The Boston Architectural College
School of Architecture

2018 Visiting Team Report

B. Arch. [high school diploma + 150 credits + 3000 practice hours]
M. Arch. [undergraduate degree + 90 credits + 3000 practice hours]

The National Architectural Accrediting Board
March 3-7, 2018

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

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

Contents

I. Summary of Visit

a. Acknowledgments and Observations

The team thanks the entire Boston Architectural College community for making our visit enjoyable and productive during our time in the Back Bay. The team room was comfortable and the digital evidence was well-organized. Requests for assistance and additional information were answered promptly. The team specifically thanks Karen Nelson, dean, and Vaughn Horn, faculty member, for their help during previsit preparation and on-site logistics. The team also thanks President Glen Leroy and Provost Diana Ramirez-Jasso for sharing their time and perspectives with us.

It is clear that administrators, faculty, and students alike embrace the program's unique mission, which includes open enrollment admissions, a robust practice requirement, evening classes, an online track, community engagement, numerous adjunct faculty, and an integrated path to licensure. The architecture program is energized by its Boston location and makes full use of the access to practitioners, faculty, and other subject matter experts that it provides.

It is not easy being different: educating so many students from such different backgrounds and experience levels to participate in the profession of architecture takes both focus and flexibility. Calibration between different classes, sections, and instructors is a constant, as is managing space requirements, evaluating transfer credits, reviewing portfolios, and assessing competencies. Still, the rewards are great. Everyone involved in the School of Architecture finds strength in the diversity of backgrounds and experiences and recognizes the opportunity they have to change lives. The students are dedicated and resilient, producing work that is exceptionally strong in technical aspects of design and demonstrates an impressive quality and range of graphics skills. Managing jobs and classwork would be overwhelming for the students if not for the support of their firms, teachers, and, most important, each other. The faculty is similarly committed, working together in what may initially appear to be "triage mode" but in what is actually a state of intentional and continuous program improvement.

After several years of declining enrollment, the program expects enrollment to stabilize in 2019. As a tuition-driven institution, the college is concentrating on careful budgeting, targeted student recruitment, and fundraising in order to maintain, if not improve, its finances.

The team found numerous examples of strong student work across multiple realms of practice and only one minor deficiency involving building systems. With everyone's already demonstrated commitment to this unique program, the Boston Architectural College is undoubtedly positioned for continued success.

b. Conditions Not Achieved

B.9 Building Service Systems

II. Progress Since the Previous Site Visit

2009 Student Performance Criterion B.2, Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

Previous Team Report (2012): Sketch Problems in both B. Arch and M. Arch demonstrate fragmented experience with accessibility issues. However, these lessons do not appear to be integrated into Studio design work.

B. Arch.: This criterion calls for the *ability* to design site and buildings for accessibility. Accessibility materials are covered in the academic curriculum in course TM685: Architectural Programming and Codes and may be covered in the practice component. However, the capacity to embed accessibility into fundamental, conceptual design appears to be missing from the evidence. A similar observation was raised by the 2006 team.

M. Arch.: Several examples of student work (e.g., Thesis in both Tracks TS7610 [On-Site] and TS7510 [Distance]; TM7685 [On-Site], Architectural Programming and Codes; and TM7544 [Distance], Professional Practice [Laws and Contracts]) indicate a thorough *Understanding* of accessible design but competency with the *Ability* to integrate universal design strategies into Thesis projects was inconsistent in both Tracks.

> **2018 Visiting Team Assessment**: **MET**. In the 2014 Conditions, B.2 Accessibility was eliminated as an individual SPC and is now covered under B.3 Codes and Regulations. The 2018 team found B.3 Codes and Regulations to be met in both degree programs. See page 21 for the team's assessment.

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

Previous Team Report (2012): B. Arch: This criterion calls for the *ability* to apply the basic principles of life-safety. The code materials are covered in the academic curriculum and may be covered in the practice component. However, the capacity to embed life-safety systems, particularly egress, into fundamental, conceptual design appears to be missing from the evidence.

M. Arch.: Evidence found in both Tracks of Thesis projects, TS7610 (On-Site) and TS7510 (Distance) is inconsistent and this *ability* is Not Met.

> **2018 Visiting Team Assessment**: **MET**. In the 2014 Conditions, B.5 Life Safety was eliminated as an individual SPC and is now covered under B.3 Codes and Regulations. The 2018 team found B.3 Codes and Regulations to be met in both degree programs. See page 21 for the team's assessment.

2009 Student Performance Criterion B.6, Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

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

Previous Team Report (2012): B. Arch.: The team found that the Degree Project Studios (AR501 and AR502) did indeed address many of the components of this criterion, but integration of the subcriteria into a comprehensive design proposition is inconsistent.

M. Arch.: The team found that the Comprehensive C Studio (CD7102) and Thesis projects did indeed address many of the components of this criterion, but integration of the subcriteria into a comprehensive design proposition is inconsistent. This inconsistency applies to both On-Site and Distance Tracks.

> **2018 Visiting Team Assessment**: **MET**. In the 2014 Conditions, B.6 Comprehensive Design was eliminated is now covered under Realm C, Integrated Evaluations & Decision Making. The 2018 team found all of the Realm C SPC's to be met in both degree programs. See page 24-27 for the team's evaluation.

Previous Team Report (2012): Causes of Concern

A. Comprehensive Design: Concern was expressed that the advanced student projects did not holistically incorporate comprehensive design as demonstrated by integrative but not additive thinking. The 2012 team finds that this concern continues.

> **2018 Visiting Team Assessment**: In the 2014 Conditions, B.6 Comprehensive Design was eliminated and is now covered under Realm C, Integrated Evaluations & Decision Making. The 2018 team found all of the Realm C SPC to be met in both degree programs. For the B. Arch., in ARC1004, Architecture Studio 4: Integrative Project, and for the M. Arch., in ARC3309, Architecture Studio 4: Integrative Project, students achieve well integrated design solutions in multistory projects with unique programs set in complex urban sites. Material, structural, and environmental systems are individually and collectively analyzed and designed. The resulting projects are well-presented, functional, and attractive.

III. Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT
This part addresses the commitment of the institution, its faculty, staff, and students to the development and evolution of the program over time.

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

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

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. The description must include the program's benefits to the institutional setting and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. The description must also include how the program as a unit develops multidisciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the community.

[X] Described

2018 Analysis/Review:

The Architectural Association of Boston was founded in 1893. In 1889, the association became the Boston Architectural Club with the purpose of "associating those interested in the profession of architecture with a view to mutual encouragement and help in studies, and acquiring and maintaining suitable premises, property, etc., necessary to a social club...and for public lectures, exhibitions, classes, and entertainment." In 1938, Arcangelo Cascieri, longtime member of the club's Education Committee became the first dean of the BAC, a post he held for over 50 years. NAAB awarded the program a 6-year accreditation in 1971, and in 1977 the B. Arch. degree program was accredited. The M. Arch. degree was initially offered in September 1997.

The BAC's institutional mission is "to provide excellence in design education grounded in practice and accessible to diverse communities." And though both the B. Arch. and M. Arch. programs have their own missions, they share the concepts of:

- Concurrent practice and academic learning
- Affordable tuition
- Practitioner faculty
- Open admission
- Assisting in changing the public's image of architecture

Their institutional vision is "to be the recognized leader in the education of design professionals, connecting theory and practice and engaging educators, practitioners, allied professionals, and the public."

The B. Arch. and M. Arch. programs do not reside within a larger educational institution as the BAC is an independent College of Design. It now includes the Schools of Architecture, Interior Architecture, Landscape Architecture, and Design Studies.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and nontraditional.

- The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Demonstrated

***2018 Analysis/Review**:*

The program demonstrates (through meetings with the faculty, staff, administration, and student body) that it provides a positive and respectful learning environment among all members; this occurs on a baseline level resulting from the interdisciplinary curriculum. Higher administration regularly interacts with the students through teaching required courses. The faculty is specifically engaged in learning within cohorts through course design, including course research and general content. The student body demonstrated engagement through student government (SGA), professional organizations (including AIAS), learning cohorts, community practice courses, and the practice curriculum. Meetings also confirmed that members of this learning community undergo various means of frequent evaluation.

The studio culture policy is published online and is made available to the public. The policy addresses the appropriate values for students and all other people within the school. The APR (p. 6) describes how the school's Campus Compact governs the quality of the learning environment by synthesizing the ethics statements of the interdisciplinary professional organizations across the school; the compact is often used to frame discussions about community interaction and behavior, confirmed in the student meeting. The principles and expectations of the compact elaborate on interpersonal responsibilities instilled within the school's members. The team confirmed during the student meeting that students are introduced to the Campus Compact. In addition, the school's required integrated practice experience ensures that a work-life-studio balance and time-management skills are infused into the curriculum and learning culture, as expressed during the student meeting. Students demonstrated that this infusion of practice and academia promotes professional adaptability, self-advocacy, and ambition among the students.

Both students and faculty are encouraged to learn both inside and outside the classroom through engagement with the large variety of community integrated courses, including CityX, CityLab, Community Practice, and Gateway projects.

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

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

[X] Demonstrated

***2018 Analysis/Review**:*

The APR (pp. 7-9) noted that the school's commitment to promoting a community that celebrates, affirms, and pursues inclusiveness and diversity is inherently expressed in the institution as an open-admissions school. As stated in the APR and confirmed by the team, the school's policy on diversity is communicated to all members of the school community through student and faculty handbooks. Through tours of facilities and meetings with faculty, administration, staff, and students, the team confirmed that the school's diversity statement is reflected in the distribution of the program's human, physical, and financial resources.

Meetings with the faculty, staff, administration, and student body demonstrated that the current BAC community is very diverse and the administration expressed plans to both maintain and increase diversity among all groups of the school. The school provides additional resources for supporting and advising various groups that make up the diverse student body. As described in the APR (pp. 7-8), and confirmed by the school president, Glen S. LeRoy, and the provost and vice president, Diana Ramirez-Jasso, the school has outlined plans for increasing and maintaining diversity among the faculty, staff, and students for the next two accreditation cycles.

The APR (p. 31) explains the institution's policies and procedures regarding EEO/AA. There is an institutional Diversity Committee dedicated to improving and maintaining diversity and equal treatment and opportunity to all current and prospective members of the school's community. Additional initiatives to promote EEO/AA include outreach and mentoring programs, scholarship commitments, minority-specific resources provided in addition to student advisors, community-centered design, and an open process for recruiting faculty members.

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

A. Collaboration and Leadership. The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.

B. Design. The program must describe its approach for developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.

C. Professional Opportunity. The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.

D. Stewardship of the Environment. The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.

E. Community and Social Responsibility. The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

[X] Described

2018 Analysis/Review:

A. *Collaboration and Leadership* is demonstrated through the program's focus on individual growth through collaborative learning experiences. This begins during the first year through CityLab, Community Practice, and Sustainable Material Assemblies. Students also have the opportunity to engage with BAC's Gateway Initiative, working on community-based public interest design projects. Open desks provide the opportunity for learning, teaching, and mentoring among students with different abilities. Students have the opportunity to gain leadership experience through the Student Government Association, AIAS, and NOMAS.

B. *Design* is demonstrated throughout the program, beginning with its inclusive approach to the first year "Foundation" studios, followed by the socially engaged Gateway projects, CityLab, and Community Practice. Cross-disciplinary classes with landscape and interiors improve the collaborative team process, and the work in successive Studios 2, 3, and 4 shows increasingly sophisticated skills in integrating site, building systems, regulations, and a host of factors influencing design. In particular, Degree Project and Thesis cap the experience with a comprehensive project as well as imaginative work exploring new ideas.

