BOSTON ARCHITECTURAL COLLEGE

SINCE 1889

September 2026

Institutional Self-Study Prepared for the New England Commission of Higher Education

BOSTON
ARCHITECTURAL
COLLEGE

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SELF-STUDY REPORT

September 6, 2026

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<u>Institutional Characteristics Form</u> Revised September 2009

This form is to be completed and placed at the beginning of the self-study report:

Date 9/4/26

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:

Public	Private
☐ State	X Independent, not-for-profit
☐ City	☐ Religious Group
☐ Other	(Name of Church)
(Specify)	☐ Proprietary
	☐ Other: (Specify) ____________________

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	☒	First professional degree
☐	At least one but less than two years	☒	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
☒	Four- or five-year baccalaureate degree granting program	☐	Other doctoral programs
		☐	Other (Specify)

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

☐	Occupational training at the crafts/clerical level (certificate or diploma)	☒	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	☒	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?

a) Undergraduate **12 credit hours**

b) Graduate **6 credit hours**

c) Professional **12/6 credit hours**

11. Student population: Fall 2026

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	200	518	718
Part-time student headcount	63	36	99
FTE	242.05	535.83	777.88

b) Number of students (headcount) in non-credit, short-term courses: **128**

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Architecture (both BArch and MArch)	National Architectural Accreditation Board	1977	2026	TBA: awaiting NAAB decision letter November 2026
Interior Architecture (both BIA and MIA)	Council for Interior Design Accreditation	2002	2026	2029
Landscape Architecture (BLA and MLA accredited independently)	Landscape Architecture Accreditation Board	2010	2024	2026

13. 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.

	Full degree	50%-99%	FTE
A. In-state Locations	n/a	n/a	n/a
B. Out-of-state Locations	n/a	n/a	n/a

14. 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**.

Name of program(s)	Location	Headcount
n/a	n/a	n/a

15. 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	100	57.25
Online Master or Architecture	Graduate	100	283.41
Online Maser or Landscape Architecture	Graduate	100	12.17
Online Master of Interior Architecture	Graduate	100	26

16. 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.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
n/a	n/a	n/a	n/a	n/a

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

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: **See 26-1075 in evidence library.**

    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 (BAC) has been in continuous existence as an institution of spatial design education for 137 years, since its founding in 1889. Originally established as the Boston Architectural Club by a group of young and established Boston architects, the institution was founded "for the purpose of associating those interested in the profession of architecture with a view to mutual encouragement and help in studies."

From its earliest years, the College sought to make design education accessible to a broad community, including architects, sculptors, painters, decorative artists, and others interested in the design professions. This commitment to accessibility and inclusion remains central to the College's mission today.

The College's educational model has long connected academic study with professional practice. Beginning in 1890, the Club offered low-cost instruction through an atelier model, where novice draftsmen learned from practicing professionals. Students combined classroom study with design competitions, exhibitions, lectures, and other opportunities to engage with the professional design community. This early emphasis on learning from practitioners established a model that continues to distinguish the College.

In 1938, BAC alumnus and longtime Education Committee member Arcangelo Cascieri became dean, a position he held for more than 50 years. During his tenure, he helped modernize the curriculum, moving beyond the Beaux-Arts tradition toward an approach emphasizing history and theory, materials and methods, geometry, perspective, city planning, and architectural practice. At the same time, the College retained its commitment to providing affordable design education to working professionals through courses and studios.

The integration of academic learning and professional experience became increasingly formalized during the 1960s and evolved into the College's distinctive Practice model. In 1971, the architecture program received professional accreditation, becoming the first accredited architecture program in the United States with a structured work component. By 1977, the program had become a NAAB-accredited Bachelor of Architecture degree. Practice remains a defining element of the College's educational experience, enabling students to develop professional skills and experience while pursuing their academic studies.

Over subsequent decades, the College expanded beyond its origins in architecture to offer degree programs in interior architecture, landscape architecture, and design studies. In 2006, reflecting the growing breadth of its educational programs, the institution formally became The Boston Architectural College. Today, the College offers undergraduate and graduate programs across architecture, interior architecture, landscape architecture, and design studies, as well as certificates, continuing education, and pre-college programs.

The College has also been a pioneer in extending design education beyond the traditional campus. Its pioneering distance Master of Architecture became the first NAAB-accredited low-residency M.Arch. program in the country. Today, the College offers a growing portfolio of online degree and certificate programs, extending its practice-based model to working professionals and learners beyond Boston and expanding access to design education nationally and globally.

The College continues to evolve its academic programs in response to emerging needs in the design professions and the communities they serve. Its current offerings address areas including design for human health, historic preservation, sustainable design, real estate development, and urban design. In Fall 2026, the College is launching a fully online Master of Design Studies in Urban Design focused on interconnected challenges including climate, housing, health, equity, communities, and urban systems.

Throughout its 137-year history, The Boston Architectural College has adapted its programs, educational practices, and learning environments while maintaining a consistent institutional identity. Its current mission—to provide "excellence in design education emerging from practice and accessible to diverse communities"—continues principles established at its founding. The College remains committed to combining academic and experiential learning, expanding access to design education, and preparing students to contribute to the evolving professions and communities in which design has an impact.

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Marilyn Swartz-Lloyd	Board Chair	2025
President/CEO	Mahesh Daas	President	2019
Executive Vice President	N/A	N/A	N/A
Chief Academic Officer	Kellie Bean	Provost and Vice President of Academic Affairs	2022
Deans of Schools and Colleges (insert rows as needed)	Karen Nelson Margarita Iglesia Denise Rush Don Hunsicker	Dean and Faculty, Architecture Director of Landscape Architecture Dean, Interior Architecture Dean, School of Design Studies	2011 2023 2019 2004
Chief Financial Officer	Maria Chapian	Vice President of Finance and Administration	2024
Chief Student Services Officer	James Ryan	Vice President for Strategic Growth	2014
Planning	Shannon Rosa Arvizu	Chief of Staff to the President	2024
Institutional Research	Appointment pending	Director of Data Analytics and Institutional Research	2026
Assessment	Kellie Bean	Provost and Vice President of Academic Affairs	2023
Development	Sarah Howard	Vice President for Advancement and Strategic Relations	2024
Library	Regina Raboin	Library Director	2025
Chief Information Officer	Jason O'Brien	Director of Information Technology	2017
Continuing Education	Beverly Verla	Manager of Continuing Education	n/v
Grants/Research	Sarah Howard	Vice President for Advancement and Strategic Relations	2024
Admissions	Meredith Spinnato	Director of Admissions	2015
Registrar	Jamie Curcio	Director of Student Services and Registrar	n/v
Financial Aid	Daniel Miller	Director of Student Financial Services	n/v
Public Relations	Nancy Finn	Director of Marketing and Communications	n/v
Alumni Association	Sarah Howard	Vice President for Advancement and Strategic Relations	2024
Other: Human Resources	Estefani Molina	Associate Director	n/v

n/v = current officer/title verified; appointment year not publicly available and should be confirmed internally before final submission.

