Tenured Positions | | | | | | | | | |
| | Faculty | n/a | n/a | /a | n/a | n/a | n/a | n/a | n/a | |
| | Adjunct Faculty | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | |
| | Assistant Instructor | | | | | | | | | |
| | No rank | | | | | | | | | |
| | Other | | | | | | | | | |
| | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| <input type="checkbox"/> | Number of Faculty Departing | | | | | | | | | |
| | Faculty | 2 | 0 | 3 | 2 | 3 | 0 | 1 | 0 | |
| | Adjunct Faculty | n/a | 127 | n/a | 122 | n/a | 144 | n/a | 144 | |
| | Assistant Instructor | | | | | | | | | |
| | No rank | | | | | | | | | |
| | Other | | | | | | | | | |
| | Total | 2 | 127 | 3 | 124 | 3 | 144 | 1 | 144 | |
| <input type="checkbox"/> | Number of Faculty Retiring | | | | | | | | | |
| | Faculty | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | |
| | Adjunct Faculty | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | |
| | Assistant Instructor | | | | | | | | | |
| | No rank | | | | | | | | | |
| | Other | | | | | | | | | |
| | Total | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | |
| | Fall Teaching Load, in credit hours | | | | | | | | | |
| | Full-time Faculty | Maximum | 18.00 | n/a | 12.00 | n/a | 15.00 | n/a | 21.00 | n/a |
| | | Median | 6.00 | n/a | 8.00 | n/a | 8.00 | n/a | 9.00 | n/a |
| | Part-time Faculty | Maximum | n/a | 6.00 | n/a | 0.00 | n/a | 0.00 | n/a | 27.00 |
| | | Median | n/a | 4.00 | n/a | 0.00 | n/a | 0.00 | n/a | 9.00 |
| | Adjunct | Maximum | n/a | 19.00 | n/a | 24.00 | n/a | 21.50 | n/a | 22.00 |
| | | Median | n/a | 3.00 | n/a | 3.00 | n/a | 3.00 | n/a | 6.00 |
| | Instructor | Maximum | | | | | | | | |
| | | Median | | | | | | | | |
| | No rank | Maximum | | | | | | | | |
| | | Median | | | | | | | | |
| | Other | Maximum | | | | | | | | |
| | | Median | | | | | | | | |

Explanation of teaching load if not measured in credit hours

The BAC has no policy for allocating teaching credit at a different rate than student credit hours, as is occasionally done at other schools (in which, for instance, supervising six independent study students accumulates the teaching equivalent of one three-credit course). Thus, although the maximum credits taught by an instructor in Fall 2015 is shown at 21, this number is artificially raised by thesis and degree-project supervision. Since each student receives six credits for a thesis semester, an instructor will be recorded with a high credit load if she or he supervises degree project or thesis students, even though the workload is not nearly as extensive as that number suggests.

**Standard 6: Teaching, Learning, and Scholarship
(Faculty and Academic Staff Diversity)**

data.

| Faculty | Full-time Faculty | Part-time Faculty | Adjunct | Practice Examiners | Academic Staff* | Total Headcount | Headcount Goal (2021) |
|-----------------------------------------------------------------------------------------------|-------------------|-------------------|---------|--------------------|-----------------|-----------------|-----------------------|
| Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed | | | | | | | |
| Male | 12 | 2 | 159 | 1 | 3 | 177 | 160 |
| Female | 7 | 1 | 120 | 3 | 13 | 144 | 160 |
| Caucasian | 15 | 2 | 221 | 3 | 14 | 255 | 245 |
| African- American | 1 | 1 | 3 | 0 | 0 | 5 | 15 |
| Hispanic/Latino | 3 | 0 | 7 | 0 | 0 | 10 | 35 |
| Asian | 0 | 0 | 10 | 0 | 2 | 12 | 25 |
| Unknown/Chose not to respond | 0 | 0 | 38 | 0 | 0 | 39 | 0 |

Please enter any explanatory notes in the box below

*Academic Staff Includes Libarry staff, Instructional Designers and Advisors.
Headcount goal assumes same total headcount as in 2016 even though variations are likely to exist.

STANDARD SEVEN: INSTITUTIONAL RESOURCES

The Boston Architectural College has undergone substantial changes in its resource base since the 2007 Commission review. Some have been the result of planned improvements and strategic investment. Others have resulted from the declines in enrollment that are the aftermath of the 2008-11 recession and its impacts on the design professions, with enrollment remaining down in design programs nationwide. As a tuition-driven institution, the BAC has developed a flexible and responsive budgeting process that focuses resources toward student learning, and has described that plan of resource management every year in our filings of an Annual Report of Finance and Enrollment (ARFE), as requested by the Commission in its 2011 fifth-year response.

This section of the self study will examine the ways that, even during lean financial times, the College focuses its resources on the core work of teaching and learning.

HUMAN RESOURCES

DESCRIPTION

The Human Resources department coordinates the hiring for all permanent members of the College, coordinates vacation and sick leave, and manages the grievance policy outlined in the Employee Handbook. Employment benefits, such as insurance, retirement contributions, and health care savings accounts, are managed jointly through our Human Resources and Controller's offices.

The BAC is committed to providing equal opportunity for all employees and applicants. The College utilizes various recruitment resources and job search engines to attract and recruit eligible candidates for employment, with positions advertised in regional or national media as appropriate. Each candidate is evaluated on the basis of personal skill and merit. The BAC encourages that each open academic and senior administrative search is assigned a Search Committee to ensure consistency and fairness during the interview process. The Department of Human Resources posts all open positions on the external BAC website for a minimum of five days and distributes an internal "All Staff" job announcement at least once a month. HR also sends postings to a variety of community, educational and governmental organizations in an effort to reach a diverse pool of candidates.

The BAC reorganized staffing in 2014 in Admissions and Institutional Advancement to improve delivery of services, while reducing redundancy and eliminating one vice-presidential position. The College is now staffed in five divisions:

- The academic functions of the College employ 47 faculty and staff members, led by Diana Ramirez-Jasso, Ph.D., Provost and Academic Vice President.
- The enrollment management and student services functions employ 30 staff members, led by James Ryan, Ph.D., Vice President of Enrollment Management.
- The finance and administration functions employ 17 staff members, led by Kathleen Cown Rood, Vice President for Finance & Administration.
- The institutional advancement functions of the College employ 4 staff members, led by Evan Gallivan, Vice President of Institutional Advancement.
- The technology functions of the College employ 22 staff members, led by Tim Ogawa, Chief Information Officer.

Of our 123 full-time employees, 62% are female, and 28% are non-White or Hispanic/Latino(a).

The core faculty of the College have credentials at levels and in disciplines appropriate to a school of professional preparation, most frequently a terminal master's degree (nine in architecture, two in landscape architecture, one in city and regional planning). All BAC core faculty are employed on twelve-month contracts with substantial administrative responsibilities along with their teaching loads—managing curricula; hiring and supervising adjunct instructors and review critics; organizing events and exhibitions; serving on governance and search committees; reviewing portfolios, degree projects and theses; and leading informal but crucial institutional initiatives.

APPRAISAL

The prior leadership of the College did not place high emphasis on regularity of personnel review for academic, administrative or support staff. Under the leadership of Acting President Julia Halevy (2014-15) and President Glen LeRoy (2015-present), the personnel review practices of the College have been substantially bolstered. The finalized Employee Handbook allows easier access by all employees to our policies and practices. These policies were reviewed by legal counsel to comply with changes in the law such as addressing the new Federal overtime rules, Massachusetts Sick Leave law, Massachusetts Parental Leave Law and the Affordable Care Act. The handbook draft was reviewed by members of the President's Cabinet, who represent all College employees.

One feature of the new personnel policy for core faculty is the provision of the Professional Development Scholarship Opportunity, a competitive cycle of brief (two-week) sabbaticals that allow faculty to complete a manuscript or presentation set, prepare funding proposals or competition entries, or otherwise engage in scholarly and professional activity. Work undertaken in this program is then disseminated to the BAC community.

During the budget difficulties of the recession, the BAC suspended contributions to its TIAA retirement program in May 2011. These contributions were resumed at former levels (5% of salary after two years of employment, no employee match required) in January 2015.

FINANCIAL RESOURCES

DESCRIPTION

As has been indicated in the last three Annual Report on Finance and Enrollment (ARFE) reports, the BAC was seeing declining enrollment since the 2010 academic year. This current year was expected to be no exception, with a FY2017 projected fall enrollment of 624 FTE fully matriculated students from a 2009-10 peak of 1,156. Thanks to the concerted efforts of the entire BAC community and as a result of targeted interventions (such as implementing a pre-registration process) the Fall 2016 actual enrollment far exceeded these projections, coming in at 643 FTE. The past three years had been especially difficult, as our commitment to retention and graduation led to the three largest graduating classes in BAC history, between 150 and 185 students graduating each year from 2014 through 2016. The enrollment peak of 2008 through 2011 has now mostly cycled through the College, and the number of graduates leaving the program will be more balanced with matriculation intake. In addition, the shift toward a more graduate-majority student body has meant that tuition revenues did not decline at the same rate as overall FTE, as graduate tuition is approximately \$220 per credit higher than undergraduate tuition.

The College's FY 2016-17 budget as reflected in Data Form 7.3 shows our financial focus on student outcomes, with 76.7% of budgeted expenditures on instruction, academic support and student services:

- Instruction 46.5% of budget
- Academic Support 12.6% of budget
- Student Services 17.6% of budget
- Institutional Support 22.1% of budget
- Fundraising/Alumni Relations 1.2% of budget

The College's Finance department is led by Vice President for Finance & Administration Kathleen Cown Rood, who has been with the College for over twenty years and has significant experience in the Accounting and Finance area. The Finance department includes the Controller, Assistant Controller, Senior Staff Accountant, Payroll Coordinator, and Accounts Payable Coordinator. All staff have a four-year college degree in accounting, finance, business, or liberal studies; two of the staff have a master's degree and one is a licensed CPA. All staff has had prior work experience in the Finance and Accounting area. A Senior Staff Accountant position was added to the Finance department in 2014. This addition has enabled the programming of custom reports and data analysis within the Accounting and Payroll systems.

All practices related to budgeting, investments, insurance, risk management, contracts and grants, internal transfers and borrowing, fundraising, and other institutional advancement and development activities are consistently implemented in compliance with sound ethical and financial practices, and are subject to an annual external audit. Many of these practices have Board-approved formal policies (for instance, fundraising, investments, internal transfers and borrowing, and grants), while others are yet to be developed. The College expects those to be prepared in advance of the team visit in November.

The BAC employs a zero-based budgeting system, with a bottom-up and then a top-down approach. First, cost center managers are asked for budget submissions. In some cases, new spending (including capital projects not requiring Trustee review) is initiated at this level. The President and cabinet of vice presidents review these requests in light of broader school-wide criteria to determine which projects and new initiatives are in line with the strategic goals of the institution. Once a draft budget is completed, the Board's Finance Committee reviews and makes appropriate recommendations to the Board of Trustees, which is responsible for approving the budget or requesting revision.

Once the academic year is underway, the Finance Department and the Board of Trustees work to issue revised quarterly budgets based on actual Fall and Spring semester enrollments—the BAC's revenues are 93.5% tuition, so every small shift in student FTE requires budgetary response. The quarterly budgets revise cost management plans based on most current enrollment, with the most common reductions being planned staffing, material acquisition, travel, and other discretionary spending. In the past two years, travel has been the most immediately targeted source of budget revision. Although travel is not as mission-critical as some budget areas, travel budget reductions have had some adverse impacts on our intentions for professional development among educators and more senior College leaders; staff are encouraged to seek local opportunities for professional development and networking. Travel for student recruitment, however, has been strengthened even during budget reductions.

The College's total endowment is approximately \$10 million, of which \$6 million is restricted. One major donor has allowed, at a Board of Trustees discretionary vote, a five-year exemption on the family's \$1.1 million restricted endowment as a safety net if unforeseen circumstances threaten the College's bond covenants. Endowment spending from unrestricted funds (5% in FY2016, 4% in FY2017) is used to support operating activities. The college also has access to a \$1 million line of credit that could be drawn upon should the need arise.

This year, the College bifurcated the Board's financial process into an enrollment/tuition presentation and vote in March, followed by a comprehensive budget rollout in May. A Board vote on this budget, updated

with Fall 2016 actual enrollments, will occur in September 2016. The visiting team room will have copies of the presentations made to the Board on enrollment projections, budget, and financial status.

APPRAISAL

Because of our rolling admission and Fall and Spring starting cohorts, the BAC must be attentive to enrollment throughout the year, and maintains a flexible budget. The Vice President for Finance & Administration is in regular contact with all budget managers to listen for current or pending resource concerns and budget controls, and the Board of Trustees' Audit Committee reviews financial statements and positions on a regular basis.

The Finance department is responsible for normal monthly financial transaction processing and reporting, as well as risk management; budget development; 990 tax preparation; coordination of financial, retirement plan and internal control A-133 annual audits; and miscellaneous state and federal tax reporting and compliance requirements. Finance personnel are proficient programmers and reporting designers due to the nature of the specialized software and the detailed understanding of reporting requirements. This strength allows the department to customize its reporting for Board and management, highlighting financial data most relevant to the circumstances under consideration. Examples of this reporting flexibility can be seen in the reports to the Finance Committee and the Board in planning for FY2016-17.

Significant compliance measurement and reporting required this year include Affordable Care Act insurance eligibility and Massachusetts sick time regulations. The Finance department has put significant effort to program user reports for analysis and reporting requirements of the new laws. This is particularly difficult for the adjunct faculty, who are not kept on the Human Resource Information System (HRIS) due to the high cost of housing them on this system (approximately six dollars per person per month). However, a recent update through the College's payroll contractor will facilitate the tracking required for compliance with these new laws. Additional user reports were also developed to measure 403(b) eligibility using individual's hire dates, rather than calendar year, as per the written 403(b) Plan requirements.

Since 2013, the College has filed an Annual Report on Finance and Enrollment (ARFE). This reporting was requested by the Commission in 2012 in response to enrollment declines that began in the 2010-11 academic year, a 40% decrease from 1,156 in Fall 2009 to 679 in Fall 2016. One of the issues the College faces in attracting and recruiting potential students is that the IPEDS reporting shows the BAC undergraduate programs' graduation rates in the single digits. While accurate according to the NCES methodology, the number is grossly misleading given that a) the BAC is increasingly a graduate school, b) first-time, full time students represent only a minority of our undergraduate enrollment, and c) until the curricular revisions of 2013, our degree programs' more extensive concurrent practice requirement made them longer than the six-year threshold, thus making it an inappropriate target figure for the BAC. For the entering cohort of 2009, our overall graduation rate for undergraduates was 25.1%; for onsite master's students, 37.4%; for low-residency master's students, 80.9%. Given the nationwide emphasis on common metrics and "scorecards," the BAC struggles to have accurate information be as visible as that drawn from inapt methodology applied equally to all colleges.

As described in Standard Two, the College has performed extensive data analysis on students recently recruited, and has defined our typical recruitment population audience as New England residents between the ages of 23 and 32 having a household income under \$75,000. The admissions and marketing teams have made specific data-responsive changes in outreach and concerted consistency in brand imagery, which resulted in an immediate sevenfold increase in online inquiries. The Office of Enrollment Management and Student Services is focused on the cultivation and successful matriculation of its most likely potential students. However, the office is also beginning to recruit the same demographic from different geographic

markets, as well as expanding the demographics by adding to marketing efforts and resources offered (such as student housing and targeted grants)

The College has taken extraordinary steps to secure its financial stability in the face of enrollment decrease. In the spring of 2014 the Board of Trustees engaged the assistance of a higher education finance specialist to help determine the BAC's steps toward regaining financial stability. The Galbally Group was retained to analyze the finances of the College with a focus on identifying the operating cost of degree and non-degree programs. With the assistance of the CFO and Provost, marginal costs against degree and non-degree programs were assessed. As a result of the initial report, recommendations were made to assess the viability of the P&CE non-degree programs, which were not covering their costs at the direct level. It was decided for FY 2015 to close, consolidate, and/or teach-out those programs that were not able to support their own direct costs.

This report also indicates that the Master of Design Studies, on-line programs that had their start in Fall 2012, are showing significant decreases in the gross margins through Fall 2015. There was an expectation that the trend would go in the opposite direction as the programs built to an economy of scale. These programs are under current program review to determine their viability going forward.

As shown in Data Form 7.3, Net Student Fees decreased 7.5% from FY2015 (\$17.57M) to FY2016 (\$16.39M). This is offset financially by a significant decrease in institutional grants awarded to students who matriculated prior to Fall 2010's tuition hike; this cohort has largely graduated, relieving the College's obligations to that grant program. This reduction in aid has greatly impacted the FY2017 financial projections, relieving some of the strain of tuition reduction from decreased enrollment.

At year-end FY 2015 and forecast to FY 2016 year-end, through sound financial management on holding expenses and maximizing cash flow, both the bond covenants and cash flow were financially stable, and there was no need to anticipate drawdown on the College's standing line of credit to have available adequate operating cash. Indeed, at the conclusion of FY 2016 the BAC ran an operating surplus. The College continues to monitor the debt covenants, cash flow and resources available from the endowment against current projections for FY 2016 and FY 2017.

Additional steps toward financial stability have included:

- The expiration of a long-term lease of over 28,000 square feet allowed a reduction of costs of approximately \$1.2M per year. With fewer students and a smaller administration, this allowed expenses to be cut without affecting student programs. The cost savings and consolidation of space, along with decreases in direct teaching costs, is reflected in the reduction of Education Operating Expense from \$10.24M in FY2013 to \$8.02M projected for FY2017.
- Consolidation and reorganization allowed the College to eliminate the Executive VP position at the end of FY2013, as well as to combine redundant administrative support positions.
- The closure of some non-degree programs and relocation of others into the four Schools has allowed the College to eliminate the VP of Professional and Continuing Education.
- The College has also brought the low-residency master of architecture degree program under direct supervision of the dean of the school of architecture, eliminating a director-level position and ensuring better curricular alignment between onsite and low-residency programs.
- Because of the BAC's achievement of federal Title III status as of FY2013, the Federal Work Study (FWS) program no longer has a required institutional match, and the College is now reimbursed 100% for eligible FWS student salaries. The school realizes the additional savings when hiring FWS students for departmental administrative tasks. FWS students also have the opportunity to get paid for their work on Gateway community service projects while simultaneously gaining practice experience toward requirements for degree, further supporting the College's mission of education emerging from practice.

- The 2013 redesign of the curriculum has a greater proportion of cross-disciplinary courses. This will help to reduce the number of courses with very small course sizes that had formerly been required for our smaller degree programs.
- A number of Professional & Continuing Education programs, which were losing money at the gross margin level, have been cut. The College is currently teaching out its certificate programs in Kitchen and Bath Design, Design Media, Landscape Design and Planting Design.
- The College has made strategic use of long-term debt. Most recently, 2012 bond funds were used to finish the renovation of our 951 Boylston Street building. The 2012 bond rate is 3.76% interest rate. The 2006 bond used to purchase the Boylston Street building is at 5.00%, which will be refinanced in late 2016 at an expected lower interest rate. The BAC carefully tracks and has remained well within compliance with bond covenants.
- As shown in Data Form 7.3, the total reduction of costs over the five-year period ending FY2017 is almost 10%, from \$19.12M to \$17.24M.
- The College's decision to invest in fundraising has yielded positive results in both of the past two fiscal years. The Comparative Giving Report shows \$528K of restricted and unrestricted giving in FY2015, increasing to \$785K in FY2016.

The Board of Trustees has set three major goals for the FY2017 budget: to make investments that drive enrollment; to maintain a focus on increasing development; and to manage educational costs through increased class size, regularization of faculty stipends, and the assessment of individual programs' financial performance.

INFORMATION, PHYSICAL, AND TECHNOLOGICAL RESOURCES

DESCRIPTION

Physical Plant. With the completion of the renovation of the building at 951 Boylston Street, which was underway at the time of the 5-year NEASC report, the College now owns and occupies a total of 62,876 usable square feet, which also includes the premises at 320/322 Newbury Street in the Back Bay neighborhood of Boston. The BAC also leases 3,354 usable square feet at 342 Newbury Street and 955 Boylston Street. The leased space is dedicated to offices for administrative personnel, while all owned space is a combination of academic, administrative, meeting and storage space. The total combined space occupied is 66,230 square feet. The facilities are safe, accessible and free of known hazards, and are in full compliance with all local, state and federal codes and standards.

The BAC maintains a program of regular capital improvements and updates the plan annually to reflect changed conditions and priorities. In the past four years, our capital expenditures have provided for the replacement of an elevator, roof, heating and cooling systems at the 320/322 Newbury Street. Our 951 Boylston Street property's interior was completely renovated beginning in 2006 through 2013. This effort received an award from the Boston Preservation Alliance in 2013. These expenditures ensure that our students enjoy pleasant, comfortable, and fully functional space.

Library. The BAC library is housed on the sixth floor of our main building at 320 Newbury Street, staffed by a Library Director with over 40 years of BAC service, six library professionals, and an institutional records manager/archivist. The Library collection and staff was a source of high commendation during the 2012 site visit of the National Architectural Accreditation Board.

The Library purchases materials in English or with English translation, with a circulating collection focused on modern design. The library has extensive book and periodical holdings in all fields of design: 40,724 physical books and 212,748 e-books, 617 physical periodicals and 59,590 digital periodicals. Acquisitions are based on

reviews and discussions with faculty members. The College offers access to twelve academic databases, ranging from disciplinary (Avery Index to Architectural Periodicals, Art Full Text, InformeDESIGN) to full-spectrum (JStor, InfoTrac, ProQuest), along with a searchable digital-image database. The Library also subscribes to Kanopy, a streaming-video service for design-related educational and documentary films.