C. Professional Opportunity is demonstrated by the program's robust practice requirement. Each student is required to have completed 3000 hours of work in a practice environment upon graduation. This allows students to have direct experience with the reality of the profession. These experiences are conceived and designed to be a core learning element in their education, rooted in the real world, requiring solutions to real problems. Well-designed and well-organized professional practice courses include access to opportunities and paths. Ample evidence of student knowledge of and access to, information pertaining to AXP (formerly IDP), NCARB, and the ARE were found during the student body meeting. The BAC was one of the first programs to be accepted to participate in IPAL (NCARB's Integrated Path to Licensure).

D. *Stewardship of the Environment* is demonstrated through the program's focus on sustainability and environmental stewardship throughout its curriculum. This begins during the foundation in Sustainable Material Assemblies and continues through the building technology curriculum. CityLab, CityX, and BAC Gateway projects all contribute to the curriculum's focus on sustainability, resilience, and environmental stewardship.

E. *Community and Social Responsibility* is demonstrated through the program's identity as an open-admissions program and as a values-based institution, evident in its commitment to the community. The program promotes a sense of community throughout the school through required interdisciplinary courses, the Campus Compact, and community projects. The school requires direct and full-time immersion in the socioeconomic realities of design through internships and Gateway projects. As noted in the APR and confirmed in the student meeting, students are engaged and active within the community through integrated professional societies and organizations, including the Boston Society of Architects, AIAS, and the Student Government Association. The student body meeting confirmed that students discuss the AIA Code of Ethics and the NCARB Rules of Conduct in defining professional conduct within their required courses. Students expressed that the institution encourages and empowers students to teach others what they learn through teaching assistant positions, a significant number of alumni as faculty and staff, and through the Learning Resource Center. Required courses including CityX, CityLab, and Community Practice ensure that students experience community-based design thinking.

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

[X] Demonstrated

***2018 Analysis/Review**:* Evidence was found in the APR on pages 19-21 and in meetings with the administration (president, provost, dean) of the BAC. Since the most recent (2012) NAAB accreditation, the BAC has completed its 2016-2021 Strategic Plan (approved by the Board of Trustees on September 28, 2016). It consists of eight focal areas: 1) governance and administration; 2) academics; 3) enrollment management; 4) student life; 5) facilities and infrastructure; 6) finance and audit; 7) advancement and external relations; and 8) marketing, branding, and communications. With regard to personnel planning, the BAC has restructured the working areas of its staff to clarify reporting structure. In addition, the college has added new permanent faculty to foster its teaching and scholarly production. Moreover, a curriculum revision initiated in 2009 has been approved and implemented in 2013. The BAC implemented additional curricular revisions in 2016.

I.1.6 Assessment:

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

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

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

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

[X] Demonstrated

***2018 Analysis/Review**:* Evidence of Program Self-Assessment Procedures and Curricular Assessment and Development was found in the APR (pp. 21-27) and was obtained in meetings with the administration and faculty of the architecture programs.

The APR lists the following range of criteria for assessment: data analysis (demographics of students and faculty, admission), student learning (portfolio review, practice review), performance of graduates (impact after graduation), scholarly activity of the faculty, budget management, facilities management, library use, and curricular planning (course evaluations). Copies of annual reports, beginning with the academic year 2013-14 through 2016-17, were made available in the team room.

The dean of the School of Architecture reports annually to the provost and academic vice president. The School of Architecture's performance is measured by the alignment of its activities with the BAC Strategic Plan. The goals are assessed annually for progress and relevance to the mission of the BAC.

The dean is evaluated in a formal review by a review committee consisting of the school's provost and two members of the faculty (elected by the faculty) every four years.

The educational directors (program section coordinators) are evaluated by means of a formal review by the dean every four years. The educational directors are also evaluated annually by means of a review letter/review meeting.

Course evaluations are based on a consistent end-of-semester course evaluation completed by the students anonymously. The course evaluations are compiled and shared with the individual instructor and with the education director in charge of the course. The evaluations are the basis for decisions about faculty retention, contract renewal, professional development, or added teaching responsibilities.

For the past three years, faculty and deans have conducted an assessment retreat in which they analyze and respond to data that is generated from questions on course, curricular, and program outcomes.

A formal student advising process exists. The process is systematic. The process was explained to the team in a meeting with the educational directors and corroborated to the team in a meeting with the student body. The academic progress of each student is tracked throughout the course of study.

The APR documents in detail the responses and actions taken by the program for Conditions Not Met as reported in the VTR of the 2006 NAAB accreditation visit (B.2 Accessibility; B.5 Life Safely; and B.6 Comprehensive Design).

Part One (I): Section 2 – Resources

I.2.1 Human Resources and Human Resource Development:

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

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

[X] Demonstrated

2018 Team Assessment: Evidence of this condition was provided in the APR (pp. 27-44) and was verified in meetings with faculty and administration.

Full-time faculty workloads are balanced with teaching and administrative responsibilities. The maximum faculty/student ratio for studio courses is 1/9 which is considerably smaller than faculty/student ratios for programs across the U.S. and in Canada.

The program has an appointed ALA who attends NCARB's annual Licensing Advisor Summit for training and staying current on the AXP and ARE.

Full-time faculty members have the opportunity to attend conferences for professional development on a requested basis. Faculty may also take courses at ProArts Consortium schools at no charge. Training Transformational Teachers (TTT) is viewed as a very valuable teaching experience by faculty who have taken the course.

Students are supported through their academic coursework and practice experience. This includes academic advising and mentoring by faculty. Every student attends New Student Orientation before beginning coursework to orient them with the program and resources at the BAC.