ii. TABLE OF NECHE ACTIONS

NECHE requested areas of emphasis for this Self-Study Report

Date of NECHE Letter	Actions Requested	Previous NECHE Standard	2026 Self-Study Standard & Location
June 27, 2022	Achieving our goals for enrollment, retention, and graduation	5.6 7.5	2.23 3.1 4.4
June 27, 2022	Strengthening our culture of assessment with emphasis on implementing a Center of Excellence in Data Analytics and ensuring that there are sufficient faculty and staff to sustain the institution's strategic assessment activities	6.2 6.7 8.3 8.6 7.6	2.18 2.20 4.1 4.1 3.1
April 2, 2024	Implementing a Center of Excellence in Data Analytics	6.2 6.7 8.3 8.6 7.6	1.14 2.18 2.20 4.1 4.1 3.1
April 2, 2024	Implementing plans to enhance the effectiveness of our Board of Trustees based on results of the Board's self-evaluation	3.8	1.10
April 2, 2024	Achieving our diversity, equity, and inclusion goals	3.8 Standard 5 6.5	1.0 2.2 5.5

iii. INTRODUCTION

We are pleased to present the Boston Architectural College's 2026 Self-Study Report to the New England Commission of Higher Education. The process provided an important opportunity to examine the College's progress, institutional effectiveness, and priorities since our last comprehensive evaluation in 2016. As you will see, our approach to the Self-Study process reflects our institutional characteristics and needs, as well as coordinating with other accreditation reporting responsibilities.

This Self-Study coincided with comprehensive reviews by the National Architectural Accrediting Board (NAAB), the Council for Interior Design Accreditation, and the Landscape Architectural Accreditation Board (LAAB). This alignment strengthened our work. Because of this heavy schedule of accreditation Self-Study and comprehensive evaluation reporting–some equivalent, and some unique to each accreditor–we thoughtfully considered our approach to this work with three goals in mind. First, to complete comprehensive Self-Study activities that accurately appraised our continued commitment to each accreditor's standards and requirements. Second, to dovetail these activities to the extent possible. And finally, and most importantly, to design a process that both accommodates our small community of full-time administrators, faculty, and staff and does not take focus away from serving our students and supporting our mission. To those ends, we partnered part-time with a professional writer with expertise in accreditation reporting to support the work of the larger BAC team.

An additional variable impacting the shape of the project is the number of new administrators at the BAC since our last NECHE comprehensive evaluation. We have a new president, and three of the four vice presidents making up the Cabinet are new since 2016. Also, this 2026 Self-Study report speaks to five NECHE Standards, rather than the nine we last wrote to in 2016 and the 2021 Interim Report. This change has meant an institutional learning curve as we examined and came to understand the ways our Self-Study would be impacted by the updated Standards. Tools provided by NECHE, like the Standards Crosswalk, were crucial to the Self-Study Chair and the team(s) as we navigated this transition.

The rigorous program-level inquiries undertaken for NAAB, CIDA and LAAB reporting allowed us to examine academic quality, student outcomes, assessment, governance, resources, and institutional effectiveness in greater depth and provided evidence and insights that substantially informed the NECHE Self-Study. We were fortunate for the opportunity to bring these complementary processes together while maintaining the distinct requirements of each accreditor.

The coordinated accreditation work began in early 2025. Deans, education directors, and faculty led the NAAB, CIDA, LAAB, and NECHE reviews. The Self-Study Chair, the provost & vice president of Academic Affairs, who is also the BAC's NECHE Accreditation Liaison, worked in consultation with the president. The Chair developed our Self-Study process, assigned institutional Standard Leaders (who then gathered their individual teams) to the five NECHE standards, and compiled and organized the Self-Study. Two members of her Academic Affairs staff supported the Chair's leadership for the project: 1) the associate vice president for Academic Affairs & dean of First Year Experience led the academic areas Self-Study process and writing, and served as the go-to person for institutional knowledge and collaborated with academic programs and student affairs; and 2) the assistant dean of Academic Affairs operations collected and organized evidence documents into a cohesive Evidence Library, developed naming and numbering conventions for each piece of evidence, and maintained the inventory of documents saved on the institution's shared drive for future use by the NECHE review team in September. Finally, Standard Leaders led concurrent examinations of institutional policies, practices, assessment, and evidence, supported by Academic Affairs leadership. We began this multi-faceted accreditation Self-Study schedule in early 2025 by focusing on the expectations of our program accreditors - the first two evaluations in 2026. Deans, education directors, and faculty members in the Schools of Architecture and Landscape Architecture were tasked with leading those self-studies and required reporting. Members of the Academic Affairs leadership team, Student Affairs, Finance, and Enrollment were engaged in the areas specific to their roles in those accredited programs. Our NAAB accreditation documents were submitted on September 5, 2025, our CIDA report on February 13, 2025, and our LAAB documents on 1 August 2026. This timing placed this transition after our NAAB, CIDA and LAAB submissions, allowing our colleagues engaged in those processes to transition to the NECHE Self-Study.

By March 2026, the work of the Standard Leaders was brought together into a unified document for broader institutional review. This draft reflected the studied, sustained and collaborative analysis staff and faculty engaged in during the months prior–work specific to the components of each standard, and incorporating data and insights from the parallel NAAB, CIDA, and LAAB Self-Study processes. At this point, we began refining our narrative, language, and evidence, as well as sharing sections with others on campus for input and further analysis where appropriate. This iterative appraisal process saw individuals from across the college contributing, editing, and discussing via a shared working document using comment threads, document text, and links. Some of our most productive conversations began with variances of opinion or understanding; working through these differences brought insights relevant not just to the Self-Study, but also to our larger project of providing mission-focused education at the BAC. This electronic conversation continued through early late August.