The Library is active in interlibrary loan networks, particularly with neighboring institutions in the ProArts Consortium. Students cross-enrolled in ProArts schools have personal access to those colleges' collections as well. The College is finalizing a relationship with the Boston Public Library under which a student or faculty BAC identification card will function as a Boston Public Library card for access to books and databases.

Enterprise Computing. Our information technology systems and procedures are robust and ever-changing. The College's IT team has ensured reliable and responsive enterprise and academic computing for many years. The BAC network infrastructure is protected by dual internet connections (Ethernet and TowerStream wireless) and standby networking equipment to replace critical network components. All servers and critical network components are monitored 24/7 with automated phone calls for alerts. 100% of the campus is wireless accessible.

The College has a formal security policy to ensure compliance with Massachusetts General Law 201 CMR 17.00, which is one of the strictest State required security standards in the country. The College's IT staff have an internal security policy for data handling: only a few select staff are "system admins" with broad administrative access, which reduces internal vulnerability. Credit card processing was completely externalized, with all credit card transactions performed through a PCI-compliant third party.

The College has a technical disaster recovery plan, including internal and off-site backup, and a contract with an external IT-recovery company, which gives us access to backup power, alternative office space, servers, and internet access. The College is in the process of relocating its on-site servers for better protection against potential flooding in Boston's Back Bay.

The College's Computing and Communication Use Policy outlines staff technical resource acceptable use. IT staff monitor illegal upload or download activity. If unacceptable activity is detected, the device is barred from the network until the offending party is contacted and warned. Multiple incidents result in permanent restriction on that device. This policy is included in the student, faculty and employee handbooks.

Academic Computing. In 2006, the BAC had four computing classrooms with 54 total computers, and a homework lab with 15 more. Ten years later, and even during difficult financial times, academic computing resources have been multiplied in scope, decentralized, and specialized for the needs of design education.

- The computing classrooms (now five) have 65 total computers, and the homework lab has grown to 36 machines.
- Every computer lab has dedicated B&W, color and plot printing devices, effectively doubling printing capacity since 2006. Print charges to students are at cost, making printing as affordable as possible.
- The dedicated Thesis design studio has 30 computers.
- There are 22 other shared-use computers throughout academic spaces.
- The library has nine research computers, and a set of ten iPads for research-learning courses.
- Over 75 software applications and plugins are installed in the computer labs. Most software upgrades are installed each year before the fall semester begins, and most software updates are installed before the beginning of each semester.
- The College has free access to the entire library of Autodesk industry-standard design and construction software, as well as to Autodesk 360 cloud rendering services.

The College created the Computation Design Research (CoDeR) lab in 2011 to offer resources to students who want to expand their design computing skills beyond curriculum requirements. The research lab offers many advanced software packages, 3D devices, and other tools that exceed curricular requirements and facilitate experimental design techniques. This allows the school to quickly respond to student software and hardware needs without compromising the consistency of the overall lab setup. The breadth of experimental software promotes innovation, while also providing stability and predictability within the larger computing environment. CoDeR lab staff provide regular trainings to students and faculty in the use of 3D printers and laser cutters, and maintains a curated library of video and online tutorials and resources to offer a deeper understanding of the capabilities of the lab's software.

Aside from the computer-focused classrooms and labs, the entire College has become more technologically supportive. Every teaching space, except for two basement classrooms, have projectors and dedicated computers permanently installed.

Academic computing is supported by 2.5 FTE staff, up from 1.5 FTE in 2011. These staff are available to assist students with the particular issues that arise from workflows that incorporate multiple software titles, giving individual attention to students struggling with various curriculum based technologies. They are available throughout the week and weekend, 100 hours per week.

APPRAISAL

In the summer of 2014, the College lost the use of 24,264 usable square feet of leased space once occupied at 100 Massachusetts Avenue, due to an unmanageable proposed rent increase coupled with underutilized classroom space. In order to help mitigate the loss of space, the BAC increased occupancy hours in its other buildings by nearly 26% to an average occupancy rate of 5,750 per year, or approximately 115 hours per week. The BAC has long been an evening-focused college, with a significant number of our students employed in professional design firms during the day: the College's two most subscribed classroom time slots are 4:00-7:00 PM and 7:15-10:15 PM. During those time periods, classroom occupancy rate is over 95%.

The College's location in Boston's Back Bay neighborhood has resulted in increasing difficulty of space acquisition. When the College moved from its longtime Beacon Hill home in the 1960s due to development pressures there, the Back Bay was considered underdeveloped. The College demolished a former piano factory and built its core facility at the corner of Newbury Street and Hereford Street in 1965. In the subsequent fifty years, the Back Bay has become one of Boston's most upscale shopping and residential neighborhoods and among the fifteen most expensive retail rows in America, with commercial leases doubling in price just since 2013 and sales of commercial properties averaging more than \$1,500 per square foot.

The BAC commissioned an Institutional Space Master Plan in March 2014 to evaluate the impact of lease expirations on administrative and educational space. The consulting team included an educational programming specialist, an architect, a mechanical/electrical engineer, a code consultant, and a construction cost estimator. As it became evident that lease negotiations at 100 Mass Ave would be unproductive, and properties investigated for expansion would entail unaffordable build-out costs, the master planning process resulted in general consolidation of uses, and tighter scheduling conditions for classes, presentations and dedicated thesis studios.

This consolidation of uses is again under study, by an internal team led by BAC staff in collaboration with the Board's Real Estate Committee. Increased contact-hour requirements for the architecture studios (required by the National Architectural Accreditation Board) resulted in additional demands on the available studio spaces in the fall of 2015. The impact of this and other space factors is the subject of a space study process, begun in April 2016 and still underway, to address academic, staff, and co-curricular space needs. The

College's staff, along with the real estate committee of the Board of Trustees, are seeking opportunities in the neighborhood to lease space that will accommodate existing and future needs.

The library has been adversely impacted by the loss of other campus space, as the Learning Resource Center (LRC) is now co-located with the Library. The former library instructional room, Memorial Library, has become a main-line classroom; patron seating is unchanged since 2001; and the LRC takes space that had accounted for 15,000 books. At present, fully half of the book collection is in off-site storage, with an average retrieval time of three days.

The addition of the LRC to the library space has brought more students into the library than before, at 13.5 door count per FTE in 2015, up from 11.5 in 2014. Annual circulation transactions remained roughly stable at approximately 8.3 per FTE. Students seeking LRC service also have more immediate access to research sources.

The College has for the past decade used the PowerCampus enterprise management system and is increasingly adept at constructing in-house solutions for known PowerCampus reporting weaknesses. The College has implemented an online registration portal for students with relatively straightforward registration needs. The IT group has worked with the Registrar's office to more fully develop online registration—more than 70% of all students now register online, vastly reducing seasonal workload demands on the Registrar and Advising staff.

Reporting and data analysis capability has also greatly improved in recent years. The Information Technology team has worked with each department to develop its own set of standard reports that allows them to delve into any facet of any data point we keep on a student. For example, in one report a list of students can have data points on GPA, length of enrollment, credits, financial aid levels, logon activity, advising notes, and practice placement. This has also helped to streamline workload through fewer requests for one-off data queries, as well as improving data integrity by significantly reducing the number of individually prepared (and sometimes conflicting or inaccurate) spreadsheets and datasets that reside on a single staff member's computer. This capability has also significantly improved our ability to do meaningful, action-oriented assessment—at scales from student to course to program.

One aspect of technology particularly important to design education is computational fabrication. The College has invested in substantial new fabrication devices: laser cutters for two-dimensional cutting and etching, two CNC routers for 3D cutting on wood and Styrofoam, and 3D printers that allow students to additively build complex parametric forms. This computational fabrication has been paired with enhancements to our longstanding woodshop and photo lab resources, giving students a broad array of options in the expression of design ideas.

The BAC has made great strides in its capabilities for online learning. It has moved to the Moodle open-source learning management system and modified it to be fully mobile-compatible. This allows students to access learning materials through smartphones, tablets, laptops or desktops. We have also integrated VoiceThread software into the Moodle LMS. VoiceThread provides students with audio, visual, and text design representation capability in one tool, as well as providing virtual critique space so that instructors and students alike can actively converse over documents, drawings, and virtual models.

The College originally instituted online learning staff and tools to aid in our low-residency degree programs, but now, all BAC courses—on-site, online, and hybrid—have for their use the full complement of Moodle and its learning enhancement tools. This allows a greater resource base to all instructors and makes possible the provision of core courses in both on-site and online modalities. Our more robust LMS aids students through flexible scheduling of asynchronous learning opportunities, and relieves some of the College's space pressure through migrating some demand away from physical rooms into virtual workspaces.

The BAC has rolled out initial phases of Google apps for education to all students and faculty. This gives our students unlimited storage, among other features. The College also offers Lynda.com to all students, faculty and staff. Lynda is the premier online tutorial source for much of the design software we teach, giving students a resource to augment classroom teaching and expand their learning beyond the curriculum.

PROJECTIONS

The BAC has substantial challenges in financial and spatial resources, but has managed to shepherd those resources carefully so that faculty, students, and staff continue to be effective and productive. Additionally, a significant number of the tactics laid out in our 2016 strategic plan are related to resource planning—in areas from advancement and engagement to infrastructure development, from governance and administration to marketing and branding.

Enrollment Management. The College and its admissions and marketing functions have used a data-centered strategy for the recruitment of new students, with a substantial increase in expressed interest that we are working to convert into enrollment. As a tuition-driven institution, the College absolutely must increase enrollment in the near future, and has acted aggressively to do so.

As part of our push toward increased enrollment, we are working to specifically define and differentiate the BAC from other schools of design. Our historic differences of open admissions and professional practice require re-definition in the face of our changed disciplinary mix and our desire to be competitive for the strongest students who might consider us. In addition, our low-residency programs—still a relative rarity in design education—offer us a national and international marketing platform that we have not yet fully tapped.

The College is working toward a greater national and international recruitment strategy, more systematic recruitment of first-time-in-any-college students (FTIAC), and the development of educational partnerships with other higher education institutions.

Advancement and Engagement. The College and its Board of Trustees have also responded strongly to the demands of philanthropy, with individual trustees signing on to a \$10,000 “give or get” commitment. Fundraising has topped \$500,000 for each of the past two years. The Overseers also increasingly understand their roles both as individual fundraisers and as ambassadors for the College.

The Office of Institutional Advancement is working to increase contact with alumni, and to increase the percentage of alumni who give to the BAC Fund (annual fund), restricted funds, or larger endowments. The College has developed alumni-building opportunities in travel, continuing education, and professional networking events, keeping our most successful community members in closer contact with the College. In addition, we are exploring ways to engage BAC students through activities that promote a sense of allegiance to the College and the potential for future philanthropy.

The College is strengthening its ties to the professional firms in and around Boston and to local civic, governmental and non-profit leadership, making the BAC a more visible philanthropic opportunity for a city with a long history of generosity to its cultural and educational institutions. The number and diversity of public and continuing education events we hold, and our ability to publicize those events, has helped to draw new attention to the College.

The College is in the early stages of exploring a better infrastructure for grants and sponsored programs. The BAC has always had individuals capable of writing credible and successful proposals, but has not had an institutional structure to better enable that individual and collective entrepreneurial spirit. An office of sponsored programs may be the next step toward greater awareness of funded opportunities, and greater competitiveness in our applications to them.

Marketing, Branding, & Communications. The BAC is working to develop a more comprehensive program for brand image and graphic communication, for events and outreach activities, and for the portrayal of the best work and great experiences of our students. The College has a great number of constituent groups, from current (students, faculty, Trustees, alumni) to prospective (potential students and their families, government agencies, funding organizations, academic partners). We need to be able to get appropriate information and imagery to each audience, while still retaining the larger “BAC story” of academic and professional excellence within a context of demographic and disciplinary diversity.

Finance and Audit. We continue to examine each academic program for its own net contribution to the College’s operating funds, so that we can intervene quickly and effectively if we see shortcomings. We also focus student recruitment efforts toward programs that we believe are viable in the long term but that are currently undersubscribed. New students in Landscape Architecture and Interior Architecture, for instance, represent very low marginal costs, as current course and program capacity is sufficient to absorb greater enrollment.

The Finance team is working to make draft budgets more visible across all budget managers, so that possible collaborations and synergies between proposed projects can be identified more quickly. This transparency will also help the executive team and the Board of Trustees identify areas of focus and eliminate possible redundancies. The team is also more frequently communicating line-item budget status to budget managers once a fiscal year is underway. This initiative is being paired with improved financial training for budget managers, to help them take firmer and more strategic control of spending in their unit.

Facilities and Infrastructure. The facilities master plan for the BAC has helped to plan and prioritize significant building upgrades, allowing two buildings which are 50 and 120 years old to operate comfortably, effectively, and with increased energy efficiency. In the longer term, however, the College must increase its physical plant to accommodate necessary enrollment growth. The current facilities are subscribed to their fullest—classrooms, studios, library spaces, and administrative offices alike are operating at complete capacity. The College’s work with online courses and low-residency programs has helped mitigate the demand on oversubscribed space, but increased enrollment will bring new pressures to bear on our physical capacity.

The College’s location in the Back Bay, a social and urban asset of educational importance to our students, has now also become a hindrance to expansion plans. The Board’s Real Estate and Campus Master Plan Committee are continually investigating options, including the development of a satellite campus, increased educational partnerships with other local colleges and universities, and innovative arrangements for student housing, food service, and transit and parking.

Staffing. The BAC has identified several areas where additional staff could be a substantial aid to daily effectiveness. At the same time, each new staff member represents a significant investment of funds and space. The College is investigating the increased use of consultants, contractors and part-time staff for day-to-day functions, while at the same time locating strategic decision-making with permanent professional employees. The BAC already contracts for security services, day-to-day building cleaning, payroll management, and other standard higher-ed business functions. We are exploring other such possibilities for managing costs while still offering equal or better performance.

Financial Support for Students. From opportunities for undergraduate research to more robust career services, from sponsored travel opportunities to reducing cost of living, the BAC is exploring ways of increasing the financial viability of a college education for all of its students. The core goals of our philanthropic efforts are to reduce both the amount and targeting of our tuition discounting, in support of a high-performing and diverse student body; and to provide an array of honors scholarships for current students, rewarding the success and motivating the persistence of our very best students.

The BAC has been financially challenged since our rapid growth of 2008 to 2011 has settled back to more common historical enrollment levels. But regardless of quantity, what has not changed is our mandate to focus those resources fully on the achievement of our mission. We have used our resources to increase the excellence of education, to engage more communities of professional practice, and to serve an ever-more diverse student body.

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

| | 3 Years Prior | | | 2 Years Prior | | | 1 Year Prior | | | Current Year | | |
|----------------------------------------------------------------------------------|---------------|-----|-------|---------------|-----|-------|--------------|-----|-------|--------------|-----|-------|
| | (FY 2013) | | | (FY 2014) | | | (FY 2015) | | | (FY 2016) | | |
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | FT | PT | Total |
| Instructional Staff | 22 | 232 | 254 | 22 | 275 | 297 | 20 | 253 | 273 | 22 | 223 | 245 |
| Research Staff | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Public Service Staff | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Librarians | 6 | 0 | 6 | 6 | 0 | 6 | 4 | 0 | 4 | 5 | 0 | 5 |
| Library Technicians | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 |
| Archivists, Curators, Museum staff | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 |
| Student and Academic Affairs | 28 | 2 | 30 | 27 | 0 | 27 | 24 | 1 | 25 | 26 | 0 | 26 |
| Management Occupations | 21 | 0 | 21 | 21 | 1 | 22 | 15 | 2 | 17 | 15 | 1 | 16 |
| Business and Financial Operations | 3 | 0 | 3 | 3 | 0 | 3 | 4 | 0 | 4 | 4 | 0 | 4 |
| Computer, Engineering and Science | 4 | 1 | 5 | 5 | 0 | 5 | 5 | 0 | 5 | 5 | 0 | 5 |
| Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media | 3 | 0 | 3 | 4 | 0 | 4 | 4 | 0 | 4 | 6 | 0 | 6 |
| Healthcare Practitioners and Technical | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Service Occupations | 5 | 1 | 6 | 4 | 1 | 5 | 4 | 2 | 6 | 5 | 2 | 7 |
| Sales and Related Occupations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Office and Administrative Support | 14 | 1 | 15 | 11 | 4 | 15 | 15 | 2 | 17 | 15 | 4 | 19 |
| Natural Resources, Construction, Maintenance | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Production, Transportation, Material Moving | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | | |
|-------|-----|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|-----|
| Total | 108 | 237 | 345 | 105 | 281 | 386 | 97 | 260 | 357 | 105 | 230 | 335 |
|-------|-----|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|-----|

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

| Fiscal Year ends - month & day: (/) | | 2 Years Prior (FY 2013) | 1 Year Prior (FY 2014) | Most Recent Year | Percent Change | |
|---------------------------------------|------------------------------------------|----------------------------|---------------------------|---------------------|------------------|------------------|
| | | | | | 2 yrs-1 yr prior | 1 yr-most recent |
| ASSETS (in 000s) | | | | | | |
| ? | Cash and Short Term Investments | \$3,731 | \$4,141 | \$3,960 | 11.0% | -4.4% |
| ? | Cash held by State Treasurer | \$0 | \$0 | \$0 | - | - |
| ? | Deposits held by State Treasurer | \$0 | \$0 | \$0 | - | - |
| ? | Accounts Receivable, Net | \$134 | \$908 | \$634 | 577.6% | -30.2% |
| ? | Contributions Receivable, Net | \$0 | \$0 | \$0 | - | - |
| ? | Inventory and Prepaid Expenses | \$152 | \$177 | \$150 | 16.4% | -15.3% |
| ? | Long-Term Investments | \$7,271 | \$7,549 | \$7,581 | 3.8% | 0.4% |
| ? | Loans to Students | \$5 | \$4 | \$3 | -20.0% | -25.0% |
| ? | Funds held under bond agreement | \$1,210 | \$1,208 | \$1,209 | -0.2% | 0.1% |
| ? | Property, plants, and equipment, net | \$22,619 | \$22,022 | \$21,576 | -2.6% | -2.0% |
| ? | Other Assets | \$1,137 | \$1,094 | \$982 | -3.8% | -10.2% |
| | Total Assets | \$36,259 | \$37,103 | \$36,095 | 2.3% | -2.7% |
| LIABILITIES (in 000s) | | | | | | |
| ? | Accounts payable and accrued liabilities | \$1,659 | \$1,531 | \$1,365 | -7.7% | -10.8% |
| ? | Deferred revenue & refundable advances | \$904 | \$886 | \$1,071 | -2.0% | 20.9% |
| ? | Due to state | \$0 | \$0 | \$0 | - | - |
| ? | Due to affiliates | \$0 | \$0 | \$0 | - | - |
| ? | Annuity and life income obligations | \$0 | \$0 | \$0 | - | - |
| ? | Amounts held on behalf of others | \$0 | \$0 | \$0 | - | - |
| ? | Long-term investments | \$16,884 | \$16,514 | \$16,130 | -2.2% | -2.3% |
| ? | Refundable government advances | \$0 | \$0 | \$0 | - | - |
| ? | Other long-term liabilities | \$0 | \$0 | \$0 | - | - |
| | Total Liabilities | \$19,447 | \$18,931 | \$18,566 | -2.7% | -1.9% |
| NET ASSETS (in 000s) | | | | | | |
| | Unrestricted net assets | | | | | |
| | Institutional | \$10,137 | \$9,828 | \$9,602 | -3.0% | -2.3% |
| ? | Foundation | \$0 | \$0 | \$0 | - | - |
| | Total | \$10,137 | \$9,828 | \$9,602 | -3.0% | -2.3% |
| | Temporarily restricted net assets | | | | | |
| | Institutional | \$3,474 | \$5,109 | \$4,683 | 47.1% | -8.3% |
| ? | Foundation | \$0 | \$0 | \$0 | - | - |
| | Total | \$3,474 | \$5,109 | \$4,683 | 47.1% | -8.3% |
| | Permanently restricted net assets | | | | | |
| | Institutional | \$3,201 | \$3,235 | \$3,244 | 1.1% | 0.3% |
| ? | Foundation | \$0 | \$0 | \$0 | - | - |
| | Total | \$3,201 | \$3,235 | \$3,244 | 1.1% | 0.3% |
| | Total Net Assets | \$16,812 | \$18,172 | \$17,529 | 8.1% | -3.5% |
| | TOTAL LIABILITIES and NET ASSETS | \$36,259 | \$37,103 | \$36,095 | 2.3% | -2.7% |