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

Physical resources include but are not limited to the following:

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

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

[X] Described

2018 Team Assessment: The APR documents the full range of physical resources, through floor plans and a narrative, and the team visited all spaces. Meetings with faculty and students specifically addressed the quantity and quality of the physical environment. The BAC is housed in three buildings of very distinct architectural character, affording a wide variety of spaces for learning and for support. Since the 2012 Visiting Team Report the wood lab has been enlarged, and it has been joined by additional separate lab spaces for high speed plotters, six 3d printers, laser cutting, and a dedicated CNC lab with two large-format CNC routers. A "Help" office and desk provide IT support, along with a range of monitors and computers in every room and designated computer pods. Flexible walls and a range of room types support multiple learning styles in different settings. The library and its support for students and faculty won great praise from all groups and individuals interviewed by the team.

The BAC pedagogy and studio space constraints assume non-designated studio desks, with students using desks throughout the building as they require. While atypical, a majority of students found that this approach increased contact with more of their peers, and better supported collaboration and networking. Much of the discovery process also takes place in the multiple labs and workshop spaces, as well as in the firms where they all work. The one consistent request to support this approach was for more student on-site storage (i.e., lockers).

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

[X] Demonstrated

2018 Team Assessment: In the APR, the BAC has developed measures to address declining enrollment numbers. After years of decline, the BAC projects enrollment to stabilize in FY 2019. In conversations with the president, provost, and dean, plans are in place to focus on recruitment locally and regionally, in addition to increasing the number of students in the online M. Arch. The budget is developed by analyzing enrollment projections, and adjunct faculty numbers are adjusted accordingly. The APR and the 5-year detailed budget summary outline the aspects of the revenue and expenses of which the program has direct control.

The BAC Fund (the college's annual fund) has more than doubled since 2013. For FY 2018, the college expects total giving (to the BAC Fund and other restricted funds) to surpass $1,000,000.

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

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

[X] Demonstrated

2018 Team Assessment: The information provided in the APR (pp. 67-70) demonstrates compliance with Condition I.2.4, and this was confirmed by a team tour of the Shaw and Stone library, located on the sixth floor of the 320 Newbury Building. The tour of the library included a very comprehensive and informative meeting with the school's architecture librarian and a staff member. The library is accessible to students, faculty, staff and the public, physically and online, and is open seven days a week (with limited hours on weekends). Library staff is knowledgeable, creative, and accessible. Among the innovative efforts of information resources is providing comprehensive research guides (using the

LibGuides platform), including guides that are course specific and ones devoted to general design-related subjects. The BAC is part of the Massachusetts Library System, which enables students, faculty, and staff to request books and journals through interlibrary loan. Students, core faculty, adjunct faculty, staff, and alumni alike were passionate about the quality of service and support given by the library, the librarian, and the library staff.

I.2.5 Administrative Structure and Governance:

• **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and school, college, and institution.

• **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2018 Team Assessment: As described in the APR and verified in various on-site meetings, the BAC is an independent College of Design, with four schools (architecture, interior architecture, landscape architecture, and design studies) reporting to the provost. The BAC is headed by the president/CEO, who is supported directly by a provost/academic VP and the dean of the School of Architecture. They meet regularly with a senior staff group that also includes the VP of finance and administration and the VP of institutional advancement. President's Council meets monthly with faculty and staff, as well as an Education Council of deans and directors, and an Academic Leadership Team of the deans, including the dean of architecture and the dean of practice.

There is also a dedicated full-time faculty, supported by a large contingent of very involved adjunct faculty drawn from local firms and agencies. Staff can provide input on operational decisions at monthly all-staff meetings and at the President's Council.

The program has streamlined governance since the previous visit. The Board of Trustees has eliminated four ex-officio positions, reduced conflicts of interest, increased community connections, and diversified to include a wider range of members representing the built environment. The number of overseers has been reduced to 25 members from a much larger group, and their role has changed from one with organizational accountability to a still very active advisory position. The students also have the Student Government Association as their governing body as well as other funded student groups that promote the BAC culture and advocate for the students' interests to the dean's team.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

Part Two (II): Section 1 – Student Performance – Educational Realms and Student Performance Criteria

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

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

Student learning aspirations for this realm include

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

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

B. Arch.
[X] Met

M. Arch.
[X] Met

2018 Team Assessment: For the B. Arch., evidence of student achievement at the prescribed level was found in student work prepared for HTC2003, Contemporary Architecture and ARC1012, Degree Project 2, Integrative Design. For the M. Arch., evidence of student achievement at the prescribed level was found in HTC2003, Contemporary Architecture and ARC3320, Thesis Research Strategies. The Gateway and CityLab projects also require students to speak effectively, use media appropriately, and communicate with the public. It was also clear from meetings with the students that they are articulate and speak with confidence.

A.2 Design Thinking Skills: *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

B. Arch.
[X] Met

M. Arch.
[X] Met

2018 Team Assessment: For the B. Arch., evidence of student achievement at the prescribed level was found in student studio work prepared for ARC1002, Architecture Studio 2. For the M. Arch., evidence of student achievement at the prescribed level was found in student studio work prepared for ARC3307, Architecture Studio 2.

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

B. Arch.
[X] Met

M. Arch.
[X] Met

2018 Team Assessment: For both the B. Arch. and M. Arch., evidence of student achievement at the prescribed level was found in student work (building design projects) prepared for TSM2002, Building Systems.

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

B. Arch.
[X] Met

M. Arch.
[X] Met

2018 Team Assessment: For the B. Arch., evidence of student achievement at the prescribed level was found in student studio work prepared for ARC1002 Architecture Studio 2 and ARC1003, Architecture Studio 3: Sitework. For the M. Arch., evidence of student achievement at the prescribed level was found in student studio work prepared for ARC3307, Architecture Studio 2 as well as ARC3308, Architecture Studio 3: Sitework.

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

B. Arch.
[X] Met

M. Arch.
[X] Met

2018 Team Assessment: For the B. Arch., evidence of student achievement at the prescribed level was found in student studio work prepared for ARC1012, Degree Project 2: Integrative Project. For the M. Arch., evidence of student achievement at the prescribed level was found in student studio work prepared for ARC3309, Architecture Studio 4.