It was essential for all members of the BAC community to have an opportunity to engage with and contribute to Self-Study. To this end, on 10 August we shared the final draft of the Self-Study Report with the campus community: faculty (core and adjunct), staff, students. We provided an online form for individuals to submit comments and potential additions to the report. Here began the electronic and face-to-face discussions referenced above. That shared document was then returned to the writing team and comments incorporated into what would become the final Self-Study submission. Following this community-wide review, the provost and her team finalized the Self-Study Report and submitted it to NECHE and the review team on September 4, 2026. The BAC will post the report on our website for public comment, providing notice on our website 30 days prior to the October site visit.

While our approach to Self-Study might differ from what occurs on the campus of a larger institution with a dedicated accreditation staff, it was a highly effective approach for the BAC. Before sharing the report with the larger campus community, we engaged thirty faculty, staff, and administrators in the Self-Study, representing 27 percent of BAC full-time employees. The period of Self-Study helped us identify the BAC’s strengths and areas for improvement. We worked together to identify where the BAC is currently with respect to each NECHE Standard. We learned from our colleagues and increased our individual understanding of the breadth of activities that support our students and their design education. We identified the commitments we have made to improve our institutional effectiveness and the experiences we provide to our students. We believe that the results of our work, this Self-Study Report demonstrate that we reached our Self-Study goals and those that NECHE hopes for this process.

iv. NECHE SELF-STUDY STANDARD LEADERS

Self-Study Chair

Kellie Bean, Provost & Vice President of Academic Affairs

Standard 1

Mahesh Daas, President
Kellie Bean, Provost & Vice President of Academic Affairs

Standard 2

Chala Hadimi, Associate Vice President of Academic Affairs & Dean of First Year Experience
Kellie Bean, Provost & Vice president of Academic Affairs
James Ryan, Vice President of Strategic Growth

Standard 3

Mahesh Daas, President
Maria Chapian, Vice President for Finance & Administration
Kellie Bean, Provost & Vice President of Academic Affairs

Standard 4

Chala Hadimi, Associate Vice President of Academic Affairs & Dean of First Year Experience
Kellie Bean, Provost & Vice President of Academic Affairs
Beth Lundell Garver, Dean of Practice
James Ryan, Vice President of Strategic Growth

Standard 5

James Ryan, Vice President of Strategic Growth
Kellie Bean, Provost & Vice President of Academic Affairs

Evidence Manager

Jade Hopkins, Assistant Dean of Academic Affairs Operations

Other Boston Architectural College Participants and Contributors (in alphabetical order)

Shannon Rosa Arvizu, Chief of Staff to the President
Tina Maceri Bolden, Director of Experiential Learning Assessment
Rebecca Chabot-Wieferich, Associate Vice President of Enrollment Management
Jamie Curcio, Director of Student Services & Registrar
Michael Daniels, Director, Foundation Student Support
Danielle DiNoia, Assistant Director, Foundation Studies
Adrian Do, Senior Manager of Support Services
Richard Griswold, Associate Vice President & Dean of Students
Sarah Howard, Vice President for Advancement & Strategic Relations
Don Hunsicker, Dean of the School of Design Studies
Margarita Iglesia, Director of the School of Landscape Architecture
Samaya Jabbar, Interim Executive Assistant to Academic Affairs & the Deans
Ming Li, Academic Affairs Data Analyst & Coordinator
Estefani Molina, Director of Human Resources Operations

Julia Nelson, Director of Information Technology Systems and Security
Karen Nelson, Dean of the School of Architecture
Jason O'Brien, Director of Information Technology
Lee Peters, Director of Foundation Studios
Regina Raboin, Director of the Library
Denise Rush, Dean of the School of Interior Architecture
Maria Sardinas, Director of Career Services
Ashley Tannenbaum, Director of Collaborative Practice
Diana Valencia-Becerra, Executive Assistant to the President - Event Manager
Ellen Yee, Director of Facilities & Operations
Jessica Yuan, Director of Intermediate Architecture Studies

v. INSTITUTIONAL OVERVIEW

THE BAC CULTURE

The Boston Architectural College is organized around one educational idea: people learn most fully when study, work, and responsibility develop together. Its concurrent model joins academic learning with assessed professional experience, so students test knowledge against clients, communities, deadlines, regulations, resources, competing interests, and consequences while still enrolled. Students in professional programs may complete up to 3,000 hours of professional experience and earn Practice credit through community design and renovation projects for school districts and nonprofit organizations. The College describes the philosophy underlying this model as *An Inconvenient Education* because it places students inside the uncertainties of professional life rather than postponing those encounters until after graduation. Its educational aim is judgment: the capacity to interpret incomplete conditions, weigh alternatives, make responsible decisions, and act when no predetermined answer is available.

Recent measures describe the professional outcomes associated with this model. Employment shortly after graduation has ranged from 96 to 98 percent. Current U.S. Department of Education College Scorecard data place BAC architecture graduates among the highest-earning nationally, with median earnings of $82,268 for Bachelor of Architecture graduates and $83,817 for Master of Architecture graduates four years after graduation among Title IV recipients, ranking second and fourth among architecture programs. BAC students complete NCARB's Integrated Path to Architectural Licensure before graduation at eight times the national average, and many assume supervisory or management responsibilities while enrolled.

The value of this educational model is reflected in our students' post-graduation success. BAC graduates enter their disciplinary fields with résumés that demonstrate integrated, hands-on, real-world experience and with the confidence that they have already begun practicing in their chosen field. Our most recent Graduate Inventory Surveys indicate that employment rates shortly after graduation for BAC graduates range from 96% to 98% in recent years, with a significant proportion securing full-time positions before graduation. Even while still enrolled, 96% of students are employed, and 46% are in management roles.