Please enter any explanatory notes in the box below

**Standard 7: Institutional Resources
(Statement of Revenues and Expenses)**

| Fiscal Year ends - month & day: (6/30) | 3 Years Prior (FY2013) | 2 Years Prior (FY2014) | Most Recently Completed Year (FY 2015) | Current Year (FY 2016) | Next Year Forward (FY 2017) |
|----------------------------------------------------------------------|---------------------------|---------------------------|----------------------------------------------|---------------------------|-----------------------------------|
| OPERATING REVENUES (in 000s) | | | | | |
| ⌵ Tuition and fees | \$19,001 | \$18,776 | \$17,427 | \$16,741 | \$15,662 |
| ⌵ Room and board | \$0 | \$0 | \$0 | \$0 | \$0 |
| ⌵ Less: Financial aid | -\$1,428 | -\$1,135 | -\$610 | -\$350 | -\$313 |
| Net student fees | \$17,573 | \$17,641 | \$16,817 | \$16,391 | \$15,349 |
| ⌵ Government grants and contracts | \$0 | \$0 | \$0 | \$0 | \$0 |
| ⌵ Private gifts, grants and contracts | \$412 | \$512 | \$546 | \$710 | \$686 |
| ⌵ Other auxiliary enterprises | \$0 | \$0 | \$0 | \$0 | \$0 |
| Endowment income used in operations | \$80 | \$104 | \$108 | \$108 | \$86 |
| ⌵ Other revenue (specify): | \$171 | \$180 | \$38 | \$18 | \$19 |
| Other revenue (specify): | \$0 | \$4 | \$0 | \$0 | \$0 |
| Net assets released from restrictions | \$277 | \$467 | \$603 | \$616 | \$582 |
| Total Operating Revenues | \$18,513 | \$18,908 | \$18,112 | \$17,843 | \$16,722 |
| OPERATING EXPENSES (in 000s) | | | | | |
| ⌵ Instruction | \$10,240 | \$10,544 | \$8,948 | \$8,641 | \$8,017 |
| ⌵ Research | \$0 | \$0 | \$0 | \$0 | \$0 |
| ⌵ Public Service | \$0 | \$0 | \$0 | \$0 | \$0 |
| ⌵ Academic Support | \$2,064 | \$2,158 | \$2,075 | \$2,223 | \$2,178 |
| ⌵ Student Services | \$2,318 | \$2,608 | \$2,872 | \$3,001 | \$3,030 |
| ⌵ Institutional Support | \$4,344 | \$4,127 | \$4,185 | \$3,840 | \$3,808 |
| Fundraising and alumni relations | \$150 | \$150 | \$198 | \$236 | \$206 |
| ⌵ Operation, maintenance of plant (if not allocated) | \$0 | \$0 | \$0 | \$0 | \$0 |
| ⌵ Scholarships and fellowships (cash refunded by public institution) | \$0 | \$0 | \$0 | \$0 | \$0 |
| ⌵ Auxiliary enterprises | \$0 | \$0 | \$0 | \$0 | \$0 |
| ⌵ Depreciation (if not allocated) | \$0 | \$0 | \$0 | \$0 | \$0 |
| ⌵ Other expenses (specify): | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other expenses (specify): | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total operating expenditures | \$19,116 | \$19,587 | \$18,278 | \$17,941 | \$17,239 |
| Change in net assets from operations | -\$603 | -\$679 | -\$166 | -\$98 | -\$517 |
| NON OPERATING REVENUES (in 000s) | | | | | |
| ⌵ State appropriations (net) | \$0 | \$0 | \$0 | \$0 | \$0 |
| ⌵ Investment return | \$1,135 | \$1,524 | \$154 | -\$207 | \$386 |
| ⌵ Interest expense (public institutions) | \$0 | \$0 | \$0 | \$0 | \$0 |
| Gifts, bequests and contributions not used in operations | \$84 | \$55 | \$23 | \$177 | \$50 |
| ⌵ Other (specify): Govt Capital Grants | \$708 | \$0 | \$0 | \$0 | \$0 |
| Other (specify): Govt and Private Grant Funds Unspent | \$100 | \$1,031 | \$56 | \$0 | \$0 |
| Other (specify): Net Assets Released From Restrictions | -\$357 | -\$571 | -\$710 | -\$725 | -\$636 |
| Other (specify): Donations of Property | \$32 | \$0 | \$0 | \$0 | \$0 |
| Net non-operating revenues | \$1,702 | \$2,039 | -\$477 | -\$755 | -\$200 |
| Income before other revenues, expenses, gains, or losses | \$1,099 | \$1,360 | -\$643 | -\$853 | -\$717 |
| ⌵ Capital appropriations (public institutions) | \$0 | \$0 | \$0 | \$0 | \$0 |
| ⌵ Other (specify): | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL INCREASE/DECREASE IN NET ASSETS | \$1,099 | \$1,360 | -\$643 | -\$853 | -\$717 |

**Standard 7: Institutional Resources
(Statement of Debt)**

| FISCAL YEAR ENDS month & day (6/30) | | 3 Years Prior (FY2013) | 2 Years Prior (FY2014) | Most Recently Completed Year (FY 2015) | Current Year (FY 2016) | Next Year Forward (FY 2017) |
|-------------------------------------|----------------------------------|---------------------------|---------------------------|----------------------------------------------|---------------------------|-----------------------------------|
| | Debt | | | | | |
| | Beginning balance | \$17,160 | \$16,884 | \$16,514 | \$16,130 | \$15,726 |
| | Additions | \$0 | \$0 | \$0 | \$0 | \$0 |
| | ? Reductions | (\$276) | (\$370) | (\$384) | (\$404) | (\$423) |
| | Ending balance | \$16,884 | \$16,514 | \$16,130 | \$15,726 | \$15,303 |
| | Interest paid during fiscal year | \$734 | \$765 | \$745 | \$728 | \$709 |
| | Current Portion | \$370 | \$384 | \$403 | \$424 | \$438 |
| | Bond Rating | NA | NA | NA | NA | NA |

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.

The Series 2012 Massachusetts Finance Agency Revenue Bonds bear an initial interest rate of 3.64% for ten years at which time the interest rate is adjusted to the market rate designated and announced by the Federal Home Loan Bank of Boston plus 2.5%, but not less than 3.64% and each subsequent ten year period thereafter. The bonds require monthly payments of \$27,181. The Series 2006 Massachusetts Development Finance Agency Revenue Bonds require annual principal payments subject to scheduled increases and semi-annual interest payments of 4% to 5%. Debt covenants are being met and statements of no default are being issued in accordance with bond compliance requirements.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

The BAC has a \$1,000,000 line of credit with Century Bank for the purpose of working capital and capital projects. It was last used for working capital in fiscal year 2009 and a small capital project in fiscal year 2015. There has been no draw downs in fiscal year 2016.

Future borrowing plans (please describe)

There are plans to refinance the 2006 Bond in late fall of 2016. It is anticipated that a favorable cash flow will result from a reduced interest rate.

Please enter any explanatory notes in the box below

**Standard 7: Institutional Resources
(Supplemental Data)**

| FISCAL YEAR ENDS month & day (6/30) | | 3 Years Prior (FY 2013) | 2 Years Prior (FY 2014) | Most Recently Completed Year (FY 2015) | Current Year (FY 2016) | Next Year Forward (FY 2017) |
|-------------------------------------|-----------------------------------------------------------------|-----------------------------|----------------------------|----------------------------------------------|---------------------------|-----------------------------------|
| NET ASSETS | | | | | | |
| | Net assets beginning of year | \$15,713 | \$16,812 | \$18,172 | \$17,529 | \$16,676 |
| | Total increase/decrease in net assets | \$1,099 | \$1,360 | (\$643) | (\$853) | (\$717) |
| | Net assets end of year | \$16,812 | \$18,172 | \$17,529 | \$16,676 | \$15,959 |
| FINANCIAL AID | | | | | | |
| | Source of funds | | | | | |
| | Unrestricted institutional | \$1,428 | \$1,136 | \$610 | \$350 | \$313 |
| | Federal, state and private grants | \$860 | \$939 | \$920 | \$770 | \$725 |
| | Restricted funds | \$277 | \$238 | \$230 | \$300 | \$300 |
| | Total | \$2,565 | \$2,313 | \$1,760 | \$1,420 | \$1,338 |
| | % Discount of tuition and fees | 9.0% | 7.3% | 4.8% | 3.9% | 3.9% |
| ? | % Unrestricted discount | 7.5% | 6.1% | 3.5% | 2.1% | 2.0% |
| ? | FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE | 2.7 | 2.5 | 2.5 | 2.3 | |

Please indicate your institution's endowment spending policy:

Effective FY 2016, 4% of 12 month rolling average of the market value of endowed funds or otherwise donor instructions.

Please enter any explanatory notes in the box below

**Standard 7: Institutional Resources
(Information Resources)**

| 3 Years Prior | 2 Years Prior | Most Recently Completed Year | Current Year | Next Year Forward (goal) |
|---------------|---------------|------------------------------|--------------|--------------------------|
| (FY 2013) | (FY 2014) | (FY 2015) | (FY 2016) | (FY 2017) |

Total Expenditures

| | | | | | |
|--------------------------------------|-------|-------|-------|-------|-------|
| Materials | \$109 | \$83 | \$87 | \$95 | \$95 |
| Salaries & wages (permanent staff) | \$403 | \$411 | \$401 | \$420 | \$413 |
| Salaries & wages (student employees) | \$0 | \$0 | \$1 | \$0 | \$8 |
| Other operating expenses | \$162 | \$150 | \$148 | \$162 | \$192 |

Expenditures/FTE student [not rounded to the \$1000]

| | | | | | |
|--------------------------------------|-------|-------|-------|-------|-------|
| Materials | \$122 | \$97 | \$118 | \$143 | \$152 |
| Salaries & wages (permanent staff) | \$451 | \$482 | \$542 | \$633 | \$661 |
| Salaries & wages (student employees) | \$0 | \$0 | \$1 | \$0 | \$13 |
| Other operating expenses | \$181 | \$176 | \$200 | \$244 | \$307 |

Collections

| | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|
| Percent available physically | 49% | 46% | 43% | 14% | 14% |
| Percent available electronically | 51% | 54% | 57% | 86% | 86% |
| Number of digital repositories | 0 | 0 | 0 | 0 | 0 |

Personnel (FTE)

| | | | | | |
|--------------------------------------------------|---|---|---|---|---|
| Librarians - main campus | 7 | 7 | 7 | 7 | 7 |
| Librarians - branch /other locations | 0 | 0 | 0 | 0 | 0 |
| Other library personnel - main campus | 2 | 2 | 2 | 2 | 2 |
| Other library personnel - branch/other locations | 0 | 0 | 0 | 0 | 0 |

Availability/attendance

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|
|  Hours of operation/week main campus | 69 | 69 | 71 | 71 | 71 |
| Hours of operation/week branch/other locations | | | | | |

 **Consortia/Partnerships**

| |
|------------------------------|
| Lyrasis |
| Massachusetts Library System |
| ProArts |
| Boston Public Library |
| |

URL of most recent library annual report:

Please enter any explanatory notes in the box below

See Form 4.5 for data about Information Literacy

**Standard 7: Institutional Resources
(Technological Resources)**

| | | | | ? |
|---------------|---------------|------------------------------|--------------|--------------------------|
| 3 Years Prior | 2 Years Prior | Most Recently Completed Year | Current Year | Next Year Forward (goal) |
| (FY 2013) | (FY 2014) | (FY 2015) | (FY 2016) | (FY 2017) |

Course management system

Moodle

Number of classes using the system

| | | | | |
|-----|-----|-----|-----|-----|
| 154 | 176 | 157 | 164 | 180 |
|-----|-----|-----|-----|-----|

Bandwidth

On-campus network

| | | | | |
|------|------|------|------|------|
| 1 GB |
|------|------|------|------|------|

Off-campus access

commodity internet (Mbps)

| | | | | |
|--------|--------|--------|--------|--------|
| 100 MB |
|--------|--------|--------|--------|--------|

high-performance networks (Mbps)

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Wireless protocol(s)

| | | | | |
|-----------|-----------|-----------|-----------|-----------|
| WPA 2 Ent |
|-----------|-----------|-----------|-----------|-----------|

Typical classroom technology

Main campus

Projector, computer, printing, some rolling monitors

Branch/other locations

N/A

Software systems and versions

Students

Over 105 SW titles including all major design applications

Finances

Microsoft Dynamics GP

Human Resources

ADP

Advancement

Blackbaud Raiser's Edge

Library

Ex Libris Voyager

Website Management

Ingeniux CMS

Portfolio Management

Moodle

Interactive Video Conferencing

Google Apps for Education

Digital Object Management

Third Light Media

Website locations of technology policies/plans

Integrity and security of data

attached

Privacy of individuals

Appropriate use

attached

Disaster and recovery plan

attached

Technology replacement

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources

(Physical Resources)

| Campus location | Serviceable | Assignable Square |
|-------------------------|--------------------|-------------------|
| | Buildings | Feet (000) |
| Main campus | 320-322 Newbury St | 45 |
| | 951 Boylston St | 18 |
| | 955 Boylston St | 2 |
| | 342 Newbury St | 1 |
| Other U.S. locations | N/A | |
| International locations | N/A | |

| | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Next Year Forward (goal) |
|----------------------------------------------|---------------|---------------|--------------|--------------|--------------------------|
| | (FY 2013) | (FY 2014) | (FY 2015) | (FY 2016) | (FY 2017) |
| Revenue (\$000) | | | | | |
| Capital appropriations (public institutions) | | | | | |
| Operating budget | | | | | |
| Gifts and grants | \$708 | | | | |
| Debt | | | | | |
| Total | \$708 | \$0 | \$0 | \$0 | \$0 |
| Expenditures (\$000) | | | | | |
| New Construction | \$3,877 | \$264 | \$610 | \$740 | \$350 |
| Renovations, maintenance and equipment | \$92 | \$295 | \$95 | \$70 | \$125 |
| Technology | \$254 | \$261 | \$236 | \$274 | \$195 |
| Total | \$4,223 | \$820 | \$941 | \$1,084 | \$670 |

| Assignable square feet (000) | Main campus | Off-campus | Total |
|------------------------------|-------------|------------|-------|
| | Classroom | 27 | |
| Laboratory | 0 | | 0 |
| Office | 12 | | 12 |
| Study | 0 | | 0 |
| Special | 0 | | 0 |
| General | 19 | | 19 |
| Support | 6 | | 6 |
| Residential | 0 | | 0 |
| Other | 2 | | 2 |

Major new buildings, past 10 years (add rows as needed)

| Building name | Purpose(s) | Assignable Square Feet (000) | Cost (000) | Year |
|-----------------|--------------------|------------------------------|------------|------|
| 951 Boylston St | Classrooms/Offices | 15.00 | \$5,877 | 2008 |

New buildings, planned for next 5 years (add rows as needed)

| Building name | Purpose(s) | Assignable Square Feet (000) | Cost (000) | Year |
|---------------|------------|------------------------------|------------|------|
| | | | | |

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing 90 or more

| Building name | Purpose(s) | Assignable Square Feet (000) | Cost (000) | Year |
|--------------------|-----------------------|------------------------------|------------|-----------|
| 951 Boylston St | Buildout | 1.00 | \$104 | 2014 |
| 955 Boylston St | Buildout | 1.00 | \$94 | 2014 |
| 320-322 Newbury St | Buildout | 6.00 | \$459 | 2014 |
| 320-322 Newbury St | Roof Replacement | 0.00 | \$466 | 2016 |
| 320-322 Newbury St | Basement Renovation | 4.00 | \$204 | 2013 |
| 951 Boylston St | Buildout Phase I & II | 15.00 | \$6,464 | 2007-2009 |
| 951 Boylston St | Buildout Phase III | 15.00 | \$2,380 | 2012-2013 |

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing 90 or more

| Building name | Purpose(s) | Assignable Square Feet (000) | Cost (000) | Year |
|--------------------|-------------------------------|------------------------------|------------|------|
| 320-322 Newbury St | 322 Window Replace & Masonry | 0.00 | \$273 | 2017 |
| 320-322 Newbury St | Restroom Renovation | 0.00 | \$214 | 2018 |
| 320-322 Newbury St | Air Handler | 0.00 | \$145 | 2018 |
| 320-322 Newbury St | Electric Fin Tube Replacement | 0.00 | \$233 | 2019 |
| 320-322 Newbury St | Replace DDC | 0.00 | \$290 | 2019 |
| 320-322 Newbury St | 322 Roof & Cas Hall Roof | 0.00 | \$135 | 2020 |
| 320-322 Newbury St | Cas Hall Renovation | 0.00 | \$195 | 2020 |
| 320-322 Newbury St | Exterior Concrete Restoration | 0.00 | \$504 | 2021 |
| 320-322 Newbury St | 320 Window Replacement | 0.00 | \$1,260 | 2021 |

Please enter any explanatory notes in the box below

The renovations planned for next 5 years was extracted from the College's 10 year capital plan.

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS

The Boston Architectural College has for several years conducted systematic and consistent data collection and analysis related to student outcomes, as well as a number of less formal but no less effective tactics to assess our collective success at the education of our students. We are increasingly turning that evaluative lens onto a broader array of our practices, moving steadily from the assessment of individual outcomes to the assessment of programmatic and institutional accomplishment.

DESCRIPTION

The College is specific about its expectations of what students will gain from participation in and completion of its curricula, at all levels:

- each course syllabus includes the articulation of specific understanding goals. In many cases, these goals are aligned with or phrased in terms used by our disciplinary accrediting bodies. For instance, courses that are responsible for specific standards established by the Council of Interior Design Accreditation (CIDA), National Architecture Accrediting Board (NAAB) or Landscape Architectural Accrediting Board (LAAB), indicate these performance criteria as part of the learning goals.
- each curricular segment culminates in a portfolio review process to assess students' readiness to take on the more advanced work to come. The portfolio review rubrics are stable, and shared with students well in advance of their own participation. Many design studios use the portfolio review rubric as a way of discussing the products of specific courses, so that students can begin to assess themselves against commonly held definitions of high performance.
- each degree program has developed a statement of the expected characteristics of its graduates. These are clearly indicated in print and web materials, and vary not only by discipline, but also by degree level. For example, here are the statements for the Bachelor of Architecture and the Master of Architecture programs, in which the common professional standards shared across the B. Arch and M. Arch are differentiated by the expectations of qualitatively different culminating products (emphasis added):

| BACHELOR OF ARCHITECTURE | MASTER OF ARCHITECTURE |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The hallmark of this degree program is concurrent design practice and academic study. Students work in classrooms, in communities, and in local firms to examine the social and cultural contexts of their work. As they advance, students develop a personal design philosophy and methods of working while mastering structures and environmental systems. At defined intervals, students submit a design portfolio with evidence of their learning and competencies in both practice and academic study in order to progress. <i>Students complete a two semester-long degree project to explore ideas in a civic project that reflects their personal design values and methods.</i></p> | <p>The hallmark of this degree program is concurrent design practice and academic study. Students work in classrooms, in communities, and in local firms to examine the social and cultural contexts of their work. As they advance, students develop a personal design philosophy and methods of working while mastering structures and environmental systems. Evidence of learning and competencies in both practice and academic study is evaluated through portfolio. <i>All graduate students complete a two semester-long design thesis process to explore an idea that has personal significance and larger value to the community and to the discipline of architecture.</i></p> |

- The College as a whole holds itself and its students to a common mission of professional engagement, so that incoming students are immersed in applied learning coursework in their first semesters, have opportunities for real-world community service through Gateway projects, and

develop their skills through professional employment. At multiple stages through their curricular progress, all BAC students sit for practice assessments, during which they and an examiner from the profession review the student's progress through a Student Learning Contract, a rubric that names specific professional competencies in design skills, technical skills, collaborative practices and professional development. Student Learning Contracts are developed to align with the expectations of professional licensing boards in architecture, interior architecture and landscape architecture, and they are regularly updated with input from practitioners, faculty, and department deans.

- The College as a whole has also developed a unified grade definition that clearly expresses the qualitative and quantitative expectations for each letter grade. The grade definition is part of the syllabus template provided to each instructor, and is also published in the student handbook and website.

The College has been increasingly diligent about communicating these expectations to current and prospective students, to returning and newly-recruited instructors, and to the professional community. The College has also been increasingly rigorous in the measurement of these expectations, with the development and refinement of rubrics for the recently redesigned Foundation curriculum and for learning in practice. Additionally, increased emphasis has been placed on the regular training and norming of reviewers.

In 2013, the College launched its full curricular revision for all on-site degree programs. One key element of that revision was a common foundation curriculum for all undergraduate students' first year, and a similar but more advanced foundation first semester for all master's students. (This curriculum is discussed in greater detail under Standard Four.) Since the BAC admits roughly a third of its students for Spring starts, the Foundation sequence is offered Fall/Spring and Spring/Fall.

Students completing their second foundation semester are asked to compile a portfolio of work in which they think critically about the meaning and presentation of that work and reflect upon their learning. The evaluation criteria are presented and student drafts are critiqued in the context of individual courses well before working on the final presentation of the portfolio. The individual course objectives are shaped to contribute to the portfolio presentation and listed in every syllabus. The students receive feedback from the portfolio reviews, which includes explicit permission to move forward in the curricula or the need to complete specific remediation. (In the 2014-15 academic year, 72% of undergraduate and 82% of master's portfolios met standards of satisfactory or better performance.)

Each summer since the launch of the revised curricula, the deans and core faculty have gathered to discuss the educational effectiveness of the revised curriculum. This annual Assessment Retreat was initially focused on the foundation experience, but has expanded its scope as student cohorts move through the curricular sequence. The following data are brought to the discussion:

- questionnaires of students that offer feedback on their experiences, specifically the manageability of their workload, connectivity of their courses, clarity of their courses' learning goals, their existing skillset vs. instructors' expectations, their most and least valuable learning experiences, the integration of practice, and their preparedness for portfolio review
- questionnaires of core faculty that provide qualitative assessment of the courses and course outcomes under their purview
- educational outcome data including grades by course and program, GPA changes from first and second semesters, first-to-second semester retention, and rate of foundation completion
- course and instructor evaluations. The College's standard end-of-semester course/instructor evaluation is augmented by mid-semester evaluations for all first-time instructors and all studio courses.
- portfolio review results with particular attention to where students fell short, and how students' GPAs changed when they did poorly in portfolio review.