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

B. Arch.
[X] Met

M. Arch.
[X] Met

2018 Team Assessment: For the B. Arch., evidence of student achievement at the prescribed level was found in student studio work prepared for ARC1001, Architecture Studio 1. For the M. Arch., evidence of student achievement at the prescribed level was found in student studio work prepared for ARC3306, Architecture Studio 1.

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

B. Arch.
[X] Met

M. Arch.
[X] Met

2018 Team Assessment: For the B. Arch., evidence of student achievement at the prescribed level was found in student work (writing projects) prepared for courses HTC1050, History of Architecture and Design, and HTC2003, Contemporary Architecture. For the M. Arch., evidence of student achievement at the prescribed level was found in student work (writing projects) prepared for courses HTC3050, History of Architecture and Design and HTC2003, Contemporary Architecture.

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

B. Arch.
[X] Met

M. Arch.
[X] Met

2018 Team Assessment: For both the B. Arch. and M. Arch., evidence of student achievement at the prescribed level was found in student work prepared for FND2007, Community Practice.

Realm A. General Team Commentary: BAC students are receiving a broad education, and the unique urban-centered, practice-based program, with a very diverse student body, makes them particularly aware of global culture, cultural diversity, and social equity, as seen in their project work and interviews. They clearly understand people, place, and context, and recognize client, community, and social needs; Criterion A.8, Cultural Diversity and Social Equity, is met with distinction. The students' investigative and design skills are strong, and both the evidence and the displays throughout the building illustrate communication skills in many formats across multiple media.

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

Student learning aspirations for this realm include

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

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

B. Arch.
[X] Met

M. Arch.
[X] Met

2018 Team Assessment: For the B. Arch., evidence of student achievement at the prescribed level was found in student work prepared for TSM2019, Human Factors, Programming, & Codes and ARC1012, Degree Project 2: Integrative Project. For the M. Arch., evidence of student achievement at the prescribed level was found in student work prepared for ARC3309, Architecture Studio 4: Integrative Project.

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

B. Arch.
[X] Met

M. Arch.
[X] Met

2018 Team Assessment: For the B. Arch., evidence of student achievement at the prescribed level was found in student studio work prepared for ARC1003, Architecture Studio 3: Sitework. For the M. Arch., evidence of student achievement at the prescribed level was found in student studio work prepared for ARC3308, Architecture Studio 3: Sitework.

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

B. Arch.
[X] Met

M. Arch.

[X] Met

2018 Team Assessment: For the B. Arch., evidence of student achievement at the prescribed level was found in student work prepared for TSM2019, Human Factors, Programming, & Codes, and ARC1012, Degree Project 2: Integrative Project. For the M. Arch., evidence of student achievement at the prescribed level was found in student work prepared for ARC3309, Architecture Studio 4: Integrative Project.

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

B. Arch.
[X] Met

M. Arch.
[X] Met

2018 Team Assessment: For the B. Arch., evidence of student achievement at the prescribed level was found in student work prepared for TSM2006, Detailing and Construction Documents and ARC1004, Architecture Studio 4, Integrative Project. For the M. Arch., evidence of student achievement at the prescribed level was found in student work prepared for TSM2006, Detailing and Construction Documents and ARC3309, Architecture Studio 4: Integrative Project.

Clear drawings and modeling were evident in student work and detailed outline specifications are noted on wall sections and details.

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

B. Arch.
[X] Met

M. Arch.
[X] Met

2018 Team Assessment: For the B. Arch., evidence of student achievement at the prescribed level was found in studio work prepared for ARC1012, Degree Project 2: Integrative Project. For the M. Arch., evidence of student achievement at the prescribed level was found in studio work prepared for ARC3309, Architecture Studio 4: Integrative Project.

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

B. Arch.
[X] Met

M. Arch.

[X] Met

2018 Team Assessment: For both the B. Arch. and M. Arch., evidence of student achievement at the prescribed level concerning the environmental systems, active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, and solar systems was found in student work (precedent studies and design projects) prepared for the courses TSM2001, Sustainable Systems, and TSM2002, Building Systems.

Additional evidence, provided upon request, demonstrated student achievement at the prescribed level for both the B. Arch. and M. Arch. concerning acoustics and lighting systems.

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

B. Arch.
[X] Met

M. Arch.
[X] Met

2018 Team Assessment: For both the B. Arch. and M. Arch., evidence of student achievement at the prescribed level was found in student work (case studies and drawing projects) prepared for TSM2006, Detailing and Construction Documentation and TSM2002, Building Systems. This criterion was also met for the B. Arch. in ARCH1004, Architecture Studio 4.

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

B. Arch.
[X] Met

M. Arch.
[X] Met

2018 Team Assessment: For both the B. Arch. and M. Arch., evidence of student achievement at the prescribed level was found in student work prepared for FND2011, Sustainable Material Assemblies and TSM2006, Detailing and Construction Documents. Student understanding of the selection of materials based on inherent performance, their environmental impact, and reuse was found in the coursework identified above.

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

B. Arch.
[X] Not Met

M. Arch.

[X] Not Met

2018 Team Assessment: For both the B. Arch. and M. Arch., evidence of student achievement at the prescribed level was not found for specialty building service systems (communication, security, and fire protection systems) in student work. Additional student work for the team's review was provided by the program upon request, but it did not provide enough evidence for the team to find this criterion met.

Evidence of student achievement at the prescribed level was found for MEP systems.

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

B. Arch.
[X] Met

M. Arch.
[X] Met

2018 Team Assessment: For the B. Arch., evidence of student achievement at the prescribed level was found in student work prepared for TSM2018, Professional Practice. For the M. Arch., evidence of student achievement at the prescribed level was found in student work prepared for TSM3046, Pro Practice 3: Construction and Evaluation.