The institution has developed alongside these outcomes. Degree-seeking enrollment increased from 765 in 2019 to 889 in FY26. Completion within the published program length rose from 16% to 63% for undergraduate students and from 25% to 83% for graduate students, while first-year undergraduate retention rose from 53% to 79%. The College graduated its first majority-minority class in 2023 and became a federally designated Hispanic-Serving Institution in 2025. Since 2019, the BAC has raised or documented more than $21.7 million in annual, capital, and planned gifts, including its first three seven-figure gifts, raising more than $10 million in FY26. It also completed the first phase of the restoration of 951 Boylston Street and began preparations for its first comprehensive campaign. These developments accompanied academic reorganization, expanded student support, new programs, greater use of institutional data, and investment in physical and digital learning environments.

The College has been a pioneer of online design education for more than two decades. Post-professional Sustainable Design courses went online in 2004, followed by an online Master of Architecture track in 2007. In 2020, the College developed BAC CloudCanopy™, placing the College in the cloud including learning management systems, entire computer labs, and student services accessible to any member anywhere on any device. In 2026, the BAC added a fully online Master of Landscape Architecture, a fully online Master of Interior Architecture, and a fully online Master of Design Studies in Urban Design. This progression extends the concurrent model to students who remain connected to employment, families, and communities outside Boston.

The College's professional programs are accredited by the National Architectural Accrediting Board, the Council for Interior Design Accreditation, and the Landscape Architectural Accreditation Board. In 2025, AIA and ACSA recognized the BAC's practice-integrated model with the Practice and Leadership Award. Honorary degrees, exhibitions, lectures, and public programs connect students with designers whose work has shaped contemporary practice. Honorary degree recipients include Pritzker Architecture Prize laureate Balkrishna Doshi and Oberlander Prize laureate Mario Schjetnan, along with Billie Tsien, Daniel Libeskind, Tatiana Bilbao, Benedetta Tagliabue, and Moshe Safdie.

Using the annual measures applied in FY26 strategic reporting, the BAC enrolled 889 degree-seeking students and engaged 1,535 learners through degree, continuing education, and pre-college programs. It offers more than 20 degrees and certificates through the Schools of Architecture, Interior Architecture, Landscape Architecture, and Design Studies. Core and adjunct faculty include practicing designers who connect instruction with current professional conditions. BAC students represent more than 40 nations, and its alumni represent more than 74 nations. Sixty-nine percent of enrolled students are graduate students, 22 percent are international, and approximately 60 percent identify as female. Hispanic students constitute 19 percent of enrollment, Asian students 15 percent, Black students nearly 8 percent, and multiracial students just over 6 percent.

THE BAC LEGACY

The contemporary BAC grew from an experiment begun in Boston in 1889. Clarence Howard Blackall, the first recipient of the Rotch Travelling Scholarship, returned from two years of architectural study in Europe and joined a group of peers in founding the Boston Architectural Club, drawing from the Architectural Association in London and Cooper Union in New York. Conceived as a broad community not just for architects, the Club brought together architects, sculptors, painters, decorative artists, craftspeople, and patrons interested in the built environment. Its charter defined its purpose as "associating those interested in the profession of architecture with a view to mutual encouragement and help in studies."

Blackall served as the Club's first president. The institution offered young practitioners studio space, lectures, exhibitions, mentorship, and opportunities to continue studying after work. Students learned while employed in architectural offices, and practicing architects brought current experience into evening instruction. This structure served people whose circumstances placed conventional full-time study beyond their reach, including immigrants and their children. Practicing architects volunteered their time to teach evening courses after the workday. As the club grew and courses formalized around defined architectural curricula, the volunteer instructors invited faculty from the larger, established programs at MIT and Harvard to review student work. The club ethos exerts a defining influence on the institution and is foundational to our mission, as it gave rise to a mission-driven educational model in which teacher-practitioners work closely with historically underserved populations.

In 1893, Blackall proposed a 29-story home for the Club containing studios, offices, exhibition spaces, and an architectural library. The financial panic of that year prevented its construction; however, the proposal shows the founders' conception of an institution in which professional work, education, intellectual exchange, and civic life developed together.

The contemporary identity of the BAC owes much to its founding dean, Arcangelo Cascieri, who gave the institution greater academic coherence. A BAC alumnus and ecclesiastical sculptor, he became dean in 1938 and served for more than five decades. Cascieri moved the curriculum beyond its earlier Beaux-Arts orientation, strengthening design history and theory, materials and methods, geometry and perspective, urban analysis, and contemporary professional practice while retaining evening study, working students, and practitioner-teachers. Despite its unassuming beginning, by 1938 the BAC was drawing luminaries of the world of architecture to its lecture series: Buckminster Fuller, Walter Gropius, Mary Roche, Alvar Aalto, to name a few. The Club became the Boston Architectural Center in 1944, earned professional accreditation in architecture, gained regional accreditation in 1991, began offering professional master's degrees in 1996, and expanded into interior architecture, landscape architecture, and design studies. In 2006, under President Ted Landsmark, it became the Boston Architectural College.

As professional accreditation and degree authority developed during the 1970s, the College built professional experience into its degrees through a formal Practice curriculum. This gave curricular form to the relationship between work and study that had existed since the Club's earliest years. The current model combines supervised experience, documented learning, faculty assessment, academic study, and reflection. *An Inconvenient Education* articulates why that relationship develops judgment and how it can extend beyond Boston through online education, cloud-based technology, community partnerships, and global learning environments.

Over the next thirty years, new programs continued to launch, and we became the Boston Architectural College in 2006. The BAC introduced a Bachelor of Design Studies in 2004 and a Bachelor of Landscape Architecture in 2007, followed by master's degrees in 2009 and 2010. In 2013, Interior Design was renamed Interior Architecture to reflect the complex role of the Interior Architect in building design. This year, we launched the first-ever (across design education) Master of Landscape Architecture program to be offered 100% online, a fully online Master of Interior Architecture, as well as a Master of Design Studies in Urban Design.