Following the 2014 assessment retreat, a sub-committee met to review the data generated and developed seven summary statements and recommendations for further curricular and administrative revision:

1. Help students understand the function and the integration of the new curricula
2. Make needed revisions to the new courses to address learning outcomes
3. Adjust scheduling, workload and deadlines to provide a somewhat more even workload
4. Help students understand the pedagogical benefits of creating their portfolios
5. Make co-curricular resources more evident to students
6. Recognize the performance of strongest students, and prepare them to mentor others
7. Move more fully from self-reports to quality-of-work assessments

In late June 2015, the second annual Assessment Retreat discussed the evidence related to changes made from these 2014 recommendations, focusing more centrally on collective reading and assessments of sample portfolios. In addition to considering the students' experiences during Foundation, the 2015 retreat also considered surveys of faculty to understand their perceptions of Foundation success and understandings. The Summer 2016 retreat expanded data collection and analysis into the second segment of the curricula, where disciplinary differentiation becomes strongest and students experience the full demands of balancing academic and professional demands.

Practice assessments occur formally as benchmarks synchronized with a student's progression through the academic segments. Foundation practice assessments occur during the second-semester Community Practice course and introduce a student to the processes of evaluation of applied learning. Later iterations of practice assessments satisfy a student's requirements to submit for Segment II portfolio review, for entry into undergraduate degree project or master's thesis, and for graduation. A report is generated at the beginning and end of each semester to produce a list of students who are eligible to participate in the various stages of practice assessment. The Director of Applied Learning and Assessment in Practice maintains detailed data regarding pass rates and progression, and each student's practice learning contracts are systematically updated.

Each semester, the Manager of Practice conducts a student employment survey that collects data regarding student academic status, employment status and experience settings, experience with employers, benefits, compensation, and sources of employment/networks. A questionnaire is currently in development that seeks to gain information from current/past employers regarding the success of BAC students in the workforce. All of these are used individually to help guide students toward more successful experiences in professional engagement. Increasingly, though, the Practice department is examining collective patterns in order to determine the most needed next opportunities in professional development and growth.

As discussed in Standard Two, the College now has seven consecutive years of data assessment through its annual Academic Indicators Report, issued each fall. The analyses and methods have remained stable since the first iteration in the 2009-2010 academic year, allowing the College to reliably examine trends over several years. Each version of the Indicators has over thirty discrete analyses, including those named in CIHE Standard 8.6.

Retention and graduation rates are calculated in a manner specific to the longer degree programs and expectation of professional practice of BAC degrees. The standard IPEDS measures offer an inadequate description of the BAC's outcomes, because they focus on first-time full-time undergraduate students, which traditionally represent somewhere between 3-5% of overall enrollment. Instead, we examine cohort progress as follows (this is a snapshot of student status at the end of the Spring 2016 semester). We can see that even after ten semesters, 42% of undergraduates and 65% of Master's students have either graduated or are still making progress toward their degrees. Our students' longer time to graduation is often a result of the specific financial, family, curricular, and professional realities of the student populations we serve.

| UNDERGRADUATE COHORT | INITIAL ENROLLMENT | GRADUATED | STILL ENROLLED | TOTAL POSITIVE STATUS | NO LONGER ENROLLED |
|----------------------|--------------------|-----------|----------------|-----------------------|--------------------|
| Fall 2011 | 97 | 13 | 28 | 41 (42%) | 58% |
| Spring 2012 | 32 | 7 | 13 | 20 (62%) | 38% |
| Fall 2012 | 60 | 7 | 28 | 35 (58%) | 42% |
| Spring 2013 | 35 | 4 | 13 | 17 (49%) | 51% |
| Fall 2013 | 59 | 2 | 34 | 36 (61%) | 39% |
| Spring 2014 | 24 | 1 | 9 | 10 (42%) | 58% |
| Fall 2014 | 60 | 1 | 34 | 35 (58%) | 42% |
| Spring 2015 | 32 | 0 | 19 | 19 (59%) | 41% |
| Fall 2015 | 48 | 0 | 42 | 42 (87%) | 13% |

| GRADUATE COHORT | INITIAL ENROLLMENT | GRADUATED | STILL ENROLLED | TOTAL POSITIVE STATUS | NO LONGER ENROLLED |
|-----------------|--------------------|-----------|----------------|-----------------------|--------------------|
| Fall 2011 | 117 | 63 | 13 | 76 (65%) | 35% |
| Spring 2012 | 53 | 26 | 7 | 33 (62%) | 38% |
| Fall 2012 | 112 | 44 | 25 | 69 (62%) | 38% |
| Spring 2013 | 63 | 30 | 7 | 37 (59%) | 41% |
| Fall 2013 | 89 | 34 | 27 | 61 (69%) | 31% |
| Spring 2014 | 49 | 12 | 27 | 39 (80%) | 20% |
| Fall 2014 | 80 | 10 | 57 | 67 (84%) | 16% |
| Spring 2015 | 48 | 0 | 35 | 35 (73%) | 27% |

| | | | | | |
|-----------|----|---|----|----------|----|
| Fall 2015 | 82 | 1 | 79 | 80 (98%) | 2% |
|-----------|----|---|----|----------|----|

Financial aid and default rates are calculated each year in accordance with federal regulation. Roughly 80% of the College’s baccalaureate graduates have federal loan balances, averaging \$43,000. Approximately 70% of master’s graduates have federal loan balances, averaging \$85,000 (inclusive of amassed undergraduate debt from their prior degree).

Employment status is a crucial element of the BAC’s data work, not merely for its graduates but also for current students. Because of the College’s commitment to professional practice, we also conduct a salary survey for students engaged in professional life during their BAC enrollment. As the BAC has begun to centrally manage its data collection, these surveys have begun to confirm longstanding suspicions of disparities across racial and gender lines among students with similar skill levels. The college intends to develop more rigorous and systemic analyses in an effort to better address this situation. It is important to note, however, that the BAC’s practice curriculum also jumpstarts students’ professional lives, enabling students to reach higher-paying job responsibilities earlier in their career. In the 2016 full commencement cohort, 86% of all baccalaureate and 88% of all master’s graduates were professionally employed before their graduation day (in direct contrast to widely accepted survey metrics taken at six months after graduation, which typically extrapolate out of small alumni samples.) In 2015, the comparable numbers were 91% and 100%.

We also examine the performance of BAC alumni on the national Architectural Registration Examination (ARE), comparing the BAC’s professionals against those of a peer group of other independent colleges of design.¹⁵ For the most recent ARE reporting (2015), the BAC had the fifth highest among the ten overall pass rates of our peers; for the 2014 ARE, the BAC was third of ten.

The Vice President of Enrollment Management is the official caretaker of the Indicators project, with assistance from the Academic and Information Technology teams. He then is responsible for the following:

- providing standard metrics to the College’s communications team for updates to the data page (<http://www.the-bac.edu/about-the-bac/bac-in-brief>);
- providing consistent information about enrollment demographics (overall and of the most recent incoming baccalaureate and master’s cohorts) to the Admissions and Advising teams;
- providing information on patterns of academic performance to the Provost and academic deans;
- performing an executive-level walkthrough of key findings to the President and his cabinet; and
- providing positive information on student and alumni performance to the Institutional Advancement office for use in development campaigns and Board education.

The Academic Indicators Report is conducted each summer to report on the academic year just completed, and made available to BAC staff and leadership early in the fall semester. The results and key questions from the 2015-16 Indicators are the focus of a workshop for educational and student support staff in early October 2016.

¹⁵ That peer group includes Cooper Union; Drexel University; Pratt Institute; Rhode Island School of Design; Roger Williams University; Savannah College of Art and Design; Southern California Institute of Architecture; University of Cincinnati; and Wentworth Institute of Technology.

As an open-admissions college, the BAC welcomes undergraduate students who might not have been selected to attend other design colleges. Internal investigation has found that the standard measures of high school preparation (GPA, class rank, and test scores) are only weakly correlated with early success at the BAC. However, open admissions also invariably means that we do attract a substantial number of students who are poorly prepared for the rigors of a college education. Academically, this makes itself visible most fully in written and oral communication practices. Socially, we see students struggle with issues of time management, resiliency, and taking the initiative required to succeed in a practice-oriented professional school. This is one of the reasons why we have focused our attention in the first semester on rapid identification of, and intervention in, academic weakness.

The Foundation year has its own specific Director of Foundation Student Support, who works in groups and one-on-one with first-year students to help acclimate them to the expectations of design school and to facilitate connections to other College resources. The Practice Department has developed two Foundation courses aimed at accelerating students' participation in the professional world, along with the Gateway Projects that allow early-career students to have meaningful professional engagement on community service projects under the direct supervision of a licensed design professional.

Through these and other interventions, we have seen incoming student performance increases over the past years. Specifically:

- our first-semester successful starts rate (the percentage of courses begun that are completed with a letter grade of A through D) has risen from 79% in Fall 2009 to 88% in Fall 2015, with consistently strong performance for all three cohorts since the Fall 2013 curricular revisions;
- our first-semester satisfactory academic standing rate (the percentage of incoming students who achieve a 2.50 or higher first-semester GPA) has risen from 62% in Fall 2009 to 78-79% for each of the past three entering cohorts.
- our Fall-to-Spring return rate for new undergraduate students has risen to 87.5% for the Fall 2015 entering cohort, after five years in the low to mid 80% range. The Fall-to-Fall retention rate for the Fall 2014 cohort was 63.3%.

We have traditionally had greater success with transfer students than with first-time college attendees, both because transfer students have been introduced to the rigors of higher education and because their somewhat advanced age gives them greater experience of managing the multiple demands of adult life. (We have recently partnered with Pine Manor College to make their student housing available to our incoming undergraduates, thus offering some early students the easier transition to independence that college housing can bring.) At the same time, however, transfer students can be somewhat difficult to place within an integrated and BAC-specific first-year curriculum, and they often lose some of the credit balance they had accumulated elsewhere. We will continue to struggle with this tension between providing efficient and equitable transfer on the one hand and maintaining the integrity and uniqueness of the BAC curriculum on the other.

Most of the College's assessment devices were originally developed to provide guidance and oversight to individual students' progress through their academic and professional lives. From portfolio reviews to course grades, from practice assessments to GPA requirements for satisfactory academic standing, the College has a rich storehouse of data on students' educational outcomes. It has only been a relatively recent development that this data has been examined in the aggregate rather than in the individual, so that we might turn the lens back upon ourselves and investigate our collective performance.

One powerful example of this data-driven change comes from our practice curriculum. As a result of both assessment and employment data, the Practice Department has responded in the cultivation of new learning

opportunities for students enrolled in degree-granting programs at the BAC. The Gateway to Practice Initiative began as a response to declining employment rates during the 2008-11 recession, providing a way for students to earn the requisite skills and experiences through College-administered design projects. Since then, Gateway has evolved to become the BAC's hub for community design partnerships, growing to nearly 50,000 hours per year of student work in community-engaged design.

Practice has also launched two pilot programs in response to a combination of student interest and identified gaps. To bolster the BAC's involvement in and commitment to civic engagement and service learning, the Ada Louise Huxtable Fellowship was developed to recognize excellent students and to develop a cohort of design leaders. Currently in its third class, the Huxtable Fellowship has allowed a group of six students the ability to participate in real community-led, and city-supported, design work in the fields of resiliency and adaptation planning in East Boston. Moreover, in response to a growing student desire for entrepreneurial training and support, the Practice Department has recently launched HATCH—an Incubator for Design and Entrepreneurship. Currently, six students are enrolled in the pilot workshop and have been selected, through a competitive application process, to develop a socially/environmentally focused design business. Data are being collected on these pilot programs for possibility of expansion and realignment.

In the academic curriculum, data-driven decision-making is also becoming more widespread. To take one example, ten years of accumulated Portfolio Review data showed a few common and consistent areas of weakness in students' work, foremost among them that students were not using materials and structural systems as part of their design thinking. It appeared as though the designs were being imagined and developed as physical abstractions, and only later turned into material proposals, rather than using materials and assemblies as design inspirations throughout. In response, the BAC hired a new dual-responsibility Director of Advanced Studios and Director of Building Technology in order to create greater synergy between technical lecture/seminar courses and design studio work. His efforts have resulted in several important changes:

1. In the Architecture programs, Building Technology courses have been re-designed since Fall 2013 as a two-part sequence beginning with foundational knowledge, and then applied knowledge brought to bear directly on students' individual design work. In addition, some formerly stand-alone Building Technology courses are explicitly integrated directly into advanced studios:
 - Arch Studio 3: our former site design course was given an additional 1.5 credits and combined with a 3 credit studio to create an integrated 6-credit experience, allowing the conceptual work of studio to coexist with the technical work of site preparation.
 - Arch Studio 4: the College has increased this technical studio from 3 to 6 credits, and tightened its pre-requisites to ensure that students have appropriate prior learning before entering this demanding course. Dedicated studio space has been made available throughout the semester to support this important moment of comprehensive/integrative design.
 - The School of Architecture now strongly encourages and advises co-enrollment in Arch Studio 4 and Building Systems. The deliverable for this course pair is a drawing set related to a current studio project, which includes a detailed assembly section, systems diagrams, structural and mechanical systems coordination, and sustainability goals.
2. In Fall 2013, the architecture program re-designed the advanced studio sequence, moving the site of comprehensive design studio (in which students are required to design a substantial project including considerations of site preparation, structural systems, and mechanical systems) from Segment III of the curriculum (thesis for master's students, degree project for undergrads) to Segment II, thus making it a critical component of our portfolio evaluation.
3. Finally, the School of Architecture has created a new model of faculty stipend for Embedded Studio Consultants to help students address technical issues in their design work with greater regularity and specificity.

These adjustments have made a substantial impact on the quality of student work in both graduate and undergraduate programs, as evidenced through increasingly robust and award-winning student work at the culmination of Segment II. Because this later portfolio review includes both students from the pre-revision curricula and students who have gone through the revised curricula, we are able to see a significant difference in the rigor and specificity of the new-curriculum students—a testament to not only the new integration of studios and technology/systems/management courses, but also the improved design media sequence.

The College also uses student and faculty feedback as important assessment and decision data. For instance, information from students indicated that the second semester of Foundation presented an unmanageable workload for many students. In response, the school developed a pilot reorganization of the Making and Modeling course, which offered 24 hours of class time in three 8-hour days at the beginning of the semester, followed by eight weeks of three-hour class meetings, allowing the course to be completed by mid-semester. The responses to this pilot were positive, and it continues to be offered as an alternate scheduling model.

The BAC's capability in assessment was noted by the Commission in their 2016 letter of approval of substantive change for the College's coming pilot of competency-based education (CBE). The assessment plan devised for CBE follows the College's procedures of using "native materials"—that is, data already gathered in the process of day-to-day operation rather than from a new layer of data-collection tasks—to examine the College's collective success as well as students' individual success.

PROJECTIONS

The College has made substantial progress in the breadth and the uses of assessment in the past few years. We have developed systematic processes for collecting, analyzing, and acting upon student performance data, and continue to look for new opportunities for assessment-based course and curriculum change.

We can already see some of the next frontiers of assessment:

- The College needs to devote equal attention to assessment of low-residency programs. Both because they are newer programs and because they are shorter duration and do not engage in the same array of portfolio review, we have not developed the same scope and rigor of programmatic assessment as we have for a ten-semester on-site undergraduate degree program.
- We intend to provide the faculty with a greater array of assessment data, as well as training in how to move from information to action. Even though we have been conducting the Academic Indicators Report for seven years, we know that some recently hired educators have not been fully introduced to its contents or its implications. We recognize that we need to systematically ensure the familiarization of educators with this tool, and will be coaching the core faculty in how to lead data-centered discussions with their teams of adjunct faculty.
- We are developing means of integrating the assessments done by the academic and the practice sides of the curricula. Work is underway to design a more comprehensive and integrated practice/academic assessment rubric, via a single assessment portfolio that will include aspects of both practice and academic curricula, as well as a cohesive team of assessors. The goal is to have defined and published rubrics for the faculty and students to review in fall semester 2016, and to implement the revised portfolio review in the spring of 2016.
- We still use a paper-based course evaluation system, which limits the analytical power we can bring to bear on this vital pool of information. Individual supervising faculty review course evaluations and consult with their adjunct instructors over areas of success and concern, but the College as a whole is not able to take full advantage of the thousands of evaluations we receive each year. We intend in

the next twelve months to develop a universal system of digital evaluations, to ensure that these data are uniformly collected and collectively analyzed.

The College has moved strongly from the assessment of individual student work for purposes of gatekeeping and advising into the assessment of collective student work for purposes of programmatic and institutional improvement. In the past three years, we have also developed more collective structures for the discussion and implementation of assessment findings, and we look forward to even more focus on the implications of our students' work.

**Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)**

| Student Success Measures/ Prior Performance and Goals | 3 Years | 2 Years | 1 Year | Current Year | Next Year Forward (goal) |
|----------------------------------------------------------------------------------------------------|--------------------|-------------------|--------------------|--------------|--------------------------------|
| | Prior (FY 2013) | Prior (FY2014) | Prior (FY 2015) | | |
| IPEDS Retention Data | | | | | |
| Associate degree students | | | | | |
| Bachelors degree students | 75% | 67% | 67% | 63% | 72% |
| ? IPEDS Graduation Data (150% of time) | | | | | |
| Associate degree students | | | | | |
| Bachelors degree students | 7% | 10% | 7% | 1% | 6% |
| □ Graduation Data (150% of time) | | | | | |
| Associate degree students | | | | | |
| Bachelors degree students | n/a | 20% | 13% | 23% | 23% |
| ? IPEDS Outcomes Measures Data | | | | | |
| First-time, full time students | | | | | |
| Awarded a degree within six years | n/a | n/a | n/a | 5% | 5% |
| Awarded a degree within eight years | n/a | n/a | n/a | 13% | 13% |
| Not awarded within eight years but still enrolled | n/a | n/a | n/a | 7% | 7% |
| First-time, part-time students | | | | | |
| Awarded a degree within six years | n/a | n/a | n/a | n/a | n/a |
| Awarded a degree within eight years | n/a | n/a | n/a | n/a | n/a |
| Not awarded within eight years but still enrolled | n/a | n/a | n/a | n/a | n/a |
| Non-first-time, full-time students | | | | | |
| Awarded a degree within six years | n/a | n/a | n/a | 8% | 8% |
| Awarded a degree within eight years | n/a | n/a | n/a | 23% | 23% |
| Not awarded within eight years but still enrolled | n/a | n/a | n/a | 2% | 2% |
| Non-first-time, part-time students | | | | | |
| Awarded a degree within six years | n/a | n/a | n/a | n/a | n/a |
| Awarded a degree within eight years | n/a | n/a | n/a | n/a | n/a |
| Not awarded within eight years but still enrolled | n/a | n/a | n/a | n/a | n/a |
| ? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below) | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| ? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below) | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| Definition and Methodology Explanations | | | | | |
| 1 | | | | | |
| 2 | | | | | |

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Note:

The Graduation rate that is reported on IPEDS is not accurate because the cohort year they require be reported on is 6 years back and our biggest undergraduate program (BARCH) runs 7 years prior to fall 2013. This means that the students we are required to report on have not had the opportunity to complete the degree. If we calculate the 150% graduation rate choosing the cohort based on program length and not only first-time full-time since many of our undergraduate students are transfer student, the rate is more accurate.

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

| Category of Student/Outcome Measure | Bachelor Cohort Entering | | Associate Cohort Entering | |
|-------------------------------------------------------|--------------------------|-------------|---------------------------|-------------|
| | 6 years ago | 4 years ago | 6 years ago | 4 years ago |
| First-time, Full-time Students | | | | |
| Degree from original institution | 4% | 4% | | |
| Not graduated, still enrolled at original institution | 7% | 36% | | |
| Degree from a different institution | na | na | | |
| Transferred to a different institution | na | na | | |
| Not graduated, never transferred, no longer enrolled | 89% | 60% | | |
| First-time, Part-time Students | | | | |
| Degree from original institution | | | | |
| Not graduated, still enrolled at original institution | | | | |
| Degree from a different institution | | | | |
| Transferred to a different institution | | | | |
| Not graduated, never transferred, no longer enrolled | | | | |
| Non-first-time, Full-time Students | | | | |
| Degree from original institution | 30% | 18% | | |
| Not graduated, still enrolled at original institution | 8% | 25% | | |
| Degree from a different institution | na | na | | |
| Transferred to a different institution | na | na | | |
| Not graduated, never transferred, no longer enrolled | 62% | 57% | | |
| Non-first-time, Part-time Students | | | | |
| Degree from original institution | | | | |
| Not graduated, still enrolled at original institution | | | | |
| Degree from a different institution | | | | |
| Transferred to a different institution | | | | |
| Not graduated, never transferred, no longer enrolled | | | | |

Measures of Student Achievement and Success/Institutional Performance and Goals

| | 3 Years Prior (FY 2013) | 2 Years Prior (FY2014) | 1 Year Prior (FY 2015) | Current Year (FY 2016) | Next Year Forward (goal) (FY 2017) |
|-----------------------------------------------------------------------------------------------------------------------|----------------------------|---------------------------|---------------------------|---------------------------|---------------------------------------|
| Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below) | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

| | | | | | |
|---|--|--|--|--|--|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |

Definition and Methodology Explanations

| | |
|---|--|
| 1 | |
| 2 | |

**Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)**

| | 3-Years Prior | 2 Years Prior | 1 Year Prior | Most Recent Year |
|--|---------------|---------------|--------------|------------------|
| | (FY 2013) | (FY 2014) | (FY 2015) | (FY 2016) |

| ? State Licensure Examination Passage Rates | | | | | | | | |
|----------------------------------------------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|
| Name of exam | # who took exam | # who passed | # who took exam | # who passed | # who took exam | # who passed | # who took exam | # who passed |
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |

| ? National Licensure Passage Rates | | | | | | | | |
|-------------------------------------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|
| Name of exam | # who took exam | # who passed | # who took exam | # who passed | # who took exam | # who passed | # who took exam | # who passed |
| 1 (Architecture) ARE Division 1-7 * | 446 | 444 | 548 | 372 | 683 | 444 | 678 | 440 |
| 2 (Landscape Architecture) LARE ** | | | | | | | | |
| 3 (Interior Design) NCIDQ ** | | | | | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |

| ? Job Placement Rates | | | | | | | | | |
|-------------------------------------|---|------------|-------------|------------|-------------|------------|-------------|------------|-------------|
| Major/time period | * | # of grads | # with jobs |
| 1 Architecture (M.Arch, B.Arch) | | 92 | 77 | 98 | 81 | 90 | 83 | 86 | 80 |
| 2 Interior Architecture (MIA, BIA) | | 12 | 9 | 25 | 18 | 16 | 16 | 16 | 13 |
| 3 Landscape Architecture (MLA, BLA) | | 2 | 2 | 7 | 5 | 8 | 7 | 12 | 9 |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

| | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Next Year Forward |
|--|---------------|---------------|--------------|--------------|-------------------|
| | (FY 2013) | (FY2014) | (FY 2015) | (FY 2016) | (FY 2017) |

| ? Completion Rates | | | | | |
|---------------------------|--|--|--|--|--|
| 1 *** | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |

| ? Placement Rates | | | | | |
|--------------------------|--|--|--|--|--|
| 1 **** | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |

Please enter any explanatory notes in the box below

* AREs (Architecture) contain 7 distinct divisions/exams. Interns must pass all 7 divisions to become licensed. NCARB only lists pass rates for individual exam; results cited indicate combined pass rates for all AREs in 7 divisions. ** LARE and NCIDQ do not report pass rates for individual schools. *** BAC's concurrent educational model does not encompass any short term vocational programs. Job Placement Rates do not include BDS, MDS, or non-degree students.

**Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)**

| Student Success Measures/ Prior Performance and Goals | 3 Years | 2 Years | 1 Year | Current Year | Next Year Forward (goal) |
|--------------------------------------------------------------------------------------------|-------------------------------------|--------------------|---------------------|--------------|--------------------------------|
| | Prior (FY 12-13) | Prior (FY13-14) | Prior (FY 14-15) | | |
| ? Master's Programs (Add definitions/methodology in #1 below) | | | | | |
| Retention rates first-to-second year | 61% | 77% | 75% | 61% | 69% |
| Graduation rates @ 150% time | 53% | 36% | 39% | 56% | 60% |
| Average time to degree years | 5 | 5 | 4 | 4 | n/a |
| Other measures, specify: | | | | | |
| | | | | | |
| | | | | | |
| ? Doctoral Programs (Add definitions/methodology in #2 below) | | | | | |
| Retention rates first-to-second year | | | | | |
| Graduation rates @ 150% time | | | | | |
| Average time to degree years | | | | | |
| Other measures, specify: | | | | | |
| | | | | | |
| | | | | | |
| ? First Professional Programs (Add definitions/methodology in #3 below) | | | | | |
| Retention rates first-to-second year | 66% | 60% | 64% | 78% | 76% |
| Graduation rates @ 150% time | 50% | 36% | 28% | 34% | 37% |
| Average time to degree years | 6 | 6 | 6 | 6 | 6 |
| Other measures, specify: | | | | | |
| | | | | | |
| | | | | | |
| Distance First Professional Program (Add definitions/methodology in #4 below) | | | | | |
| Retention rates first-to-second year | 80% | 76% | 50% | 77% | 80% |
| Graduation rates @ 150% time | 92% | 76% | 79% | 80% | 82% |
| Average time to degree years | 2 | 2 | 2 | 3 | 3 |
| Other measures, specify: | | | | | |
| | | | | | |
| | | | | | |
| Distance Education (Add definitions/methodology in #5 below) | | | | | |
| Retention rates first-to-second year | 84% | 81% | 81% | 80% | 82% |
| Graduation rates @ 150% time | n/a | 85% | 70% | 75% | 77% |
| Average time to degree years | | 2 | 2 | 2 | 2 |
| Other measures, specify: | | | | | |
| | | | | | |
| | | | | | |
| Branch Campus and Instructional Locations (Add definitions/methodology in #5 below) | | | | | |
| Course completion rates | | | | | |
| Retention rates | | | | | |
| Graduation rates | | | | | |
| Other measures, specify: | | | | | |
| | | | | | |
| | | | | | |
| Definition and Methodology Explanations | | | | | |
| 1 | Students in the MIA & MLA Programs | | | | |
| 2 | n/a | | | | |
| 3 | Students in the main campus MARCH | | | | |
| 4 | Students in the distance MARCH | | | | |
| 5 | Students in the MDS & MSIA Programs | | | | |

STANDARD NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

The Boston Architectural College operates under charter from the Commonwealth of Massachusetts Department of Higher Education, and is institutionally accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges. Its degree programs also receive professional accreditation from the National Architectural Accreditation Board, the Council for Interior Design Accreditation, and the Landscape Architecture Accreditation Board. The BAC welcomes the oversight of these professional and educational organizations, and abides by their principles of operation. The BAC's statement on its accreditation, both institutional and for individual professional disciplines, can be found at <http://the-bac.edu/about-the-bac/accreditation>.

INTEGRITY

DESCRIPTION

The foundation of the College's Campus Compact (www.the-bac.edu/students/student-policies) is the following paragraph:

The BAC expects that, while participating in any activity associated with the BAC, community members will adhere to high standards of personal and professional conduct. They will understand that mutual respect, civility, and ethical behavior are core principles and values at the BAC. This Compact directs each community member to be intentional in considering the spirit of these principles in all interactions with other members or with members of the public. This document is not intended to address comprehensively every aspect of individual behavior. Instead the BAC requests, and expects, that everyone who is a part of the BAC community exercise good judgment, fairness, and logic.

These expectations of “mutual respect, civility, and ethical behavior” are at the heart of not only the Campus Compact (included in the student, faculty and employee handbooks), but of many other policies and practices at the College:

- The studio culture statement
- The intellectual property policy
- The academic integrity statement
- The conflict of interest policy
- The copyright and fair-use policy
- The equal opportunity employment policy
- The whistleblower policy
- The sexual harassment policy
- The alcohol and substance abuse policy
- The policy on hazing
- The policy on photographic releases

All of these are readily available on the BAC website, in the College Catalog, and from the offices of the Dean of Students, Advising, Provost, and Human Resources. In addition, the BAC's advising, registrar, information technology, and financial aid offices all monitor compliance with the Family Educational Records and Privacy Act (FERPA). The College is an equal opportunity employer; the composition of its staff and its student body are evidence of a strong commitment to inclusivity.

If individual members of the campus community have reason to feel aggrieved, there are clear mechanisms through the Dean of Students (for students), the Provost (for faculty), and Human Resources (for employees) for addressing and resolving concerns fairly and promptly. Information regarding these procedures is also available on the website.

APPRAISAL

The BAC honestly and forthrightly represents itself and its practices, both internally and to the larger world. The College is responsive to appropriate legislative and regulatory oversight, but also goes beyond that through its implementation of and adherence to the Campus Compact as a core statement of intentions. The College recognizes some small gaps in its policy array that will help to ensure the practices of honesty and integrity at the BAC. Specifically, even though the BAC is a professionally focused rather than research focused institution, it would still benefit the College and its faculty to have a specific academic freedom statement, so that protections of academic and teaching interests are fully codified.

TRANSPARENCY

DESCRIPTION

The College has worked extensively in recent years to update, compile, and communicate its policies and practices. The College's website (www.the-bac.edu) has become a vital and rich home for the diverse body of College stakeholders. Our current community of faculty, staff and students is served through a regularly refreshed news and features program, including emergency weather and public safety updates, video and visual records of recent lectures and exhibitions, and a vigorous student-life blog updated three to five times weekly. Our prospective community of potential students and their families can quickly find information about costs, graduation rates, curricular and course details, and admissions practices. Other visitors to the College can locate materials on governance, accreditation status, and employment opportunities. The spirit of integrity and transparency has driven our documentation and communication practices regarding all interpersonal relations at the College.

Since the website was rebuilt in 2011, the BAC homepage has a dropdown menu at the top called About the BAC. Underneath that, one click from the welcome page, are the following important informational pages:

- BAC in Brief
 - demographic descriptions of the undergraduate and master's student body by overall size, gender and ethnicity;
 - program-by-program length of study;
 - undergraduate and master's fall-to-fall second year retention rates;
 - undergraduate and master's graduation rates;
 - pass rates of BAC alumni on the national Architectural Registration Examinations;
 - employment status of recent graduates.
- Accreditation—a clear statement of the College's institutional accreditation through NEASC, its charter of operation from the Commonwealth of Massachusetts Board of Higher Education, and the status and most recent dates of each disciplinary accreditation.
- Leadership—an introduction to the structures and membership of the College's executive leadership, its Board of Trustees, and its Board of Overseers.

- Faculty—biographies of all deans and core faculty, as well as a list of all of the long-term contractual faculty who have received Member of the Faculty designation.
- Offices and Staff Directory—a full list, organized as an org chart, of names, titles and e-mail addresses of every BAC employee from president to maintenance staff.
- Employment—position descriptions for each current opening on the BAC staff, as well as the full text of the College’s statement of equal opportunity in employment
- Public Safety—full details of, and contact information for, the College’s security, public safety, and medical emergency procedures, as well as a direct link to the US Department of Education’s “Campus Safety and Security” data center.
- Contact Us—telephone, fax, and e-mail links for the College as a whole, as well as Admissions, Advising, Development & Fundraising, Alumni Relations, and Media Relations.

All of these resources, available from the uppermost level of our website, are regularly refreshed as new data or materials become available. The top page of the [About the BAC](#) link includes the statement “The Boston Architectural College’s audited financial statements are available upon request from Kathy Rood, Vice President of Finance and Administration.”

Our print materials (all of which are also available digitally through the website) are reviewed annually by our Marketing and Communications (MarCom) group, who coordinate with educational and operational staff to verify and update information. The College catalog, admissions viewbook, student handbook, and faculty handbook are refreshed each summer in preparation for the beginning of the fall semester. In the Summer and fall of 2016, the BAC is undertaking a substantial alignment project, in which all policy documents are examined for consistency and agreement. The BAC archives contain copies of all prior catalogs, handbooks, and policy documents.

The tuition and fees for all academic programs are clearly indicated in the Admissions web materials. The Financial Aid office maintains both live and web support to provide information to students about the federal, state and institutional financial aid available to students at the BAC. The application process for financial aid is clearly outlined, including information about the specific federal, state and veteran education programs for which students may be eligible. The institutional aid available to students through our Scholarships and Awards programs has a dedicated section. The Federal Work Study section includes job postings that are updated as positions become available for our students. The Financial Aid homepage has a direct link to the College Board Net Price Calculator tool so that students can quickly determine an estimate of their annual cost of BAC attendance.

All of the data regarding student demographics and student and alumni performance are drawn from the annual Academic Indicators Report. The data, methods, and analyses for all of our communicated data are clearly laid out in the Indicators document.

APPRAISAL

The BAC has greatly improved its communication systems through the website revisions of the past few years and through the reorganization of our communications office for greater streamlining of information. The College’s website is a vital tool not merely for news and recruitment, but also for all operational policies and practices.

The focus on accurate and timely web material has worked in some ways against the slower and more formal print communication system. Although the BAC does have annually updated hardcopy materials—the catalog and the student, faculty, and employee handbook most importantly—our small communications team is hard pressed to create a full array of print materials. There are advantages to having catalogs and handbooks primarily online: they can be inexpensively created and disseminated; they can be actively linked to other web

materials such as forms, live e-mail links and so on; and they can be rapidly and inexpensively updated for the most accurate and up to the minute information. The downsides are the reduced ability for admissions and advancement staff to leave physical representations of the College in the hands of potential students or donors, and the lack of a formal annual rollout of the paper catalog for review by faculty, staff and Trustees.

PUBLIC DISCLOSURE

DESCRIPTION

The Boston Architectural College clearly states its mission and its status as an accredited, independent, not-for-profit institution of higher education in its print and web materials. Clear policies for both first-time admissions (<http://the-bac.edu/admissions/apply>) and transfer admissions (<http://the-bac.edu/admissions/transfer>) are clearly laid out in print and web materials, along with requirements specific to international students (<http://the-bac.edu/admissions/international-students>). Its accreditations status, both institutional and by degree program, is published at <http://the-bac.edu/about-the-bac/accreditation>.

Requirements for adequate academic and practice progress are clearly stated, along with graduation requirements specific to each curriculum and to the College as a whole. Policies are in place for semester-long or year-long leaves of absence, as well as permanent withdrawal of enrollment. Tuition and fees for all degree programs (both part time and full time) are easily found on the BAC's website at <http://the-bac.edu/admissions/tuition-and-fees>, along with a link to the College Board's net price calculator tool.

The BAC employs an online course catalog linked to our Self-Service online registration system. Any visitor to the College website can see the full array of courses available in the coming semester (at <https://selfservice.the-bac.edu/selfservice/Search/SectionSearch.aspx>), each with its course description, academic credits, instructor, location, and time. Enrolled students can use this same tool through a password-protected login to register for courses.

The College posts a list, with brief bio sketches, of all of its core faculty at <http://the-bac.edu/about-the-bac/faculty/faculty-leadership> and an annually updated list of adjunct faculty under each of the four individual schools. The biographies of the BAC's executive leadership and each of the Trustees are also easily located at <http://the-bac.edu/about-the-bac/leadership>.

Visitors to the College website can quickly see a description of its student body at <http://the-bac.edu/about-the-bac/bac-in-brief> (overall, by degree level, by gender and by ethnicity). This page also shows Fall-to-Spring retention, overall graduation rates, length of program, employment status of recent alumni, and performance of recent alumni on the Architectural Registration Exam.

APPRAISAL

The development and maintenance of web-based College materials has been a terrific boon to the public disclosure functions of higher education in general and the BAC in particular. Any interested party—prospective students and their families, educational partners, potential friends and donors, and supervisory and oversight organizations—can rapidly see a thorough and accurate portrayal of the BAC from any web-connected device at any hour of the day or night.

The College's MARCOM (marketing and communications) group has been diligent in overseeing the BAC's web communications, and in staying abreast with current requirements for mandated information. Our communications team is small, and the College struggles with the tension between competing goals: brand

management and appropriate vetting of public information on the one hand, immediacy and graphic design appropriate to the professions on the other. In a design college, graphic representation is its own form of academic freedom, and we continue to navigate the demands of consistently representing the institution as a whole, while simultaneously representing the innovative and specific visual thinking of our disciplines and courses.

PROJECTIONS

The College has made great strides toward fulfilling its goals of transparency and public disclosure, with a post-executive-transition communications team that has worked to make the College's policies and performance much more visible. The broad inclusivity of the preparation of this very self-study has been testament to the commitment of College leadership toward transparency: more than a quarter of all BAC staff (35 of 123) played a substantive role in the creation and development of this report, with drafts reviewed by the Student Government Association and the Chair of the Board of Trustees. In the weeks between the completion of the self-study and the arrival of the visiting team, multiple constituencies will be invited to review the self-study, which will be made public on the College's website.

In the near future, the College will continue to streamline processes for getting information printed/published. A team is underway on a web technology project to make the College website more mobile-responsive for users on tablets and smartphones. Within the next two years, the College intends exploration of a rebranding campaign, using data analysis to identify, clarify, and prioritize target audiences and their unique characteristics. The communications team is already at work on developing refreshed materials that better communicate "the BAC story," and building a trained team of "ambassadors"—student, faculty, Board, and professional allies—to effectively communicate the BAC message in public settings.

As Federal, state, and accrediting agency requirements for public disclosure continue to evolve, the BAC is committed to meeting both the standard and the spirit of integrity and transparency in all of its dealings—with students, with faculty, with staff, with collaborators, and with the public at large.

**Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)**

| Information | Website location |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Institutional catalog | http://the-bac.edu/Documents/Departments/Institutional/2015/BAC-Catalog-2015-2016.pdf |
| Obligations and responsibilities of students and the institution | http://the-bac.edu/students/student-policies |
| Information on admission and attendance | http://the-bac.edu/admissions/apply http://the-bac.edu/students/student-services/registrar/policies-and-procedures/absences |
| Institutional mission and objectives | http://the-bac.edu/about-the-bac |
| Expected educational outcomes | http://the-bac.edu/students/student-policies http://the-bac.edu/education-programs/school-of-architecture |
| Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation | http://the-bac.edu/about-the-bac |
| Requirements, procedures and policies re: admissions | http://the-bac.edu/admissions/apply |
| Requirements, procedures and policies re: transfer credit | http://the-bac.edu/admissions/transfer |
| A list of institutions with which the institution has an articulation agreement | http://the-bac.edu/students/offices-and-resources/proarts |
| Student fees, charges and refund policies | http://the-bac.edu/students/student-services/bursar/tuition-refund-policies http://the-bac.edu/students/student-services/bursar/tuition-refund-policies |
| Rules and regulations for student conduct | http://the-bac.edu/students/student-policies |
| Procedures for student appeals and complaints | http://the-bac.edu/students/student-policies |
| Other information re: attending or withdrawing from the institution | http://the-bac.edu/students/student-services/bursar/tuition-refund-policies |
| Academic programs | http://the-bac.edu/education-programs |
| Courses currently offered | http://the-bac.edu/students/student-services/registrar/courses-and-registration http://the-bac.edu/education-programs/courses |
| Other available educational opportunities | http://the-bac.edu/students/student-life |
| Other academic policies and procedures | http://the-bac.edu/students/student-policies |
| Requirements for degrees and other forms of academic recognition | http://the-bac.edu/education-programs |
| List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them | http://the-bac.edu/about-the-bac/faculty |
| Names and positions of administrative officers | http://the-bac.edu/about-the-bac/leadership |
| Names, principal affiliations of governing board members | http://the-bac.edu/about-the-bac/leadership |
| Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location | not applicable |
| Programs, courses, services, and personnel not available in any given academic year. | not applicable |
| Size and characteristics of the student body | http://the-bac.edu/about-the-bac/bac-in-brief |
| Description of the campus setting | http://the-bac.edu/about-the-bac |
| Availability of academic and other support services | http://the-bac.edu/students/academic-resources |
| Range of co-curricular and non-academic opportunities available to students | http://the-bac.edu/experience-the-bac |
| Institutional learning and physical resources from which a student can reasonably be expected to benefit | http://the-bac.edu/education-programs |
| Institutional goals for students' education | http://the-bac.edu/education-programs |
| Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate | http://the-bac.edu/about-the-bac/bac-in-brief |
| Total cost of education and net price, including availability of financial aid and typical length of study | http://the-bac.edu/admissions/financial-aid |
| Expected amount of student debt upon graduation and loan payment rates | http://the-bac.edu/admissions/financial-aid |
| Statement about accreditation | http://the-bac.edu/about-the-bac/accreditation |

APPENDIX I: AFFIRMATION OF COMPLIANCE



COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
 3 Burlington Woods, Suite 100, Burlington, MA 01803-4514
 Voice: (781) 425 7785 Fax: (781) 425 1001 Web: <https://cihe.neasc.org>

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

- 1. Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

| | |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| URL | http://the-bac.edu/students/student-services/registrar/policies-and-procedures/enrollment-status |
| Print Publications | BAC Catalog page 99 |
| Self-study/Interim Report Page Reference | 41-42 |

- 2. Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

| | |
|------------------------------------------|---------------------------------------------------------------------------------------------|
| URL | http://the-bac.edu/admissions/transfer |
| Print Publications | BAC Catalog page 62 |
| Self-study/Interim Report Page Reference | 40-42 |

- 3. Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

| | |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| URL | http://the-bac.edu/students/student-policies/grievance-and-violations-procedures |
| Print Publications | BAC Catalog page 89 |
| Self-study/Interim Report Page Reference | 53, 89-90 |

- 4. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . . The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)

| | |
|------------------------------------------|---------------------------------------------------------------------------|
| Method(s) used for verification | All distance programs are hybrid programs that include in person contact. |
| Self-study/Interim Report Page Reference | 39 |

- 5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

| | |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| URL | TBD, BAC website; one month prior to accreditation visit. |
| Print Publications | TBD. The institution will utilize appropriate online and print media, such as the Back Bay Sun and BAC Student and Alumni Blog. |
| Self-study Page Reference | xvi |

The undersigned affirms that The Boston Architectural College meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer:  Date: 9/30/2016