Realm B. General Team Commentary: The evidence demonstrated technical skills, constructability, and environmental stewardship in the development of buildings and sites. Evidence to satisfy the requirements of B.9 Building Service Systems was not found regarding specialty building service systems. However, B.4 Technical Documentation and B.7 Building Envelope Systems were found to be met with distinction as student work demonstrated an advanced ability regarding technical and building envelope systems documentation.

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

Student learning aspirations in this realm include:

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

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

B. Arch.
[X] Met

M. Arch.
[X] Met

2018 Team Assessment: For the B. Arch., evidence of student achievement at the prescribed level was found in student work prepared for ARC1012, Degree Project 2. For the M. Arch., evidence of student achievement at the prescribed level was found in student work prepared for ARC3308, Architecture Studio 3: Sitework.

C.2 **Integrated Evaluations and Decision-Making Design Process:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

B. Arch.
[X] Met

M. Arch.
[X] Met

2018 Team Assessment: For the B. Arch., evidence of student achievement at the prescribed level was found in student work prepared for ARC1004, Architecture Studio 4. For the M. Arch., evidence of student achievement at the prescribed level was found in student work prepared for ARC3309, Architecture Studio 4: Integrative Project.

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

B. Arch.
[X] Met

M. Arch.
[X] Met

2018 Team Assessment: For the B. Arch., evidence of student achievement at the prescribed level was found in student work prepared for ARC1012, Degree Project 2: Integrative Project. For the M. Arch., evidence of student achievement at the prescribed level was found in student work prepared for ARC3309, Architecture Studio 4: Integrative Project.

Realm C. General Team Commentary: For the B. Arch., in ARCH 1004, Architecture Studio 4: Integrative Project, and for the M. Arch., in ARC3309, Architecture Studio 4: Integrative Project, students achieve well-integrated design solutions in multistory projects with unique programs set in complex urban sites. Material, structural, and environmental systems are individually and collectively analyzed and designed. The resulting projects are well-presented, functional, and attractive.

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

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.

Understanding a professional code of ethics, as well as legal and professional responsibilities.

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

B. Arch.
[X] Met

M. Arch.
[X] Met

2018 Team Assessment: For the B. Arch., evidence of student achievement at the prescribed level was found in student work prepared for TSM2018, Professional Practice and FND2007, Community Practice. For the M. Arch., evidence of student achievement at the prescribed level was found in TSM3044, Pro Practice 1: Practice Management and TSM3046, Pro Practice 3: Construction and Evaluation and in FND2007, Community Practice. In addition, the CityLab, Gateway, and Pro-Practice coursework underscore the role of the architect in bringing consensus to project stakeholders.

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

B. Arch.
[X] Met

M. Arch.
[X] Met

2018 Team Assessment: For the B. Arch., evidence of student achievement at the prescribed level was found in student work prepared for TSM2018, Professional Practice. For the M. Arch., evidence of student achievement at the prescribed level was found in student work prepared for TSM3045, Pro Practice 2: Project Management and TSM3046, Pro Practice 3: Construction and Evaluation.

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

B. Arch.
[X] Met

M. Arch.
[X] Met

2018 Team Assessment: For the B. Arch., evidence of student achievement at the prescribed level was found in student work prepared for TSM2018, Professional Practice. For the M. Arch., evidence of student achievement at the prescribed level was found in student work prepared for TSM3045, Pro Practice 2: Project Management and TSM3046, Pro Practice 3: Construction and Evaluation.

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

B. Arch.
[X] Met

M. Arch.
[X] Met

2018 Team Assessment: For the B. Arch., student achievement at the prescribed level was found in student work prepared for TSM2018, Professional Practice and TSM2019, Human Factors, Programming & Codes. For the M. Arch., student achievement at the prescribed level was found in student work prepared for TSM3044, Pro Practice 1: Practice Management, TSM 3045, Pro Practice 2: Project Management, and TSM3046, Pro Practice 3: Construction and Evaluation.

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

B. Arch.
[X] Met

M. Arch.
[X] Met

2018 Team Assessment: For the B. Arch., evidence of student achievement at the prescribed level was found in student work prepared course TSM2018, Professional Practice. For the M. Arch., evidence of student achievement at the prescribed level was found in student work prepared for courses TSM3044, Pro Practice 1: Practice Management and TSM3045, Pro Practice 2: Project Management.

Realm D. General Team Commentary: The BAC teaches Realm D's five SPC's through well-developed and well-organized professional practice courses and the requirement that each student must accumulate 3000 hours of work experience before graduation. The school does a masterful job of providing students with the knowledge and tools they need to succeed in the professional world. The program instills a sense of professional responsibility while delivering vital knowledge learned in an authentic practice environment. Students get a general overview of the many complex issues faced by the architecture profession. They are also exposed to the challenges of balancing many, sometimes contradictory, requirements and desires, which must be navigated by architectural design professionals on a daily basis. The team recognizes D.3, Business Practices, as met with distinction.

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation

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

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

[X] Met

2018 Team Assessment: In the APR, the program provided a letter from the New England Association of Schools & Colleges, Inc., Commission on Institutions of Higher Education, dated March 3, 2017, attesting that the college had been continued in accreditation, and the next comprehensive evaluation to be scheduled for fall 2026.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

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

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

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

[X] Met

2018 Team Assessment: In the APR, the B. Arch. degree is 150 hours, which meets the minimum standard. The M. Arch. degree is 90 credits in addition to an undergraduate degree. Thirty-six of these credits are at the graduate level. As verified by the dean of the program, the BAC has the transfer credit coordinator verify that the undergraduate degree is at least 78 credits. The minimum standard of 168 semester hours is met for the M. Arch.

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

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

- Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.

- In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.

- The program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. See also Condition II.4.6.

[X] Met

2018 Team Assessment: Evidence was found in the APR (pp. 96-98) and the school's website (https://the-bac.edu/admissions/transfer). Additional information was obtained from a presentation given by the program (dean and director of practice studies) during the team visit.