As our programs of study evolved, so did our physical location in Boston. Moving from the original (and various) clubhouse locations on Beacon Hill, the BAC established a permanent location on Somerset Street in 1910, where it remained until 1961, when the BAC moved to its current location at 320 Newbury Street. This historic Brutalist building was dedicated in May of 1966, and ten years later, Richard Haas added the mural on the 322 Newbury building. A cross-section cutaway of an 18th-century Pantheon, the mural established the BAC as a Boston icon. As the school grew, it expanded its campus in 2007 with the purchase and renovation of a historic building at 951 Boylston Street. The Romanesque station house was constructed in 1887 and was formerly home to the Mounted Division of the Boston Police Department. In 1976, the Institute of Contemporary Arts purchased the building and transformed it into gallery space. Following our purchase, the BAC further renovated the building, creating an assembly hall on the first floor and several floors of studios above.

While the City of Boston and the vibrant surrounding region have long been home to the BAC and anchor our identity, our mission of accessibility compels us to serve students and learners beyond this area. Some of our students come to Boston to study while others find opportunity and access through online programs, particularly our graduate programs. The BAC offered education solely at our Boston location until 2004, when we introduced post-professional courses in Sustainable Design. This was followed by the Master of Architecture, online track, in 2007.

THE BAC TODAY

As we enter the 2026-27 academic year, the Boston Architectural College has about 750 students enrolled in undergraduate and master's programs in our Schools of Architecture, Design Studies, Interior Architecture, and Landscape Architecture. Our mission is *to provide excellence in design education emerging from practice and accessible to diverse communities*. Our programs are accredited by the National Architecture Accrediting Board, the Landscape Architecture Accreditation Board, and the Council for Interior Design Accreditation.

The BAC serves a diverse student community which has trended over the past twenty years toward graduate education. Fully 69% of students are enrolled in our graduate programs, and 22% of all students are international. 60.3% identify as female and 38.1% as male. White students make up 41% of the student population, with 19% Hispanic, 15% Asian, and nearly 8% black. Just over 6% identify in two or more demographic categories. For more on BAC student characteristics, see Standard 2.

In addition to their professional work and community service projects, our students are also taught and mentored by a body of highly qualified core and adjunct instructors, many of whom are practitioners and maintain active professional lives, strengthening the connection between workplace experience, what we call Practice, and classroom learning. Indeed, a—if not *the*—distinguishing feature of a BAC education is our work-integrated model of *concurrent education*, meaning that students in our professional programs are required to apply and test what they learn in the classroom by working up to 3000 hours in design firms while engaged in their academic studies. Students also earn Practice credit through community service design and renovation projects for local school districts and other non-profits, which are managed through our Gateway Office in the Practice Department. The learning gained through these Practice opportunities is carefully documented and evaluated and is a central part of program requirements, with the exception of Design Studies, which offers experiential learning through internships and a mentoring program. Students in our non-professional programs similarly engage in applied, experiential learning through their practice-focused curricula and through myriad practice opportunities – paid, unpaid, community-engaged, collaborative, volunteer – that suffuse the BAC's learning environment.

Planning for *BAC to the Future* began in 2019 with community listening, faculty and staff workshops, and an all-stakeholder retreat involving students, employees, and trustees. The Board approved the strategic plan in November 2020. The plan established a six-part vision, six institutional goals, broad strategies, and inaugural initiatives, while allowing detailed operational plans, resource allocations, and measures to develop as pandemic conditions changed. During 2021 and 2022, the College translated the plan into measurable indicators using 2019 baselines and targets through 2027. The Board approved those measures and targets on June 22, 2022, establishing the 2022–2027 implementation and assessment period used in institutional reporting.

Five themes run through the Self-Study that follows: growth in enrollment, programs, and online reach; measurable gains in student success; an expanded culture of assessment and continuous improvement; improved financial strength; and continued development of the Board of Trustees. The BAC is now beginning a five-year strategic plan for 2027–2032 and a ten-year BAC Mixed Reality Master Plan™ for 2027–2037. The first will address the institution as a whole; the second will connect the physical campus, digital infrastructure, online education, global learning environments, and emerging technologies. Together, they continue an institutional idea first given form in 1889 and now expressed in the BAC's mission of access to excellence: to provide excellence in design education emerging from practice and accessible to diverse communities.

STANDARD ONE: Mission, Governance, Organization, and Planning

MISSION

MISSION: DESCRIPTION

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

The Boston Architectural College Board of Trustees approved this mission in 2005 as part of our strategic plan and institutional name change. More than 20 years later, our mission continues to resonate throughout our community, informing every aspect of the BAC's operations and strategy. From a student's earliest engagement with the BAC to their participation in Practice, from curriculum development to strategic planning, this statement guides all that we do (**26-1037**).

We take steps to ensure our constituents understand our mission. Trustees are introduced to the mission during vetting and onboarding (**26-1008**); students learn about the mission when they complete their application (**26-1058**), and begin their student journey (**26-2195**); faculty and staff learn about the mission at the time of hire and onboarding (**26-1011**; **26-2196**); and the public is informed through our publications, and media releases (**26-1026**; **26-1059**).

BAC undergraduate and graduate degree programs emerge from and align with our mission.

- We offer design education within the Schools of Architecture, Design Studies, Interior Architecture, and Landscape Architecture. The excellence of our programs is recognized by accreditations from the National Architectural Accrediting Board, the Council for Interior Design Accreditation, and the Landscape Architecture Accreditation Board, information that we provide on our publicly available website (**26-1057**).
- Practice, our distinctive concurrent education model, is at the core of our mission. BAC students complete a design education through an experiential learning model in which they acquire professional skills and expertise through hands-on projects and real-world employment while concurrently completing coursework (**26-4003**). Our students earn credit and gain experience in both settings, enhancing their post-graduation success.
- The BAC makes a design education accessible through our ongoing commitment to open enrollment and enabling students to complete design degrees from wherever they are and in ways that fit their lives (**26-1061**). We offer more than two-thirds of our graduate-level classes and approximately one-third of our undergraduate classes online (**26-1062**).

We demonstrate our mission in our service to the public good. We contribute to the community's intellectual and cultural life through our Lecture Series and the McCormick Gallery (**26-1063**), which are open to design professionals and the public. Since 2019, we have refocused our public lecture series and exhibits to address issues of social and spatial justice through themes and invited lecturers (**26-1064**). The BAC celebrates BIPOC designers featured in our lecture series and gallery (e.g., Tatiana Bilbao (2025), Walter Hood (2024), Billie Tsien (2023), and Balkrishna Doshi (2023)). Our growing Pre-College programs welcome high school students to experience design education on our campus and online (**26-1065**). Since 2008, our students have provided design services to community organizations and local nonprofits on a pro bono basis through our Gateway Initiative (**26-1066**).