March, 2016

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
 OPTION EI: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

| CATEGORY | (1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. | (2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | (3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee) | (4) What changes have been made as a result of using the data/evidence? | (5) Date of most recent program review (for general education and each degree program) |
|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| At the institutional level: | 1. Inclusiveness to a diverse community 2. Equity in success across diversity 3. Preparation for professional engagement in spatial design or design studies, and liberal arts outcomes These are mission-level commitments, found in all BAC materials (catalog, recruitment, handbooks, etc.) | 1. Recruitment and admission of gender- and ethnically-diverse student body 2. Rates of retention and graduation across diverse populations 3. A) professional portfolio reviews and skill level rankings B) students employment while enrolled, and at graduation C) performance on national licensure examination (architecture) | In all cases, data is compiled in annual Academic Indicators Report. 1 reviewed by Admissions; 2 by Provost's office; 3 by deans and Practice department. | 1. Marketing and admissions outreach to a broader community. 2. Fundamental revision of the core curricula in 2013, and ongoing attention to demonstrated equity in success. 3. Realignment of practice expectations for the specific requirements of each discipline's professional bodies. | Annual |
| For general education if an undergraduate institution: | 1. Critical thinking and communication 2. Quantitative reasoning 3. Social and historical reflection 4. Self-directed learning and research These can be seen at http://the-bac.edu/academics/liberal-studies | Assignments in these courses aim to develop incremental learning outcomes in general education. SSH1099, Independent Study Seminar (a research- and writing-intensive course) functions as a capstone project in Liberal Studies. A diagnostic for writing and information literacy is administered at the end of undergraduates' first semester FND1001 Critical Reading & Research I | Advising and the Director of Liberal Studies review data at the beginning and end of each semester and also in "real time" (i.e., monitoring student performance in courses during the semester), and overall data is also reviewed as part of the Annual Assessment Retreat, accreditation reviews and when new or revised courses or curricula are presented at Curriculum Committee. | 1. Creation of sequential writing- and research-intensive courses with aligned deliverables to support gradual acquisition of skills 2. Revision of writing and research courses to employ design studio methods for visual learners 3. Creation of a "Skills Seminar" for freshman writing course based on applied diagnostics, to | Annual |

| CATEGORY | (1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. | (2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | (3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee) | (4) What changes have been made as a result of using the data/evidence? | (5) Date of most recent program review (for general education and each degree program) |
|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| List each degree program: 1. Bachelor of Architecture | 1. Increasing skill in spatial design 2. Steady progress in professional development 3. Ability to conduct comprehensive and integrative design http://the-bac.edu/academics/school-of-architecture/bachelor-of-architecture | 1. Two academic portfolio reviews during degree progress 2. Five professional portfolio reviews during degree progress 3. Year-long degree project | 1. Each portfolio reviewed by at least two educators or design professionals. 2. Practice examiners meet with each student to evaluate their practice learning; a learning plan is kept by Practice and reviewed at each meeting 3. Faculty and external critics provide feedback at milestone reviews. | provide additional support to students who demonstrate ESL and/or writing difficulties. Skills Seminar to be added also to history courses. | Annual |
| 2. Bachelor of Design Studies | 1. Increasing skill in practical and theoretical understanding of design 2. Steady progress in developing practical or applied learning skills 3. Ability to conduct comprehensive and integrative design or design analysis http://the-bac.edu/academics/school-of-design-studies/bachelor-of-design-studies | 1. Two academic portfolio reviews during degree progress 2. Two Practicum reviews during degree progress 3. Year-long degree project | Assessment is primarily the responsibility of the course instructors. Portfolios are reviewed by the Dean and one other instructor. The Dean follows progress of upper level students closely. Degree project is reviewed by instructors, project advisors and Dean. | Professional development program changed substantially from traditional "Practice" model to "Practicum," involving internship and academic seminars to stress applied learning methods and understanding of cognition and knowledge development. | Annual |

| CATEGORY | (1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. | (2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | (3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee) | (4) What changes have been made as a result of using the data/evidence? | (5) Date of most recent program review (for general education and each degree program) |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 3. Bachelor of Interior Architecture | 1. Increasing skill in spatial design 2. Steady progress in professional development 3. Ability to conduct comprehensive and integrative design http://the-bac.edu/academics/school-of-interior-architecture/bachelor-of-interior-architecture | 1. Two academic portfolio reviews during degree progress 2. Four professional portfolio reviews during degree progress 3. Year-long degree project | 1. Each portfolio reviewed by at least two educators or design professionals. 2. Practice examiners meet with each student to evaluate their practice learning; a learning plan is kept by Practice and reviewed at each meeting 3. Faculty and external critics provide feedback at five milestone reviews. | 1. Learning expectations of selected courses adjusted 2. Practice learning outcomes have been aligned with the core competencies within the discipline 3. Deliverables revised in syllabi | Annual |
| 4. Bachelor of Landscape Architecture | 1. Increasing skill in spatial design 2. Steady progress in professional development 3. Ability to conduct comprehensive and integrative design http://the-bac.edu/academics/school-of-landscape-architecture/bachelor-of-landscape-architecture | 1. Two academic portfolio reviews during degree progress 2. Four professional portfolio reviews during degree progress 3. Year-long degree project | 1. Each portfolio reviewed by at least two educators or design professionals. 2. Practice examiners meet with each student to evaluate their practice learning; a learning plan is kept by Practice and reviewed at each meeting 3. Faculty and external critics provide feedback at milestone reviews. | 1. Learning expectations of selected courses adjusted 2. Practice hours have been reduced to enable the completion of the curriculum in a timely and competitive manner. 3. Revisions to current assessment methods to include a joint academic and practice portfolio 3. Deliverables revised in syllabi | Annual |
| 5. Bachelor of Science in Architecture | 1. Increasing skill in spatial design 2. Steady progress in professional development 3. Ability to conduct | 1. Two academic portfolio reviews during degree progress 2. Two professional portfolio reviews during degree | 1. Each portfolio reviewed by at least two educators or design professionals 2. Practice examiners meet with each student to | This program is only entering its third year, evidence is not yet available | Annual |

| CATEGORY | (1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. | (2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | (3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee) | (4) What changes have been made as a result of using the data/evidence? | (5) Date of most recent program review (for general education and each degree program) |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| | comprehensive and integrative design http://the-bac.edu/academics/school-of-architecture/bachelor-of-science-in-architecture | progress 3. Year-long degree project | evaluate their practice learning; a learning plan is kept by Practice and reviewed at each meeting 3. Faculty and critics provide feedback at milestone reviews | | |
| 6. Master of Architecture | 1. Increasing skill in spatial design 2. Steady progress in professional development 3. Ability to conduct comprehensive and research-supported integrative design http://the-bac.edu/academics/school-of-architecture/master-of-architecture | 1. Two academic portfolio reviews during degree progress 2. Five professional portfolio reviews during degree progress 3. Year-long thesis research and design project | 1. Each portfolio reviewed by at least two educators or design professionals 2. Practice examiners meet with each student to evaluate their practice learning; a learning plan is kept by Practice and reviewed at each meeting 3. Faculty and critics provide feedback at milestone reviews | 1. Hiring of faculty member charged with integrating studio and technical/structural learning. 2. Revision of practice hours into two streams to identify Integrated Path to Licensure and traditional path | Annual |
| 8. Master of Interior Architecture | 1. Increasing skill in spatial design 2. Steady progress in professional development 3. Ability to conduct comprehensive and research-supported integrative design http://the-bac.edu/academics/school-of-interior-architecture/master-of-interior-architecture | 1. Two academic portfolio reviews during degree progress 2. Three professional portfolio reviews during degree progress 3. Year-long thesis research and design project | 1. Each portfolio reviewed by at least two educators or design professionals 2. Practice examiners meet with each student to evaluate their practice learning; a learning plan is reviewed at each meeting 3. Faculty and critics provide feedback at five milestone reviews | 1. Learning expectations adjusted for specific courses 2. Revision of required practice hours to meet professional-body standards; practice outcomes aligned with core competencies of the discipline 3. Thesis handbook revised to include new and more specific deliverables. | Annual |

| CATEGORY | (1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. | (2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | (3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee) | (4) What changes have been made as a result of using the data/evidence? | (5) Date of most recent program review (for general education and each degree program) |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| | comprehensive and integrative design http://the-bac.edu/academics/school-of-architecture/bachelor-of-science-in-architecture | progress 3. Year-long degree project | evaluate their practice learning; a learning plan is kept by Practice and reviewed at each meeting 3. Faculty and critics provide feedback at milestone reviews | | |
| 6. Master of Architecture | 1. Increasing skill in spatial design 2. Steady progress in professional development 3. Ability to conduct comprehensive and research-supported integrative design http://the-bac.edu/academics/school-of-architecture/master-of-architecture | 1. Two academic portfolio reviews during degree progress 2. Five professional portfolio reviews during degree progress 3. Year-long thesis research and design project | 1. Each portfolio reviewed by at least two educators or design professionals 2. Practice examiners meet with each student to evaluate their practice learning; a learning plan is kept by Practice and reviewed at each meeting 3. Faculty and critics provide feedback at milestone reviews | 1. Hiring of faculty member charged with integrating studio and technical/structural learning. 2. Revision of practice hours into two streams to identify Integrated Path to Licensure and traditional path | Annual |
| 8. Master of Interior Architecture | 1. Increasing skill in spatial design 2. Steady progress in professional development 3. Ability to conduct comprehensive and research-supported integrative design http://the-bac.edu/academics/school-of-interior-architecture/master-of-interior-architecture | 1. Two academic portfolio reviews during degree progress 2. Three professional portfolio reviews during degree progress 3. Year-long thesis research and design project | 1. Each portfolio reviewed by at least two educators or design professionals 2. Practice examiners meet with each student to evaluate their practice learning; a learning plan is kept by Practice and reviewed at each meeting 3. Faculty and critics provide feedback at five milestone reviews | 1. Learning expectations adjusted for specific courses 2. Revision of required practice hours to meet professional-body standards; practice outcomes aligned with core competencies of the discipline 3. Thesis handbook revised to include new and more specific deliverables. | Annual |

**E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION EI: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION**

| (1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name). | (2) Date of most recent accreditation action by each listed agency. | (3) List key issues for continuing accreditation identified in accreditation action letter or report. | (4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates, employment rates, etc.).* | (6) Date and nature of next scheduled review. |
|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Bachelor and Master of Architecture accredited by National Architectural Accreditation Board (NAAB) | 2012, six year cycle | <ol style="list-style-type: none"> 1. Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities. 2. Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress. 3. Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating many systems. | NAAB has 26 Student Learning Criteria that it examines through their presence in syllabi and their outcomes in an exhibit of student work. | 2018, comprehensive review for all degree programs in Architecture |
| Bachelor and Master of Interior Architecture accredited by Council on Interior Design Accreditation (CIDA) | 2015, six year cycle | <ol style="list-style-type: none"> 1. Increased emphasis on performance criteria-based selection of interior materials. 2. Increased emphasis on building codes and guidelines related to fire protection and compartmentalization. | Demonstration of compliance or partial compliance with 16 CIDA Performance Standards measuring program compliance and student learning outcomes. | 2021, comprehensive review for all degree programs in Interior Architecture |
| Bachelor and Master of Landscape Architecture accredited by Landscape Architectural Accreditation Board (LAAB) | 2013 for BLA, six year cycle; 2013 for MLA, three-year renewal for new program | <ol style="list-style-type: none"> 1. Develop long range strategic plan 2. Ensure faculty FTE sufficient for enrollment and program goals 3. Develop closer connections to Practice department; for student placement and alignment between professional and academic learning goals. 4. Formalize advisory board structure and mission, broaden its composition. | LAAB has seven program standards, and nine areas of curricular content that it examines through their presence in syllabi and their outcomes in student work | 2019 for Bachelor of Landscape Architecture, 2016 for Master of Landscape Architecture |

APPENDIX 3: AUDITED FINANCIAL STATEMENTS

**BOSTON ARCHITECTURAL
COLLEGE**

FINANCIAL STATEMENTS

JUNE 30, 2015

BOSTON ARCHITECTURAL COLLEGE

Financial Statements

June 30, 2015 and 2014

C O N T E N T S

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Boston Architectural College
Boston, Massachusetts

We have audited the accompanying financial statements of Boston Architectural College, which comprise the statements of financial position as of June 30, 2015 and 2014, the related statements of activities and changes in net assets, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Boston Architectural College as of June 30, 2015 and 2014, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Internal Control

In accordance with *Government Auditing Standards*, we have also issued our report dated September 30, 2015, on our consideration of Boston Architectural College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

O'Connor and Drew, P.C.

**Certified Public Accountants
Braintree, Massachusetts**

September 30, 2015

BOSTON ARCHITECTURAL COLLEGE

Statements of Financial Position

June 30, 2015 and 2014

BOSTON ARCHITECTURAL COLLEGE

Statements of Financial Position

June 30,

Assets

| | <u>2015</u> | <u>2014</u> |
|---------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------|
| Assets: | | |
| Cash and equivalents | \$ 1,027,921 | \$ 956,212 |
| Accounts receivable: | | |
| Student accounts receivable, net of allowance for doubtful accounts of \$109,665 at June 30, 2015 and 2014 | 50,098 | 29,821 |
| Other receivables | 36,217 | 10,029 |
| Grant receivable (Note 12) | 551,967 | 871,928 |
| Prepaid expenses | 149,678 | 176,596 |
| Investments, unrestricted (Notes 3 and 4) | 4,470,751 | 4,608,219 |
| Investments, restricted (Notes 3 and 4) | 7,250,879 | 7,334,477 |
| Property and equipment, net (Note 5) | 21,575,542 | 22,022,090 |
| Deferred bond costs and other assets, net (Note 6) | <u>982,195</u> | <u>1,093,854</u> |
| Total Assets | <u>\$ 36,095,248</u> | <u>\$ 37,103,226</u> |

Liabilities and Net Assets

| | | |
|-------------------------------------------------|-----------------------------|-----------------------------|
| Liabilities: | | |
| Accounts payable | \$ 407,463 | \$ 304,120 |
| Deferred revenues | 1,070,855 | 886,489 |
| Accrued expenses and other liabilities (Note 7) | 957,911 | 1,226,345 |
| Bonds payable (Note 9) | <u>16,129,650</u> | <u>16,514,142</u> |
| Total Liabilities | <u>18,565,879</u> | <u>18,931,096</u> |
| Net Assets: | | |
| Unrestricted: | | |
| Undesignated | 6,381,782 | 6,538,871 |
| Board designated (Note 11) | <u>3,220,358</u> | <u>3,289,267</u> |
| Total unrestricted | 9,602,140 | 9,828,138 |
| Temporarily restricted (Notes 10 and 11) | 4,683,526 | 5,108,839 |
| Permanently restricted (Notes 10 and 11) | <u>3,243,703</u> | <u>3,235,153</u> |
| Total Net Assets | <u>17,529,369</u> | <u>18,172,130</u> |
| Total Liabilities and Net Assets | <u>\$ 36,095,248</u> | <u>\$ 37,103,226</u> |

The accompanying notes are an integral part of the financial statements.

BOSTON ARCHITECTURAL COLLEGE

Statement of Activities and Changes in Net Assets

For the Year Ended June 30, 2015

| | Unrestricted Board | | Total | Temporarily Restricted | Permanently Restricted | Total |
|------------------------------------------------------------|---------------------|---------------------|---------------------|------------------------|------------------------|----------------------|
| | Undesignated | Designated | | | | |
| Operating Activities: | | | | | | |
| Revenues and Other Support: | | | | | | |
| Tuition and fees | \$ 17,426,683 | - | \$ 17,426,683 | - | - | \$ 17,426,683 |
| Less: financial assistance | (609,460) | - | (609,460) | - | - | (609,460) |
| Net tuition and fees | 16,817,223 | - | 16,817,223 | - | - | 16,817,223 |
| Contributions | 457,303 | - | 457,303 | 14,714 | 8,550 | 480,567 |
| Grants | 88,645 | - | 88,645 | 56,180 | - | 144,825 |
| Other revenues | 38,195 | - | 38,195 | - | - | 38,195 |
| Transfer endowment income in support of operations | 107,835 | (107,835) | - | - | - | - |
| Net assets released from restrictions (Note 10) | 602,945 | - | 602,945 | (602,945) | - | - |
| Total Revenues and Other Support | <u>18,112,146</u> | <u>(107,835)</u> | <u>18,004,311</u> | <u>(532,051)</u> | <u>8,550</u> | <u>17,480,810</u> |
| Operating Expenses: | | | | | | |
| Instructional | 8,947,344 | - | 8,947,344 | - | - | 8,947,344 |
| Student services | 2,863,330 | 8,499 | 2,871,829 | - | - | 2,871,829 |
| Academic support | 2,075,255 | - | 2,075,255 | - | - | 2,075,255 |
| Institutional support | 4,383,306 | - | 4,383,306 | - | - | 4,383,306 |
| Total Operating Expenses | <u>18,269,235</u> | <u>8,499</u> | <u>18,277,734</u> | <u>-</u> | <u>-</u> | <u>18,277,734</u> |
| Changes in Net Assets from Operating Activities | <u>(157,089)</u> | <u>(116,334)</u> | <u>(273,423)</u> | <u>(532,051)</u> | <u>8,550</u> | <u>(796,924)</u> |
| Non-Operating Activities: | | | | | | |
| Net investment income | - | 117,291 | 117,291 | 262,031 | - | 379,322 |
| Unrealized gains (losses) on investments | - | (69,866) | (69,866) | (155,293) | - | (225,159) |
| Changes in Net Assets from Non-Operating Activities | <u>-</u> | <u>47,425</u> | <u>47,425</u> | <u>106,738</u> | <u>-</u> | <u>154,163</u> |
| Changes in Net Assets | <u>(157,089)</u> | <u>(68,909)</u> | <u>(225,998)</u> | <u>(425,313)</u> | <u>8,550</u> | <u>(642,761)</u> |
| Net Assets, Beginning of Year | 6,538,871 | 3,289,267 | 9,828,138 | 5,108,839 | 3,235,153 | 18,172,130 |
| Net Assets, End of Year | <u>\$ 6,381,782</u> | <u>\$ 3,220,358</u> | <u>\$ 9,602,140</u> | <u>\$ 4,683,526</u> | <u>\$ 3,243,703</u> | <u>\$ 17,529,369</u> |

The accompanying notes are an integral part of the financial statements.

BOSTON ARCHITECTURAL COLLEGE

Statement of Activities and Changes in Net Assets

For the Year Ended June 30, 2014

| | Unrestricted Board | | Total | Temporarily Restricted | Permanently Restricted | Total |
|------------------------------------------------------------|---------------------|---------------------|---------------------|------------------------|------------------------|----------------------|
| | Undesignated | Designated | Total | | | |
| Operating Activities: | | | | | | |
| Revenues and Other Support: | | | | | | |
| Tuition and fees | \$ 18,776,471 | - | \$ 18,776,471 | - | - | \$ 18,776,471 |
| Less: financial assistance | (1,135,886) | - | (1,135,886) | - | - | (1,135,886) |
| Net tuition and fees | 17,640,585 | - | 17,640,585 | - | - | 17,640,585 |
| Contributions | 431,878 | - | 431,878 | 21,321 | 34,167 | 487,366 |
| Grants | 80,224 | - | 80,224 | 1,031,453 | - | 1,111,677 |
| Other revenues | 184,461 | - | 184,461 | - | - | 184,461 |
| Transfer endowment income in support of operations | 103,964 | (103,964) | - | - | - | - |
| Net assets released from restrictions (Note 10) | 467,221 | - | 467,221 | (467,221) | - | - |
| Total Revenues and Other Support | <u>18,908,333</u> | <u>(103,964)</u> | <u>18,804,369</u> | <u>585,553</u> | <u>34,167</u> | <u>19,424,089</u> |
| Operating Expenses: | | | | | | |
| Instructional | 10,544,294 | - | 10,544,294 | - | - | 10,544,294 |
| Student services | 2,598,028 | 10,000 | 2,608,028 | - | - | 2,608,028 |
| Academic support | 2,158,440 | - | 2,158,440 | - | - | 2,158,440 |
| Institutional support | 4,276,897 | - | 4,276,897 | - | - | 4,276,897 |
| Total Operating Expenses | <u>19,577,659</u> | <u>10,000</u> | <u>19,587,659</u> | <u>-</u> | <u>-</u> | <u>19,587,659</u> |
| Changes in Net Assets from Operating Activities | <u>(669,326)</u> | <u>(113,964)</u> | <u>(783,290)</u> | <u>585,553</u> | <u>34,167</u> | <u>(163,570)</u> |
| Non-Operating Activities: | | | | | | |
| Net investment income | - | 192,866 | 192,866 | 426,719 | - | 619,585 |
| Unrealized gains (losses) on investments | - | 281,323 | 281,323 | 622,921 | - | 904,244 |
| Changes in Net Assets from Non-Operating Activities | <u>-</u> | <u>474,189</u> | <u>474,189</u> | <u>1,049,640</u> | <u>-</u> | <u>1,523,829</u> |
| Changes in Net Assets | <u>(669,326)</u> | <u>360,225</u> | <u>(309,101)</u> | <u>1,635,193</u> | <u>34,167</u> | <u>1,360,259</u> |
| Net Assets, Beginning of Year | <u>7,208,197</u> | <u>2,929,042</u> | <u>10,137,239</u> | <u>3,473,646</u> | <u>3,200,986</u> | <u>16,811,871</u> |
| Net Assets, End of Year | <u>\$ 6,538,871</u> | <u>\$ 3,289,267</u> | <u>\$ 9,828,138</u> | <u>\$ 5,108,839</u> | <u>\$ 3,235,153</u> | <u>\$ 18,172,130</u> |

The accompanying notes are an integral part of the financial statements.