The program has in place a formal process for the evaluation of preparatory education. It describes the guidelines, time limits, requirements, and procedures for transfer credits. Particular to the BAC, it not only has in place a formal process for academic credit transfer but also a process for "Prior Practice Credit" (credit awarded toward the 3000-hour practice requirement).

Part Two (II): Section 4 – Public Information

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Met

2018 Team Assessment: Exact language found in the NAAB Conditions for Accreditation is available to the public on the BAC website through the *NAAB Accreditation* under the *About the BAC* tab (https://the-bac.edu/about-the-bac/accreditation/naab-accreditation), verified by the team.

II.4.2 Access to NAAB Conditions and Procedures:

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

2014 NAAB Conditions for Accreditation

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

NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2018 Team Assessment: The 2014 NAAB Conditions for Accreditation, the 2009 Conditions for Accreditation (conditions relevant for last visit), and the 2015 NAAB Procedures for Accreditation are available to the public online through direct links to PDFs from the *NAAB Accreditation* tab (https://the-bac.edu/about-the-bac/accreditation/naab-accreditation), verified by the team.

II.4.3 Access to Career Development Information:

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

[X] Met

2018 Team Assessment: Access to career development and placement services is available to both students and graduates through the Practice Department. Relevant resources and access to schedule appointments are available online through the BAC's website (https://the-bac.edu/academics/practice; *Practice: The BAC Difference* tab). The team verified that the students were aware of these resources and that they have adequate access to them in the student body meeting.

II.4.4 Public Access to APRs and VTRs:

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.[1]
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2018 Team Assessment: In the APR (pp. 98-99), evidence was found indicating that the BAC makes available the 2012 APR, the 2012 VTR, the most recent NAAB Decision Letter, and the Annual Reports. All these documents can be found on the BAC website (https://the-bac.edu/about-the-bac/accreditation/naab-accreditation).

II.4.5 ARE Pass Rates:

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

[X] Met

2018 Team Assessment: ARE 4.0 and 5.0 Pass Rates are made available to the public on the school's website (https://the-bac.edu/about-the-bac/accreditation/naab-accreditation).

II.4.6 Admissions and Advising:

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

This documentation must include the following:

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

[X] Met

2018 Team Assessment: Required advising services are accessible through the school's website in the *Academic Resources* tab (https://the-bac.edu/students/academic-resources). Appropriate information regarding application and admissions is available to the public on the school's website via the *Admissions* tab as well as the forms and process for the evaluation of preprofessional degree content. Requirements

and forms for applying for financial aid and scholarships are publically available through the *financial aid* link through the *admissions* tab. Student diversity initiatives can be found by the public on the website in the *about-the-BAC* tab. The school is an open-admissions school. Matriculation through the program is regulated through benchmark reviews in which the faculty assesses each student's design skills and practice achievement. Although the online track follows the same curriculum model as the on-campus track, it is a selective admissions track with required prerequisites outlined in the school's website.

II.4.7 Student Financial Information:

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

[X] Met

2018 Team Assessment: Access to information and advice regarding financial aid and initial estimates for all costs of attendance are available to the public on the school's website under the *financial aid* link under the *admissions* tab. Meetings with the student body confirmed that all students have access to such information before enrollment and adequate access to financial advising and assistance while enrolled.

PART THREE (III): ANNUAL AND INTERIM REPORTS

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

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

[X] Met

2018 Team Assessment: The program's website includes links to their annual statistical reports consistent with the NAAB Procedures for Accreditation https://the-bac.edu/about-the-bac/accreditation/naab-accreditation. The APR clarifies why the IPEDS rates are not the same as reported to NAAB on p. 114.

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

[X] Met

2018 Team Assessment: Reports were not required for this program according to the Procedures.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

A.8 Cultural Diversity and Social Equity

For both the B. Arch. and M. Arch., evidence of student achievement at the prescribed level was found in student work prepared for FND2007, Community Practice. BAC students are receiving a broad education, and the unique urban-centered, practice-based program, with a very diverse student body, makes them particularly aware of global culture, cultural diversity, and social equity, as seen in their project work and interviews. They clearly understand people, place, and context, and recognize client, community, and social needs.

B.4 Technical Documentation

For the B. Arch., evidence of student achievement at the prescribed level was found in student work prepared for TSM2006, Detailing and Construction Documents and ARC1004, Architecture Studio 4, Integrative Project. For the M. Arch., evidence of student achievement at the prescribed level was found in student work prepared for TSM2006, Detailing and Construction Documents and ARC3309, Architecture Studio 4: Integrative Project. Clear drawings and modeling were evident in student work and detailed outline specifications are noted on wall sections and details. Overall, student work demonstrated an advanced ability regarding technical documentation. The team infers that the high student performance in this area is a direct result of the program's robust practice requirement.

B.7 Building Envelope Systems

For both the B. Arch. and M. Arch., evidence of student achievement at the prescribed level was found in student work (case studies and drawing projects) prepared for TSM2006, Detailing and Construction Documentation and TSM2002, Building Systems. Overall, student work demonstrated an advanced understanding of all aspects of building envelope performance as well as the ability to document complicated envelopes accurately.

D.3 Business Practices

For the B. Arch., evidence of student achievement at the prescribed level was found in student work prepared for TSM2018, Professional Practice. For the M. Arch., evidence of student achievement at the prescribed level was found in student work prepared for TSM3045, Pro Practice 2: Project Management and TSM3046, Pro Practice 3: Construction and Evaluation.

The BAC teaches Realm D's five SPC through well-developed and well-organized professional practice courses and the requirement that each student must accumulate 3000 hours of work experience before graduation. The school does a masterful job of providing students with the knowledge and tools they need to succeed in the professional world. The program instills a sense of professional responsibility while delivering vital knowledge learned in an authentic practice environment. Students get a general overview of the many complex issues faced by the architectural profession. They are also exposed to the challenges of balancing many, sometimes contradictory requirements and desires, which must be navigated by architectural design professionals on a daily basis.