The BAC mission guides the activities of our Office of Advancement and Strategic Relations. Scholarship philanthropy remains a major fundraising priority, helping reduce financial barriers for students and expand access to a BAC education. Donor support strengthens student recruitment, persistence, and degree completion while advancing our mission of accessible, practice-based design education. The Pre-College Design Access Fund provides scholarships and other access components of our pre-college programming that reduce barriers to participation. This ensures that high school students from diverse backgrounds can participate in pre-college experiences, such as Summer Academy, strengthening educational access and the pipeline to design education (**26-1067**).

The BAC mission informs our strategic plan and the way we execute it. The goals of the strategic plan stem from the mission's four principles: excellence, practice, access, and diversity.

The Presidential Advisory Council for Social Justice (PACSJ) was constituted in August 2020 as part of the Social Justice Initiative within BAC to the Future. Reporting to the president, the Council was charged with coordinating diversity, equity, inclusion, and social justice work across the College; advising on emerging institutional needs; and organizing topical working groups open to the wider BAC community. Its membership brought together students, faculty, adjunct faculty, staff, alumni, academic leadership, Human Resources, and Title IX functions, student affairs, communications, data analysis, and Cabinet representation. PACSJ convened planning sessions and retreats through 2022, including a January 2022 workshop connecting academic excellence with equitable student outcomes, belonging, employee engagement, and an inclusive institutional culture.

The Council later became inactive as institutional priorities shifted and extensive personnel turnover depleted its membership. In late 2024, the president charged the chief of staff with coordinating a renewed institutional effort and planning a PACSJ relaunch. The proposed structure included representatives from Student Government and NOMAS; student and employee Title IX functions; academic leadership; adjunct faculty; alumni social justice initiatives; communications and data analysis; and co-facilitators for working groups. During early 2025, however, the College reviewed new federal executive actions and related higher education guidance, consulted external legal counsel, and deferred the relaunch while assessing legal, regulatory, and operational implications. The deferral altered the timing and structure of implementation, not the BAC’s mission, strategic goals, or commitment to excellence, practice, access, and diversity.

In February 2025, the BAC began a focused review of its DEIA-related policies, programs, governance, and public-facing materials in response to rapidly changing federal actions. On February 13, 2025, the College received guidance distributed through AICUM regarding a multi-state statement co-led by Massachusetts Attorney General Andrea Joy Campbell, affirming that lawful DEI and DEIA initiatives remained permissible under state and federal law. On February 20, 2025, BAC leadership consulted Michael R. Bertoncini and Carol R. Ashley of Jackson Lewis regarding the U.S. Department of Education’s February 14, 2025 Dear Colleague Letter, including its possible implications for admissions, financial aid, scholarships, hiring, training, promotion, compensation, and related institutional practices. On February 26, 2025, the College received additional guidance distributed through AICUM from the Massachusetts Office of the Attorney General, Executive Office of Education, Department of Higher Education, and Department of Elementary and Secondary Education, reiterating that the federal actions did not change existing law or prohibit lawful DEIA efforts. Against this evolving and at times conflicting regulatory backdrop, the BAC continued its review through February and March 2025, including the presentation and timing of selected DEIA-related initiatives and PACSJ activities, while monitoring federal enforcement, state guidance, legal counsel, accreditation expectations, and higher-education practice (**26-1080)**.

Our goals for student learning align with our mission and reflect our hopes and expectations for all students in all modalities who are completing a BAC design education.

- Our institutional learning goals for Practice prioritize divergent thinking/agency, career wayfinding, environmental stewardship, advocacy, teamwork/collaboration, and work-based and service learning, all of which we believe are crucial for graduate and undergraduate design students (**26-1053**).
- The undergraduate Liberal Studies curriculum (General Education) is designed to meet six program-level learning outcomes: communication; critical thinking;; key literacies (information, visual, quantitative); ethics and integrity; global thinking; and self-directed research and learning (**26-1082**).
- Our academic programs establish student outcomes and competencies that reflect their professions, including the proficiencies set by their professional accrediting bodies (**26-1054**).

It is the responsibility of the Academic Affairs Committee of the Board of Trustees to review our academic mission regularly and to make recommendations to the full Board regarding the mission, resources, and policies necessary to fulfill it (**26-1022**). There has been no change to the BAC's mission since our 2016 comprehensive evaluation.

MISSION: APPRAISAL

The BAC's mission is central to our efforts in recruitment, admissions, and curriculum design, as we discuss in greater detail in Standard 2. It drives decisions about emerging possibilities for degree programs (in Standard 3), the Practice component of our existing programs (in Standards 2 and 4), and frames our strategic planning process (in the Planning section of this Standard).

The BAC has pursued its access mission with success, with a current student population that is over one-third non-white (**26-2015**) and over 50% female. We are the only open-admissions design school in the United States, a federally designated Hispanic Serving Institution (**26-1073**), and a Title III-eligible institution under the Strengthening Institutions Program, recognizing our high concentration of Pell Grant recipients and our role in expanding access for students with significant financial need (**26-2213**). These designations and demographics situate the BAC at the intersection of persistent gaps in American design education — two-thirds of licensed U.S. architects are white men (NCARB, 2024) — and underscore our role in preparing a more diverse generation of design professionals.

We additionally support access to a BAC design education through the BAC's cloud-based virtual computing lab, referred to internally as CloudLab. A component of our strategic plan, and initially adopted as a COVID response, CloudLab provides all students with remote access to the specialized design and modeling software required for architectural and design coursework. CloudLab has evolved from an emergency response measure into a critical, continuously utilized piece of the College's academic technology infrastructure, directly supporting equitable access to design education for students regardless of their location or personal computing resources (**26-3019**). Because the lab operates on elastic cloud infrastructure rather than fixed physical hardware, we can scale capacity to meet our online enrollment and course demand without capital investment and the physical limitations of an on-premises computer lab (**26-2018**).