BOSTON ARCHITECTURAL COLLEGE

Statements of Cash Flows

For the Years Ended June 30,

| | <u>2015</u> | <u>2014</u> |
|----------------------------------------------------------------------------------------------|---------------------|---------------------|
| Cash Flows from Operating Activities: | | |
| Changes in net assets | <u>\$ (642,761)</u> | <u>\$ 1,360,259</u> |
| Adjustments to reconcile changes in net assets to net cash provided by operating activities: | | |
| Provision for bad debts | 61,024 | 25,545 |
| Amortization | 43,593 | 43,593 |
| Depreciation | 1,387,139 | 1,416,426 |
| Net realized and unrealized gains on investments | (35,962) | (1,334,126) |
| Contributions restricted for long-term investment | (8,550) | (34,167) |
| Change in operating assets and liabilities: | | |
| Student accounts and other receivables | (107,489) | 73,254 |
| Grant receivable | 319,961 | (871,928) |
| Prepaid expenses | 26,918 | (24,855) |
| Accounts payable | 103,343 | (175,210) |
| Deferred revenues | 184,366 | (17,964) |
| Accrued and other current liabilities | <u>(268,434)</u> | <u>76,007</u> |
| Net Adjustments | <u>1,705,909</u> | <u>(823,425)</u> |
| Net Cash Provided by Operating Activities | <u>1,063,148</u> | <u>536,834</u> |
| Cash Flows from Investing Activities: | | |
| Proceeds from sale of investments | 1,200,591 | 2,627,301 |
| Purchases of investments | (943,563) | (2,408,001) |
| Return of lease deposit | 68,066 | - |
| Acquisition of property and equipment | <u>(940,591)</u> | <u>(819,474)</u> |
| Net Cash Applied to Investing Activities | <u>(615,497)</u> | <u>(600,174)</u> |
| Cash Flows from Financing Activities: | | |
| Receipts of contributions restricted for long-term investments | 8,550 | 34,167 |
| Payment on obligations under capitalized leases | - | (28,657) |
| Payment on bonds | <u>(384,492)</u> | <u>(370,167)</u> |
| Net Cash Applied to Financing Activities | <u>(375,942)</u> | <u>(364,657)</u> |
| Net Increase (Decrease) in Cash and Equivalents | 71,709 | (427,997) |
| Cash and Equivalents, Beginning of Year | <u>956,212</u> | <u>1,384,209</u> |
| Cash and Equivalents, End of Year | <u>\$ 1,027,921</u> | <u>\$ 956,212</u> |
| Supplemental Disclosure: | | |
| Interest paid | <u>\$ 745,027</u> | <u>\$ 764,559</u> |
| Disposal of depreciated equipment | <u>\$ -</u> | <u>\$ 89,112</u> |

The accompanying notes are an integral part of the financial statements.

BOSTON ARCHITECTURAL COLLEGE

Notes to the Financial Statements

June 30, 2015 and 2014

Note 1 - **Organization**

Founded in 1889, the Boston Architectural College (the “College”) is committed to provide excellence in design education grounded in practice and accessible to diverse communities. The College is New England’s largest, independent, non-profit, accredited college of spatial design, and offers professional and non-professional degrees at both undergraduate and graduate levels.

The core of the College experience is concurrency, which is a belief that design education is best experienced in the classroom and professional workplace simultaneously. Classes are taught predominantly by practicing design professionals, strengthening the connection between workplace and classroom learning.

The College is accredited by the New England Association of Schools and Colleges, the National Architectural Accrediting Board, the Council for Interior Design Accreditation, and the Landscape Architectural Accreditation Board.

Note 2 - **Summary of Significant Accounting Policies**

Method of Accounting

The accompanying financial statements have been prepared using the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

Financial Statement Presentation

Assets, revenues, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the College and changes therein are classified and reported as follows:

Unrestricted Net Assets – Include all resources that are not subject to donor-imposed restrictions. The College has grouped unrestricted net assets into the following categories:

- 1) Undesignated - Represents funds available for operation and growth of the College.
- 2) Board Designated - Represents funds set aside by the Board of Directors for specific purposes.

BOSTON ARCHITECTURAL COLLEGE

Notes to the Financial Statements - Continued

June 30, 2015 and 2014

Note 2 - **Summary of Significant Accounting Policies - Continued**

Financial Statement Presentation - Continued

Temporarily Restricted Net Assets – Carry specific, donor-imposed, restrictions on the expenditure or other use of contributed assets. Temporary restrictions may expire either because of the passage of time or because the College has taken certain actions that fulfill the restrictions. When a donor-imposed restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statements of Activities and Changes in Net Assets as net assets released from restrictions.

Permanently Restricted Net Assets – Subject to donor-imposed restrictions that stipulate the resources be maintained permanently, but at the donor's direction may permit the College to use or expend part or all of the economic benefits derived from the donated assets.

Management Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, revenues, and expenses. The actual outcome of the estimates could differ from the estimates made in the preparation of the financial statements.

Cash and Equivalents

Cash and equivalents include all highly liquid debt instruments with maturities of three months or less and include bank deposits, money market funds and repurchase agreements, except that such investments purchased with endowment assets, set aside for long-term purposes or deposits with trustees, are classified as investments. At June 30, 2015 and 2014, uninsured cash balances in excess of FDIC insurable limits were approximately \$776,000 and \$878,000, respectively.

Accounts Receivable

The adequacy of the allowance for doubtful accounts is reviewed on an ongoing basis by the College's management and adjusted as required. In determining the amount required in the allowance, management has taken into account a variety of factors including experience and history with students.

BOSTON ARCHITECTURAL COLLEGE

Notes to the Financial Statements - Continued

June 30, 2015 and 2014

Note 2 - Summary of Significant Accounting Policies - Continued

Investments

Investments are comprised of marketable securities with readily determinable fair values and investments in debt securities at their fair value. Unrealized gains and losses are included in net assets in the accompanying Statements of Activities and Changes in Net Assets. Restricted gains and investment income, whose restrictions are met in the period the gains or income are recognized, are reported as restricted revenue and net assets released from restrictions.

Financial Instruments

Financial instruments that potentially subject the College to concentrations of credit risk consist of cash and equivalents, accounts receivable, and investments. The College maintains its cash and equivalents in bank deposit accounts, the balances of which, at times, may exceed the federally insured limits. Investments are maintained at brokerage institutions. Exposure to credit risk is reduced by placing such deposits in high quality financial institutions and insured brokerage houses.

The carrying amounts of certain financial instruments, including cash and equivalents and accounts receivable, approximate fair value because of the relatively short maturity of these instruments. The carrying amounts of investments are reported at fair market value.

Property and Equipment

Land, buildings and equipment are stated at cost or, if received as a gift, at fair market value at the date of the gift. Maintenance and repairs are charged to operations as incurred, while betterments and additions are capitalized. Provisions for depreciation are based on the following ranges of expected useful lives using the straight-line method:

| | |
|---------------------------|-------------|
| Buildings | 25-45 years |
| Improvements | 15-30 years |
| Equipment and furnishings | 3-7 years |

Intangible Assets and Amortization

The College capitalized certain costs associated with its mortgage bonds and related bond discounts. These costs are amortized on a straight-line basis over the life of the bonds.

BOSTON ARCHITECTURAL COLLEGE

Notes to the Financial Statements - Continued

June 30, 2015 and 2014

Note 2 - Summary of Significant Accounting Policies - Continued

Deferred Revenues

Deferred revenues represent unearned income related to academic courses and programs that transcend the fiscal year end. Student deposits are required payments by students who will be attending the College in the next academic year and are recognized ratably as revenues upon the students' matriculation.

Contributions

Annual campaign contributions are generally available for unrestricted use in the related campaign year unless specifically restricted by the donor. Unconditional promises to give are recorded when there is reasonable assurance the contribution will be made. Unconditional promises to give due in the next year are reflected as current pledges and are recorded at their net realizable value. Unconditional promises to give due in subsequent years are reflected as long-term pledges receivable and are discounted. An allowance for uncollectible promises is provided based on management's evaluation of potential uncollectible promises receivable at year-end.

Grants and other contributions of cash and other assets are reported as temporarily restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets as net assets released from restrictions. Donor restricted contributions whose restrictions are met in the same reporting period have been reported as unrestricted support in the Statements of Activities and Changes in Net Assets.

Contributions of donated noncash assets are recorded at their fair values in the period received. Contributions of donated services that create or enhance nonfinancial assets or that require specialized skills, that are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation, are recorded at their fair values in the period received.

Fair Value Measurements

Promulgations of the Financial Accounting Standards Board have established a framework for measuring fair value, which provides a hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The highest priority is assigned to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy are described as follows:

- | | |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 1 | Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the College has the ability to access. |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|

BOSTON ARCHITECTURAL COLLEGE

Notes to the Financial Statements - Continued

June 30, 2015 and 2014

Note 2 - Summary of Significant Accounting Policies - Continued

Fair Value Measurements - Continued

- Level 2 Inputs to the valuation methodology include:
- Quoted prices for similar assets or liabilities in active markets;
 - Quoted prices for similar assets or liabilities in inactive markets;
 - Inputs other than quoted prices that are observable for the asset or liability;
 - Inputs that are derived principally from or corroborated by observable market data by correlation or other means.
- If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.
- Level 3 Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Endowment Funds

Massachusetts law requires not-for-profit organizations and other entities that receive donor contributions to operate in conformity with its enacted version of the Uniform Prudent Management of Institutional Funds Act (UPMIFA). In the absence of overriding explicit donor stipulations, UPMIFA prescribes guidelines for expenditures of donor restricted funds and focuses on the prudent spending of the entire donor restricted fund, including accumulated earnings, rather than the historical dollar concept. UPMIFA's requirement that amounts may be appropriated for expenditure only after careful consideration of the seven factors outlined in its spending guidelines is bolstered by its intent to have the governing board of the organization make its decisions in light of the donor's intended purpose of the endowment fund, stipulated or otherwise.

BOSTON ARCHITECTURAL COLLEGE

Notes to the Financial Statements - Continued

June 30, 2015 and 2014

Note 2 - **Summary of Significant Accounting Policies - Continued**

Endowment Funds - Continued

UPMIFA requires donor restricted funds to be classified in accordance with their restrictions. Gains on endowment funds and other amounts permitted to be disbursed in accordance with the donors' stipulations must be classified as temporarily restricted net assets until approved for expenditure by the organization. Earnings on endowment funds that have not yet been specifically approved for expenditure, but will be, must be classified as temporarily restricted net assets until approved for expenditure by the organization.

The College's board classifies donor restricted funds and earnings thereon in accordance with applicable state law as interpreted by the Attorney General. Endowment fund assets are appropriated for expenditure in accordance with the directions and/or intent of the donor. Unrealized losses that reduce fair value to an amount below the donated value are charged to unrestricted net assets. Unrealized gains will be classified as unrestricted net assets to the extent fair value again equals donated cost, at which time unrealized gains will be classified in accordance with the College's spending policy.

The College's investment policy for endowment funds is intended to preserve capital to the extent possible and provide a reasonably predictable stream of revenue to provide appropriate funding to the programs supported by endowment funds.

Income Taxes

Accounting principles generally accepted in the United States require an entity to assess the probability that a tax position has a "more likely than not" sustainability after review by tax authorities. If a tax position is deemed not to meet this threshold, any unrecognized tax benefits and costs are estimated and recognized. Tax returns are routinely open for review by the tax authorities for three years from their due date. In certain circumstances the statute of limitations may remain open indefinitely.

The College has been notified by the Internal Revenue Service that it meets the qualifications to be classified as a tax exempt entity under section 501(c)(3) of the Internal Revenue Code. As a not-for-profit entity exempt from income taxes, the College may, however, be subject to tax on unrelated business income.

BOSTON ARCHITECTURAL COLLEGE

Notes to the Financial Statements - Continued

June 30, 2015 and 2014

Note 2 - **Summary of Significant Accounting Policies - Continued**

Non-Operating Activities

Non-operating activities include all interest and dividends, and realized and unrealized gains or losses on investments. It also includes activities that are not in the normal course of operations for the College, such as net rental income.

Note 3 - **Investments**

Investments are stated at fair market value and consist of the following at June 30:

| | <u>2015</u> | <u>2014</u> |
|---------------------------------|----------------------|----------------------|
| Money market fund | \$ 2,202,238 | \$ 2,275,829 |
| International index mutual fund | 817,950 | 857,376 |
| Multi-asset mutual fund | 4,352,487 | 4,697,433 |
| Bond index mutual fund | 1,089,406 | 1,070,890 |
| Stock index mutual fund | <u>3,259,549</u> | <u>3,041,168</u> |
| | <u>\$ 11,721,630</u> | <u>\$ 11,942,696</u> |

Included in investments are \$7,250,879 and \$7,334,477 at June 30, 2015 and 2014, respectively, restricted for the educational endowment. Additionally, \$1,209,425 and \$1,208,441 as of June 30, 2015 and 2014, respectively, of unrestricted investments are reserved for debt service as required by certain bond agreements.

Mutual fund investments are with Fidelity Investments, TIFF Multi-Asset Funds, Vanguard International Stock, and U.S. Bond and Stock Index Funds.

Net investment returns consist of the following for the years ended June 30:

| | <u>2015</u> | <u>2014</u> |
|--------------------------|-------------------|---------------------|
| Interest and dividends | \$ 118,201 | \$ 189,703 |
| Realized gains | 261,121 | 229,882 |
| Unrealized gains(losses) | <u>(225,159)</u> | <u>1,104,244</u> |
| | <u>\$ 154,163</u> | <u>\$ 1,523,829</u> |

BOSTON ARCHITECTURAL COLLEGE

Notes to the Financial Statements - Continued

June 30, 2015 and 2014

Note 4 - **Fair Value Measurements**

Following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used at June 30, 2015.

Money Market and Mutual Funds: Net asset value of the shares held at fiscal year end.

The preceding methods described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, although the College believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine if the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The following tables set forth, by level, the College's assets measured on a recurring basis:

| | <u>June 30, 2015</u> | | | |
|-------------------|----------------------|----------------|----------------|----------------------|
| | <u>Level 1</u> | <u>Level 2</u> | <u>Level 3</u> | <u>Total</u> |
| Money market fund | \$ 2,202,238 | \$ - | \$ - | \$ 2,202,238 |
| Mutual funds | <u>9,519,392</u> | <u>-</u> | <u>-</u> | <u>9,519,392</u> |
| Total | <u>\$ 11,721,630</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ 11,721,630</u> |

| | <u>June 30, 2014</u> | | | |
|-------------------|----------------------|----------------|----------------|----------------------|
| | <u>Level 1</u> | <u>Level 2</u> | <u>Level 3</u> | <u>Total</u> |
| Money market fund | \$ 2,275,829 | \$ - | \$ - | \$ 2,275,829 |
| Mutual funds | <u>9,666,867</u> | <u>-</u> | <u>-</u> | <u>9,666,867</u> |
| Total | <u>\$ 11,942,696</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ 11,942,696</u> |

BOSTON ARCHITECTURAL COLLEGE

Notes to the Financial Statements - Continued

June 30, 2015 and 2014

Note 5 - **Property and Equipment**

Land, buildings, and equipment consist of the following at June 30:

| | <u>2015</u> | <u>2014</u> |
|-----------------------------------|----------------------|----------------------|
| Land and improvements | \$ 5,522,338 | \$ 4,077,483 |
| Buildings and improvements | 23,498,275 | 22,729,325 |
| Furniture, fixtures and equipment | 6,553,899 | 6,252,408 |
| Leasehold improvements | 2,836,572 | 2,728,514 |
| Construction in progress | <u>36,170</u> | <u>1,718,933</u> |
| | 38,447,254 | 37,506,663 |
| Accumulated depreciation | <u>(16,871,712)</u> | <u>(15,484,573)</u> |
| Property and equipment, net | \$ <u>21,575,542</u> | \$ <u>22,022,090</u> |

Note 6 - **Deferred Bond Costs and Other Assets**

Deferred Bond Costs and Other Assets consist of the following at June 30:

| | <u>2015</u> | <u>2014</u> |
|-------------------------------------------|-------------------|---------------------|
| 2006 bond prepaid premium | \$ 784,146 | \$ 784,146 |
| 2006 bond issuance cost | 265,521 | 265,521 |
| Series 2012 bond issuance cost | 258,139 | 258,139 |
| Deposit for 100 Massachusetts Avenue | <u>-</u> | <u>68,066</u> |
| | 1,307,806 | 1,375,872 |
| Accumulated amortization | <u>(325,611)</u> | <u>(282,018)</u> |
| Deferred bond costs and other assets, net | \$ <u>982,195</u> | \$ <u>1,093,854</u> |

Estimated amortization expense is \$43,593 for each of the next five fiscal years.

Note 7 - **Accrued Expenses and Other Liabilities**

Accrued Expenses and Other Liabilities consist of the following at June 30:

| | <u>2015</u> | <u>2014</u> |
|----------------------------------------|-------------------|---------------------|
| Accrued interest | \$ 268,707 | \$ 275,465 |
| Accrued payroll and related expenses | 424,524 | 505,103 |
| Accrued operating expenses | 260,065 | 431,840 |
| Other current liabilities | <u>4,615</u> | <u>13,937</u> |
| Accrued expenses and other liabilities | \$ <u>957,911</u> | \$ <u>1,226,345</u> |

BOSTON ARCHITECTURAL COLLEGE

Notes to the Financial Statements - Continued

June 30, 2015 and 2014

Note 8 - **Line of Credit**

The College carries an unsecured line of credit with a maximum limit of \$ 1,000,000, expiring March 19, 2017. The line of credit carries interest at the prime rate as listed in the Wall Street Journal (3.25% at June 30, 2015 and 2014). The College had no outstanding balance at June 30, 2015 or 2014.

Note 9 - **Long-Term Debt**

Long-term debt consists of the following at June 30:

| | <u>2015</u> | <u>2014</u> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|
| Series 2012 Massachusetts Finance Agency Revenue Bonds, in the amount of \$ 5,800,000. The Bonds bear an initial interest rate of 3.64% for ten years at which time the interest rate is adjusted to the market rate designated and announced by the Federal Home Loan Bank of Boston plus 2.5%, but not less than 3.64% and each subsequent ten year period thereafter. Interest only was payable monthly through March 2013. Commencing April 2013, the bonds require monthly payments of \$27,181, including principal and interest subject to changes in interest rates every ten years. The bonds mature in full in March 2042. | \$ 5,534,650 | \$ 5,654,142 |
| Series 2006 Massachusetts Development Finance Agency Revenue Bonds, requiring annual principal payments subject to scheduled increases and semi-annual interest payments of 4% to 5%, as applicable, matures January 2037, original principal of \$12,430,000. | <u>10,595,000</u> | <u>10,860,000</u> |
| Total long-term debt | \$ <u>16,129,650</u> | \$ <u>16,514,142</u> |

BOSTON ARCHITECTURAL COLLEGE

Notes to the Financial Statements - Continued

June 30, 2015 and 2014

Note 9 - **Long-Term Debt - Continued**

Future principal maturities of long-term debt subsequent to June 30, 2015 are as follows:

| Fiscal Years <u>Ending June 30,</u> | |
|----------------------------------------|----------------------|
| 2016 | \$ 403,429 |
| 2017 | 423,614 |
| 2018 | 438,442 |
| 2019 | 458,451 |
| 2020 | 478,146 |
| Thereafter | <u>13,927,568</u> |
| | <u>\$ 16,129,650</u> |

The bonds are secured by land, building and equipment, and certain revenues. The College must also meet certain covenants to maintain compliance with the loan agreements, including:

- A. Maintenance of a Debt Service Reserve Fund in the amount of the maximum annual debt service on the bonds and a Debt Service Fund.
- B. Restriction on new debt.

BOSTON ARCHITECTURAL COLLEGE

Notes to the Financial Statements - Continued

June 30, 2015 and 2014

Note 10 - Net Assets and Net Assets Released from Restrictions

Temporarily restricted net assets are available for the following purposes at June 30:

| | <u>2015</u> | <u>2014</u> |
|----------------------------------|---------------------|---------------------|
| Scholarships | \$ 3,535,513 | \$ 3,605,880 |
| Art Collections | 87,230 | 87,230 |
| Instruction and academic support | 173,040 | 174,556 |
| General and development support | 282,138 | 318,888 |
| Grants | <u>605,605</u> | <u>922,285</u> |
| | <u>\$ 4,683,526</u> | <u>\$ 5,108,839</u> |

Permanently restricted net assets are restricted for the following purposes at June 30:

| | <u>2015</u> | <u>2014</u> |
|----------------------------------|---------------------|---------------------|
| Scholarships | \$ 3,098,372 | \$ 3,095,822 |
| Instruction and academic support | 103,268 | 103,268 |
| General and development support | <u>42,063</u> | <u>36,063</u> |
| | <u>\$ 3,243,703</u> | <u>\$ 3,235,153</u> |

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose at June 30:

| | <u>2015</u> | <u>2014</u> |
|----------------------------------|-------------------|-------------------|
| Scholarships | \$ 172,500 | \$ 227,232 |
| Instruction and academic support | - | 5,486 |
| General and development support | 57,586 | 5,762 |
| Grants | <u>372,859</u> | <u>228,741</u> |
| | <u>\$ 602,945</u> | <u>\$ 467,221</u> |

BOSTON ARCHITECTURAL COLLEGE

Notes to the Financial Statements - Continued

June 30, 2015 and 2014

Note 11 - Endowment Net Assets

Changes in endowment net assets for the years ended June 30, 2015 and 2014 are as follows:

| | <u>Board Designated</u> | <u>Temporarily Restricted</u> | <u>Permanently Restricted</u> | <u>Total</u> |
|---------------------------------------------------|-----------------------------|-----------------------------------|-----------------------------------|-----------------------------|
| Endowment net assets, at June 30, 2013 | \$ 2,929,042 | \$ 3,373,646 | \$ 3,200,986 | \$ 9,503,674 |
| Investment return: | | | | |
| Net investment income | 192,865 | 426,719 | - | 619,584 |
| Unrealized gains (losses) on investments | 281,324 | 622,921 | - | 904,245 |
| Contributions | - | 1,749 | 34,167 | 35,916 |
| Amounts appropriated for expenditure | <u>(113,964)</u> | <u>(238,480)</u> | <u>-</u> | <u>(352,444)</u> |
| Endowment net assets, at June 30, 2014 | 3,289,267 | 4,186,555 | 3,235,153 | 10,710,975 |
| Investment return: | | | | |
| Net investment income | 117,291 | 262,031 | - | 379,322 |
| Unrealized gains (losses) on investments | (69,866) | (155,293) | - | (225,159) |
| Contributions | - | 14,714 | 8,550 | 23,264 |
| Amounts appropriated for expenditure | <u>(116,334)</u> | <u>(230,086)</u> | <u>-</u> | <u>(346,420)</u> |
| Endowment net assets, at June 30, 2015 | <u>\$ 3,220,358</u> | <u>\$ 4,077,921</u> | <u>\$ 3,243,703</u> | <u>\$ 10,541,982</u> |

BOSTON ARCHITECTURAL COLLEGE

Notes to the Financial Statements - Continued

June 30, 2015 and 2014

Note 12 - **U.S. Department of State - U.S. Embassy Pakistan Grant**

The College was awarded a grant on September 15, 2013 for approximately \$1,000,000 to support a 3 year university partnership with the National College of Arts (the "NCA"), Rawalpindi, Pakistan, in the field of Architecture and Heritage Conservation and Management.