Appendix 2. Team SPC Matrix

NAAB 2018
Bachelor of Architecture

Courses		Realm A Critical Thinking and Representation								Realm B Building Practices, Tech.Skills,Knowledge										Realm C Integrated Architectural Solutions				Realm D Professional Practice					
		Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	History and Global Culture	Cultural Diversity and Social Equity	Pre-Design	Site Design	Codes and Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Systems and Assemblies	Building Materials and Assemblies	Building Service Systems	Financial Considerations	Research	Integrated Evaluations and Decision Making	Integrative Design	Stakeholder Roles in Architecture	Project Management	Business Practices	Legal Responsibilities	Professional Conduct
		A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
		AB	AB	AB	AB	AB	AB	UN	UN	AB	AB	AB	AB	AB	AB	UN	UN	UN	UN	UN	AB	AB	UN	UN	UN	UN	UN
Segment I: Foundation																											
City Lab	**FND1006**																										
Foundation Studio I	**FND1003**																										
Foundation Studio 2	**FND1004**																										
Sustainable Material Assemblies	**FND2011**																●										
Community Practice	**FND2007**								●																		
Segment II: Integration																											
Architecture Studio I	**ARC1001**						●																				
History of Architecture and Design	**HTC1050**							●																			
Structures I	**TSM2004**																										
Architecture Studio 2	**ARC1002**		●		●																						
Sustainable Systems	**TSM2001**														●												
Architecture Studio 3: Sitework	**ARC1003**				●						●																
Contemporary Architecture	**HTC2003**	●						●																			
Structures 2	**TSM2005**																										
Detailing and Construction Documents	**TSM2006**												●			●	●										
Architecture Studio 4: Integrative Project	**ARC1004**												●			●					●						
Building Systems	**TSM2002**			●											●	●											
Portfolio Review 2	**PRV0002**																										
Segment 3: Synthesis																											
Practice Assessment	**PRAC**																										
Professional Practice	**TSM2018**																		●				●	●	●	●	●
Human Factors, Programming, & Codes	**TSM2019**									●		●														●	
Degree Project 2: Integrative Project	**ARC1012**	●				●				●		●		●						●		●					

● First source of evidence

O Second source of evidence

NAAB 2018
Master of Architecture

Courses		Realm A Critical Thinking and Representation	Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	History and Global Culture	Cultural Diversity and Social Equity	Realm B Building Practices, Tech.Skills,Knowledg	Pre-Design	Site Design	Codes and Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Systems and Assemblies	Building Materials and Assemblies	Building Service Systems	Financial Considerations	Realm C Integrated Architectural Solutions	Research	Integrated Evaluations and Decision Making	Integrative Design	Realm D Professional Practice	Stakeholder Roles in Architecture	Project Management	Business Practices	Legal Responsibilities	Professional Conduct
			A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8		B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10		C.1	C.2	C.3		D.1	D.2	D.3	D.4	D.5
			AB	AB	AB	AB	AB	AB	UN	UN		AB	AB	AB	AB	AB	AB	UN	UN	UN	UN		UN	AB	AB		UN	UN	UN	UN	UN
Segment I: Foundation																															
City Lab	**FND3006**																														
Transdiscplinary Studio I	**FND3032**																														
Architecture Studio I	**ARC3306**							●																							
Sustainable Material Assemblies	**FND2011**																		●												
History of Architecture and Design	**HTC3050**								●																						
Community Practice	**FND2007**									●																	●				
Segment II: Integration																															
Structures I	**TSM2004**																														
Architecture Studio 2	**ARC3307**		●		●																										
Sustainable Systems	**TSM2001**																●														
Architecture Studio 3: Sitework	**ARC3308**				●								●										●								
Contemporary Architecture	**HTC2003**		●						●																						
Structures 2	**TSM2005**																														
Detailing and Construction Documents	**TSM2006**														●			●	●												
Architecture Studio 4: Integrative Project	**ARC3309**						●					●		●	●	●								●	●						
Building Systems	**TSM2002**				●												●	●													
Portfolio Review 2	**PRV0002**																														
Segment 3: Synthesis																															
Practice Assessment	**PRAC**																														
Pro Practice 1: Practice Management	**TSM3044**																										●			●	●
Pro Practice 2: Project Management	**TSM3045**																											●	●	●	●
Pro Practice 3: Construction and Evaluation	**TSM3046**																				●						●	●	●	●	
Thesis Research Strategies	**ARC3320**		●																												
Thesis Studio	**ARC3321**																														

● First source of evidence

O Second source of evidence

Appendix 3. The Visiting Team

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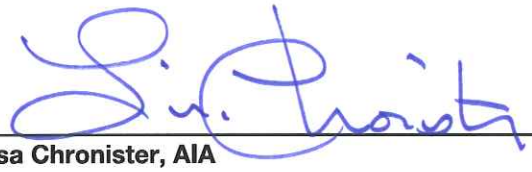
V. Report Signatures

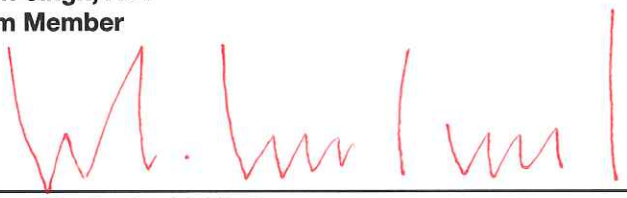
Respectfully Submitted,



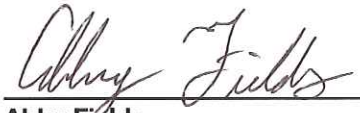
Lisa Chronister, AIA
Team Chair

Barbara Field, FAIA
Team Member

Kevin Singh, AIA
Team Member



Markus Breitschmid, Ph.D.
Team Member



Abby Fields
Team Member

Peter Kuttner, FAIA
Non-Voting Team Member