We fulfill the public statements we make about what students will gain from their BAC education. Across the past three academic years, the BAC's Graduate Outcomes Inventory, administered to our most recent graduates by the BAC and linked to the NACE First Destinations Survey, has consistently demonstrated strong employment outcomes. Employment rates shortly after graduation for BAC graduates range from 96% to 98% in recent years, with a significant proportion securing full-time positions before graduation. We celebrate these and other accomplishments of our students and alums on The BAC Buzz (**26-1068**). These outcomes reflect the intentional integration of professional experience into our curriculum, in which students graduate not only with a degree but also with substantial real-world experience and established professional networks (**26-2181**). This element of our mission represents a distinctive feature of the BAC among North American design colleges. Since its origins in 1889 as a club for Boston's architectural and artistic community, through its earliest years as a provider of professional education to junior practitioners and draftsmen, to its current status as a fully accredited degree-granting college, the BAC has steadfastly demonstrated that a practice-integrated education leads to academic and design excellence.

GOVERNANCE

GOVERNANCE: DESCRIPTION

To support our mission, the Boston Architectural College has a governance structure that is clearly described and understood. The Bylaws of the Boston Architectural College were most recently updated on June 14, 2023. They delineate the trustees' authority and responsibility as the college governing body, the charge of each Board of Trustees committee, and the responsibilities of our executive officers (**26-1001**).

The Board of Trustees is the governing body of the institution and provides oversight of the college's financial, academic, and business affairs. Trustees provide strategic oversight and review and approve institutional policies, while deferring the management of daily college operations to the president and cabinet. The full board convenes four times each calendar year, with an annual on-site meeting in June. The work of the Board of Trustees is conducted through their standing committees, each of which is led by a voting member of the Board. The Board as a whole takes advice from these committees and acts upon their recommendations (**26-1022**).

Trustees receive a copy of the BAC Bylaws and the Trustee Handbook upon their recruitment and election to the Board of Trustees. The Bylaws and Handbook include a comprehensive overview of the corporation, the membership of the board, the power and responsibilities of the board, the officers of the Board of Trustees and their duties, board meeting schedules, the committees of the board and their charges, and the officers of the BAC and their responsibilities for oversight of operations (**26-1008**).

The Boston Architectural College is a Massachusetts 501(c) (3) nonprofit corporation, the sole business of which is the operation of a college of design for which the Board of Trustees holds sole authority and control. There are no other ownership or affiliation structures. The Bylaws grant the trustees "all powers provided by law or necessary to supervise the business and affairs of the Corporation and all powers to carry out any other functions as are permitted by these Bylaws or by the Articles of Organization, except as limited by law. The primary functions of the Board of Trustees shall be oversight of the operations of the College, the establishment of policy, and the sound management of the resources of the College, and to make and enforce rules, other arrangements, and contracts as it may deem wise for and on behalf of the Corporation relative to its properties and activities, including contracts of employment of the president (Boston Architectural College Bylaws, Article II, Section 3.1)" (**26-1001**).

To ensure our trustees have no conflicts of interest, they are required to complete and sign a conflict-of-interest disclosure at the time of their election, and an updated disclosure at their annual meeting each June. Forms are reviewed for possible conflicts of interest by the Chief Financial Officer, the Board Secretary, and legal counsel, as needed (**26-1006; 26-1002**).

The BAC Bylaws state that the Board of Trustees may have no more than 23 members, including the president of the College, who is *ex officio* and nonvoting. At the time of recruitment and election, the Board of Trustees Governance Committee carefully vets candidates nominated by a serving board member or community member;

they are interviewed by the president of the College and the Chair of the Board; and assessed for the best fit with the current slate of members to maintain a careful balance of representation and industry experience across the board. Our trustee recommendation form tracks a variety of elements, including demographics and diversity of disciplinary expertise (**26-1009**).

The BAC has one campus, located on Newbury and Boylston Streets in the Back Bay area of Boston, Massachusetts, for which the Board of Trustees has sole governing authority. We have no other campuses or additional locations within or outside the United States.

As our Bylaws direct, the Board of Trustees appoints the College President, most recently Dr. Mahesh Daas, who was named in 2019 following a national search. Since Dr. Daas's hire in 2019, the Board of Trustees has completed regular performance reviews annually and reappointed him to a second five-year term in 2024.

The Board of Trustees maintains regular communication with Cabinet members. The full Board convenes four times each calendar year, with an annual on-site meeting each June. Cabinet members provide reports and participate in these meetings. Executive Committee meetings occur between regular Board meetings to discuss strategic and fiscal matters, new program development, and fundraising. Each Board Committee meets four times each year and includes a Cabinet member as a liaison to the operational leadership. When actions taken by the Board require communication to the institutional community, such as budget approval, the president communicates this information.

In 2024, the president appointed a chief of staff to the president, who also functions as assistant secretary of the Board. The Chief of Staff manages board meetings, maintains the official records of the Board meetings and actions, and liaises between trustees and the president (**26-1041**).

Recognizing the importance of periodic self-assessment to the Board's functioning and integrity, the Board of Trustees conducts a self-assessment every 3 years with assistance from an external consultant. This process, which is the responsibility of the Board of Trustees Governance Committee, includes a comprehensive survey based on the AGB-Institutional Board Assessment Tool and careful analysis by the consultant to ensure the Board is meeting its purpose and responsibilities (**26-1003**). We completed a preliminary self-assessment in 2017. Our first self-assessment with the AGB tool was in 2022, and we repeated it in 2025.

The Board of Trustees plays an active role in oversight of institutional risk through regular review of financial performance, strategic initiatives, and major institutional decisions. The Board of Trustees Audit and Risk Management Committee is charged with assessing the BAC's risk exposures, monitoring risk management mitigation practices and risk management processes, monitoring compliance with legal and regulatory requirements, and reporting to the full Board (**26-1040**). The vice president of Finance & Administration serves as the liaison to this Board committee and ensures that risk management is integrated into institutional planning, financial oversight, and operational decision-making.