The goals of the project are to expand the NCA curriculum in heritage conservation and management, establish and support an online course delivery system, promote professional development and expand cultural awareness, develop heritage conservation field schools within Pakistan, and develop digital archival technical capacity.

Total revenue received from this grant is \$995,033 of which \$292,483 and \$189,595 has been released from temporarily restricted net assets for the years ended June 30, 2015 and 2014, respectively. The balance of \$512,955 is included within temporarily restricted net assets as of June 30, 2015. There is a match portion by the College for this grant of \$168,000 over the three year award period. The receivable from this grant is \$551,967 and \$871,928 at June 30, 2015 and 2014, respectively.

Note 13 - **Retirement Benefits**

The College is a sponsor of both a 403(b) Plan and a 457(b) Plan. The 403(b) covers all eligible employees, and the 457(b) covers only certain employees. During 2015 and 2014, total amounts paid to the plans were \$154,983 and \$46,735, respectively. Any employer funding of either plan is at the sole discretion of the College.

Note 14 - **Development Expenses**

The College incurred expenses amounting to \$197,955 and \$149,562 during the years ended June 30, 2015 and 2014, respectively, related to development and fund-raising. Such amounts are included in Institutional Support in the Statements of Activities and Changes in Net Assets.

BOSTON ARCHITECTURAL COLLEGE

Notes to the Financial Statements - Continued

June 30, 2015 and 2014

Note 15 - **Commitments, Contingencies, and Uncertainties**

Operating Leases

The College entered into long-term lease agreements for classroom and office space through December 2017. The lease agreements require base rent payments plus lease incentives. Rent expense was \$191,679 and \$926,045 for the years ended June 30, 2015 and 2014, respectively. Subsequent to June 30, 2015, minimum future lease payments under such leases are as follows:

| Fiscal Years <u>Ending June 30,</u> | |
|----------------------------------------|-------------------|
| 2016 | \$ 123,548 |
| 2017 | 124,648 |
| 2018 | <u>62,324</u> |
| | \$ <u>310,520</u> |

Government Grants and Financial Aid Programs

All funds expended by the College in connection with government grants and financial aid programs are subject to review or audit by governmental agencies. In the opinion of management, any liability resulting from a review or audit would not have a significant impact on the financial statements of the College.

Lawsuits

Two lawsuits are pending or threatened against the College, which arose in the ordinary course of operations. In the opinion of management, no litigation is now pending or threatened, which would materially affect the College's financial position.

Note 16 - **Management's Acceptance of Financial Statements**

Management has evaluated subsequent events through September 30, 2015, the date for which the financial statements were available for issuance, and is unaware of any other subsequent events requiring disclosure.

**INDEPENDENT AUDITORS' REPORT ON INTERNAL
CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING
STANDARDS***



INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees of
Boston Architectural College
Boston, Massachusetts

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, the financial statements of Boston Architectural College (the "College"), which comprise the statements of financial position as of June 30, 2015 and 2014, the related statements of activities and changes in net assets and cash flows for the years then ended, and the related notes to the financial statements, and we have issued our report thereon dated September 30, 2015.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the College's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audits we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the College's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

O'Connell and Drew, P.C.

**Certified Public Accountants
Braintree, Massachusetts**

September 30, 2015

APPENDIX 4: MANAGEMENT LETTER

BOSTON ARCHITECTURAL COLLEGE

MANAGEMENT LETTER

JUNE 30, 2015

BOSTON ARCHITECTURAL COLLEGE

Management Letter

June 30, 2015

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To the Board of Trustees of
Boston Architectural College
Boston, Massachusetts

Management of Boston Architectural College (“the College”) is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit of the financial statements of the College as of and for the years ended June 30, 2015 and 2014, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, we considered the College's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College’s internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the College’s internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency or combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above. However, we noted certain matters relating to the internal control environment of the College and have included those comments and recommendations within this report.

This communication is intended solely for the information and use of management, the Board of Trustees and others within the College, and is not intended to be and should not be used by anyone other than these specified parties.

O'Connor and Drew, P.C.
Certified Public Accountants
Braintree, Massachusetts

September 30, 2015

CURRENT YEAR COMMENTS

Vacation Accrual

Current Year Comment

Based on our testing of the vacation accrual balance as of June 30, 2015, we noted that the pay rate used to calculate the accrual for several employees differed from their employee Human Resources file. This resulted in the vacation accrual being understated by approximately \$2,300. This was brought to the attention of management; they agreed but due to the lack of materiality, passed on making the adjustment in fiscal year 2015.

Management Action/Discussion

The mistake was a result of a formula error in the vacation accrual spreadsheet which calculated the hourly rate of 4 salaried part time employees as if they worked full time, thus reducing their hourly rate. To avoid this mistake in the future, we updated the formula in the spreadsheet to correctly calculate each employee's hourly rate based on the reported standard hours from the HR system. The error was isolated to a year end accounting accrual entry. This error did not affect any amounts the employees were paid for vacation time.

Payroll Testing

Current Year Comment

Based on our testing of the payroll cycle, we noted one instance where a supervisor approved of a time sheet for a federal work study student two weeks in advance of the student's final day of employment. Supervisors and managers should only approve the actual hours and days worked. Preapproval of hours and days could result in paying employees for time not actually worked. In this instance, it is possible that the federal work study student could have called in sick or taken a day off for time that was already approved. This was brought to the attention of management; they agreed that the process will be brought to the supervisor's and the payroll department's attention.

Management Action/Discussion

From our research with those involved it appears to be just a mistake writing the incorrect date rather than signing the timesheet in advance. To avoid these mistakes in the future we will implement a post payroll processing review of signatures and dates which will catch these errors before the paychecks are issued.

PRIOR YEAR COMMENTS

Prepaid Expenses

Prior Year Comment

Based on the results of our testing of prepaid expense balances, we noted that two separate bills had incorrect terms on the reconciliation. The agreements for the services performed had expired as of June 30, 2014 but had not been fully expensed. This was brought to the attention of management; they agreed and made the correcting adjustment in fiscal year 2014. This resulted in approximately \$1,300 of a reduction to net assets.

Prior Year Management Action/Discussion

The mistake was a result of a formula error in the spreadsheet which pulled the wrong number of months for the amortization calculation. To avoid errors such as this in the future we now include the amortization period as part of the posting description in the general ledger. Additionally, the hiring of a senior staff accountant in June 2014 will allow the staff to do more thorough reviews of this and other general ledger accounts.

Current Status

Management has implemented an additional procedure as part of its year-end closing process as a preventative control for this past error. During our audit, we did not note any prepaid expenses that were recorded incorrectly. We consider this matter to be resolved.

Dual Signatures

Prior Year Comment

During our testing of disbursements after the fiscal year-end, we noted several checks were voided and subsequently, two checks, both for less than \$10,000 were written as a replacement. This was done as a way to circumvent the internal controls requiring two signatures on all checks above \$10,000. Upon discussion with management, we learned that this was a known violation on their part, due to the extraordinary circumstances that were taking place amongst the authorized check signers.

We recommend that the College has the appropriate number of authorized check signers in place to ensure that the proper internal controls do not have to be circumvented.

Prior Year Management Action/Discussion

The absence of two signers on campus to sign checks had sometimes caused us to hold checks until the second signature was obtained. In this case the president was traveling and we needed to get the check to the vendor; the only method for achieving this was to split the check to be below the \$10,000 threshold for a second signature. The current number of signers on the account has been restored to three, two on-campus and one off-campus. In the future we will send the checks by courier or overnight delivery for the treasurer's signature if one of the on-campus signers is not available, or has not left instructions to delegate use of the facsimile stamp in their absence.

Current Status

Management has added available, appropriate authorized check signers to prevent this situation from occurring again. The authorized signers consist of Julia Halevy, Kathleen Rood, and Chad DaGraca. Management has also increased the dual signature threshold to \$25,000 as of September 2014. During our audit, we did not note any instances of checks lacking dual signatures and consider this matter to be resolved.

Payroll Testing

Prior Year Comment

During our testing of the payroll process, which includes the inspection of Human Resource files, we noted that one employee was missing a contract agreement. The employee had two of its three current contracts on file. The missing contract related to the Fall 2013 semester and amounted to \$1,000. We recommend that the College maintains approved contracts for all employees.

Management Action/Discussion

The missing contract was for an adjunct faculty member. The contract was sent to the faculty member before classes began and the faculty member did not return the signed contract before the end of the semester despite repeated follow up. In the future the Education Department will continue to report faculty members who have not completed the appropriate paperwork to the faculty member's respective Education Director. The Education Department will now also report the faculty members to the Human Resources department. The non-compliance of required paperwork will be noted to their file for use in determining their re-hire for another semester.

Current Status

During our testing of the payroll process for the current year we did not note any instances of missing documentation. We believe that this was an isolated incident and has since been resolved.

Fixed Assets

Prior Year Comment

During our fiscal year 2013 audit, we noted that the Fixed Asset records contain numerous fully-depreciated fixed assets on the schedule dating back to 1990 that may no longer be in service.

We recommend that the fixed asset schedule is reviewed and updated to reflect only the assets that are currently in service.

Current Year Comment

Based on the schedules provided to us, we noted that the fully-depreciated and aged fixed assets were still on the College's books as of June 30, 2015. This includes computers and computer equipment from the early 1990's.

Management Action/Discussion

We have begun the review of fully depreciated fixed assets no longer in use but were not able to complete the review before closing out the fiscal year. We expect to have this completed by the end of December 2015.

Conclusion

We would like to thank all of the management and staff who assisted us during our fieldwork. They were very helpful and exhibited a genuine effort and pride in their work. We hope the comments above are helpful. If we can be of assistance in the implementation of any recommendations, please feel free to call us.

APPENDIX 5: SUPPORTING DOCUMENTS INDEX

STANDARD ONE: MISSION AND PURPOSES

- I.A Boston Architectural College Charter
- I.B NEASC-Boston Architectural College History Sheet
- I.C BAC Title III Approval Letter for 2016-2017
- I.D BAC Title IV Program Participation Agreement

Links:

Mission Statement:

<http://the-bac.edu/about-the-bac>

BAC Catalog:

<http://the-bac.edu/Documents/Departments/Institutional/2016/BAC-Catalog-2016-2017.pdf>

STANDARD TWO: PLANNING AND EVALUATION

- 2.A 2012-2017 BAC Strategic Plan
- 2.B 2006-2011 BAC Strategic Plan
- 2.C 2005-2010 BAC Strategic Plan Update
- 2.D 2016- 2021 BAC Strategic Plan
- 2.E 2006-2009 BAC Enrollment Management Plan
- 2.F 2009 Strategic Budget Analysis
- 2.G 2010 Strategic Planning Governance Task Force Report
- 2.H 2013-2018 BAC Business Plan
- 2.I 2014 Institutional Campus Master Plan
- 2.J 2014 Gallbally Group Business and Financial Planning Report
- 2.K 2015 Strategic Enrollment Management Plan
- 2.L 2015 NCARB IPAL Acceptance Letter
- 2.M 2015 NCARB IPAL Press Release
- 2.N ARFE Reports (2013, 2014, 2015)
- 2.O Academic Indicators Reports (2010-2015)

STANDARD THREE: ORGANIZATION AND GOVERNANCE

- 3.A Boston Architectural College By-Laws
- 3.B BAC Trustee and Overseer Prospectus
- 3.C FY17 Trustee - Overseer Demographics and Terms
- 3.D FY17 Board of Trustee Bios
- 3.E FY17 Board Committee Descriptions

- 3.F FY17 Committee Assignments
- 3.G Nominations Committee Best Practices
- 3.H BAC Conflict of Interest Policy
- 3.I Board of Trustees Conflict of Interest Disclosure Form
- 3.J Effective Committees Training Document
- 3.K 2009 BAC Board Assessment Survey
- 3.L 2014 PJO Consulting Report
- 3.M Galbally Group MOU
- 3.N Galbally Group Non-disclosure Agreement
- 3.O 2014 Galbally Group Business and Financial Planning Presentation
- 3.P 2014 Galbally Group Business and Financial Planning Report
- 3.Q Appointment of Acting President Letter (2014)
- 3.R Student Government By-Laws
- 3.S Isaacson Miller Presidential Search Contract
- 3.T BAC President Position Profile
- 3.U BAC Organizational Chart
- 3.V CVs of President and Cabinet Staff

Links:

Board of Trustees:

<http://the-bac.edu/about-the-bac/leadership/board-of-trustees>

Overseers:

<http://the-bac.edu/about-the-bac/leadership/overseers->

STANDARD FOUR: THE ACADEMIC PROGRAM

- 4.A 2006 NAAB Accreditation Report and Letter
- 4.B 2012 NAAB Accreditation Report and Letter
- 4.C 2008 CIDA Accreditation Report and Letter
- 4.D 2015 CIDA Accreditation Report and Letter
- 4.E 2013 LAAB Accreditation Report & Letter
- 4.F 2016 LAAB Accreditation Report
- 4.G National Council for Preservation Education (NCPE) Membership Letter
- 4.H National Council for Preservation Education (NCPE) Membership Standards
- 4.I BAC Orientation Guide - Fall 2016
- 4.J Program Mission Statements
- 4.K BAC Advisory Councils Members
- 4.L CVs of Department Deans
- 4.M CVs of Core Faculty
- 4.N Curriculum Committee Manual
- 4.O BAC Syllabus Template and Grading Policy
- 4.P Academic Warning and Referral Form
- 4.Q Portfolio Review Forms
- 4.R Practice Assessment Documents
- 4.S Foundation Assessment Retreat Reports 2013-2016
- 4.T Gateway Master Project List

- 4.U 2015 CHEA Award News Release
- 4.V BAC Substantive Change Proposal for Competency-Based Education
- 4.W NEASC CIHE Approval of Competency-Based Education

Links:

BAC Course Listings

<http://the-bac.edu/academics/courses>

Academic Integrity Statement

<http://the-bac.edu/students/student-policies/academic-integrity-statement>

Gateway Report 2014-2015

https://issuu.com/naushon713/docs/complete_report_edits_cropped

STANDARD FIVE: STUDENTS

- 5.A BAC Admissions Application
- 5.B BAC New Student Handbook - Fall 2015
- 5.C BAC Orientation Guide - Fall 2016
- 5.D Student Organization Handbook 2016-2017
- 5.E Contract for Educational Progress Template
- 5.F Academic Warning and Referral Form
- 5.G BAC Written Information Security Plan
- 5.H Fisher College Housing Contract
- 5.I Pine Manor Housing Contract
- 5.J BAC Academic Indicators Report 2014-15
- 5.K ARFE Reports (2013, 2014, 2015)
- 5.L CVs of Director of Admissions; Dean of Students; Dean of Advising Services; Director of Financial Aid; Dean of Student Services/Registrar

Links:

BAC Catalog

<http://the-bac.edu/Documents/Departments/Institutional/2016/BAC-Catalog-2016-2017.pdf>

BAC Viewbook

https://issuu.com/thebacboston/docs/bac_viewbook?e=18525504/14922446

Campus Compact

<http://the-bac.edu/students/student-policies>

Academic Integrity Statement

<http://the-bac.edu/students/student-policies/academic-integrity-statement>

Academic Probation Policy

<http://the-bac.edu/students/academic-resources/advising-services/academic-probation/academic-probation-policy>

Student Organizations

<http://the-bac.edu/students/student-life/student-organizations>

Campus Traditions

<http://the-bac.edu/students/student-life/campus-traditions>

Student Housing

<http://the-bac.edu/students/student-life/housing-opportunities>

Offices and Staff Directory

<http://the-bac.edu/about-the-bac/offices-and-staff-directory>

Tuition and Fees

<http://the-bac.edu/admissions/tuition-and-fees>

STANDARD SIX: TEACHING, LEARNING, AND SCHOLARSHIP

- 6.A CVs of Core Faculty
- 6.B MOA Template Salaried Faculty
- 6.C Teaching /Course Agreements
- 6.D BAC Syllabus Template and Grading Policy
- 6.E BAC Diversity Action Plan
- 6.F Faculty Performance Review Policy
- 6.G BAC Course and Instructor Evaluation Form
- 6.H Portfolio Review Forms
- 6.I Practice Evaluation Forms
- 6.J Student Learning Contracts
- 6.K Contract for Educational Progress Template
- 6.L Academic Warning and Referral Form
- 6.M 2016 Student Employment Survey & Data
- 6.N NCARB - BAC ARE Pass Rates 2015
- 6.O New Faculty Orientation Agenda & Presentation
- 6.P Faculty Retreat Documents
- 6.Q Training Transformational Teachers Program Brochure
- 6.R Stipends Standardization Project Proposal
- 6.S Faculty Newsletters Fall 2014 - Spring 2016
- 6.T EDCO Grant Recipients 2006-2013
- 6.U Faculty Research Record 2015-2016

STANDARD SEVEN: INSTITUTIONAL RESOURCES

- 7.A BAC Organizational Chart
- 7.B 2016 BAC Strategic Plan
- 7.C Board Approval of QI Budget

- 7.D FY2017 BAC Budget
- 7.E FY16 Comparative Giving Report
- 7.F BAC Audited Financial Statements (2013-14, 2014-15, and 2015-16)
- 7.G ARFE Reports (2013, 2014, 2015)
- 7.H 2014 Gallbally Group Business and Financial Planning Report
- 7.I 2014 Institutional Campus Master Plan
- 7.J BAC Identified Securable Data
- 7.K BAC Computing and Communication Use Policy
- 7.L BAC Written Information Security Plan
- 7.M BAC Staff Data Security Policy
- 7.N BAC IT Staff Security Policy
- 7.O BAC Confidentiality Agreement

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS

- 8.A Student Learning Contracts
- 8.B BAC Syllabus Template and Grading Policy
- 8.C BAC Course/Instructor Evaluation
- 8.D Foundation Assessment Retreat Reports 2013-2016
- 8.E Practice Assessment Documents
- 8.F Practice Student Employment Surveys (2014, 2015-2016)
- 8.G 2013 Gateway Report
- 8.H Practice Department Assessment Statistics
- 8.I Academic Indicators Reports (2010-2015)
- 8.J Portfolio Review Forms
- 8.K Financial Aid Default Analyses of (2012-2014)
- 8.L Practice Salary Questionnaire Analysis 2016

Links:

Gateway Report 2014-2015

https://issuu.com/naushon713/docs/complete_report_edits_cropped

STANDARD NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

- 9.A BAC Catalog 2016-17
- 9.B BAC Viewbook
- 9.C Orientation Guide 2016
- 9.D Faculty Handbook 2016-2017
- 9.E Staff Handbook 2016-2017
- 9.F Conflict of Interest Policy
- 9.G Intellectual Property Policy

Links:

About the BAC

BAC in Brief:

<http://the-bac.edu/about-the-bac/bac-in-brief>

History:

<http://the-bac.edu/about-the-bac/history>

Accreditation:

<http://the-bac.edu/about-the-bac/accreditation>

Leadership:

<http://the-bac.edu/about-the-bac/leadership>

Faculty:

<http://the-bac.edu/about-the-bac/faculty>

Equal Opportunity Employment Policy

<http://the-bac.edu/about-the-bac/employment>

Public Safety:

<http://the-bac.edu/about-the-bac/public-safety>

Offices and Staff Directory:

<http://the-bac.edu/about-the-bac/offices-and-staff-directory>

Students

BAC Campus Compact

www.the-bac.edu/students/student-policies

Studio Culture Statement

<http://the-bac.edu/students/student-policies/studio-culture-statement>

Academic Integrity Statement

<http://the-bac.edu/students/student-policies/academic-integrity-statement>

Sexual Harassment Policy

<http://the-bac.edu/students/student-policies/sexual-harassment-policy>

Alcohol and Substance Abuse Policy

<http://the-bac.edu/students/student-policies/tobacco-alcohol-and-substance-abuse-policy->

Anti-Hazing Policy

<http://the-bac.edu/students/student-policies/policy-on-hazing>

Photographic Releases Policy

<http://the-bac.edu/students/student-policies/photo-release-statement>

Admissions and Financial Aid

Tuition and Fees:

<http://the-bac.edu/admissions/tuition-and-fees>

Net Price Calculator:

<http://the-bac.edu/admissions/financial-aid/net-price-calculator>