Additionally, through the budget review and approval process, the Board of Trustees verifies that resource allocations align with the College's mission and strategic plan. They also ensure that resources generated within the institution and by trustees and other contributors support the College's long-term financial stability and advance the College's strategic vision**.**

Trustee onboarding includes participation in New Trustee Orientation (**26-1030**). As of 2022, this orientation includes fiduciary training (**26-1005**). After this initial training, board members are also asked to take refresher training every three years, at the time of their re-election to a new term as trustee. The training meets the requirements set forth by the Boston Consortium for Higher Education and Massachusetts law.

Internal governance at the BAC is led by the president, who was initially appointed in 2019 and most recently reappointed to a second five-year term in 2024 (**26-1060; 26-1070**). The President's Cabinet operationalizes the strategic direction set by the Board of Trustees and implements actions to reach those goals across departments. The Cabinet advises the president, manages institutional resources, responds to critical issues and crises, and coordinates decision-making so that different areas of the college stay aligned with the mission and college strategic goals. Members of the Cabinet include the provost & vice president of Academic Affairs, vice president of Finance & Administration, vice president for Advancement & Strategic Relations, vice president for Strategic Growth, and the chief of staff to the president, who is a non-voting member. The director of Facilities & Operations and the Human Resources operations team lead report directly to the president, but are not members of the Cabinet (**26-1043**).

Under the oversight of the four vice presidents, the full-time College staff is organized into four operational and reporting divisions: Academic Affairs; Strategic Growth (renamed in 2024 and formerly the Division of Enrollment Management and Student Services); Institutional Advancement and Strategic Relations; and Finance and Administration (**26-1075**).

Within their divisions, the vice presidents convene committees and teams, often cross-divisional in composition, to carry out the BAC's work. For example, the First Year Experience Committee, the Foundation Student Support Committee, and the Enrollment Management Team are discussed in Standard 2; the 403B Committee is discussed in Standard 3; and the IT Security Team is discussed in Standards 3 and 5. These and other committees and teams are discussed throughout this report.

Additionally, executive management has established a series of meetings that invite input and discussion from across the campus. These groups allow the campus community to receive operational and strategic updates, share ideas, and advise senior leadership on strategic initiatives.

- All Staff Meetings are convened by the president. This meeting brings together all staff from across the college and meets monthly to discuss strategic issues, provide operational and strategic updates, and provide input into major campus projects (**26-1044**).
- E-Hive is a cros-functional operational leadership group that has been meeting weekly since 2020. Our experience in 2020 and 2021 suggested that this was a durable tool for maintaining communication and operational efficiency, and E-Hive continues to serve this purpose. Meetings have no set agenda. Instead, each member, a director from each operational area, provides an update on current activities within their area (**26-1045**).
- The President's Academic Innovation Team (PAInT) is a cross-divisional group that is periodically convened to discuss mission-centered academic innovation and experimentation at the BAC. Members are encouraged to think globally and inclusively and to respond to the needs of our students and changes in higher education with bold ideas. The function of PAInT aligns with the strategic goal of designing "future-oriented design programs" (**26-1046**).

While outside the institutional governance structure, our Alumni Advisory Council plays a significant role in providing input on BAC operations and strategic direction (**26-1071**). The Alumni Advisory Council is a volunteer group of elected alumni who represent the views and interests of BAC alums and promote an active community and connections between alums and the college. Each Alumni Advisory Council member serves a two-year term and participates in four meetings each year. Each member also participates in one of the two committees of the AAC: Alumni and Friends Awards and BAC Talks (**26-1074**).

Oversight for the BAC's academic program quality, content, and effectiveness resides with our faculty, including the deans and the provost. Education directors for each academic program ensure that courses align with the outcomes, expectations, and the larger program goals, and hire and support faculty. Deans of each School review curricular coherence and structure within their academic programs and support education directors and their faculties. The provost has global curricular oversight and final approval of curricular matters. The Board of Trustees, through the Academic Affairs Committee, has final approval of new academic programs recommended by the provost. A broader discussion of these processes and governance structures is included in Standard 2.

The internal governance of Academic Affairs provides our faculty with a substantive voice in academic matters and policy. Our Deans' Meetings are held bi-weekly and led by the provost to coordinate leadership on current academic projects and long-term planning, develop strategies, collaborate on initiatives, and ensure that academic programs are coherent across disciplines and align with the College's mission to promote concurrent academic and Practice education. The group includes the deans of the four schools, as well as the dean of Practice, the associate vice president of Academic Affairs & dean of First Year Experience, and, beginning Spring of 2027, the assistant vice president of faculty affairs & program assessment.

Core Faculty meet in two bodies – one charged with oversight, consultation and coordination across divisions, Education Council. Members of Ed Council include Academic Affairs leadership as well as Student Affairs leadership. The Curriculum Committee governs the curriculum, academic standards, policies, and assessment. These two groups are discussed in detail in Standard 2.

Course content is determined by individual instructors in consultation with their supervising education director, with new courses reviewed by the Curriculum Committee, and advanced for the provost's approval. For required courses, learning goals are determined by education directors and aligned with approved program-level learning goals. For elective courses, individual instructors have significant freedom to determine course content, materials, assignments, and grading rubrics; however, education directors vet these courses carefully to ensure they align with the curriculum's overarching goals and have clear learning outcomes.

Meetings of the Full Faculty, including adjuncts, are convened once a term in a retreat-like meeting. Some meetings are organized around generative questions, like "What is a BAC education?" or "How do we create a compassionate grading community?" Others ask BAC community members to present on a topic. All meetings include announcements of initiatives important to faculty (**26-2245**).

The Adjunct Faculty Committee serves as a representative voice and meets regularly to support other adjunct faculty and identify concerns to be elevated to institutional leadership (**26-2247**). Members of the committee also present adjunct concerns at each Full Faculty meeting.

GOVERNANCE: APPRAISAL

1.0 (previous 3.8) Following our 2024 Progress Report, the NECHE Board requested that in addition to the information included in all self-studies, as well as the matters specified in our letter of June 27, 2022, the institution give emphasis, in the Self-Study prepared in advance of the Fall 2026 comprehensive evaluation, to its continued success in addressing [... an area] specified for attention in the Spring 2024 progress report: Achieving our diversity, equity, and inclusion goals (NECHE Action Letter, April 2, 2024).

The Boston Architectural College trustees reflect our goal of a careful balance of representation and industry experience (**26-1009**). They include nine trustees who identify as female, five who identify as a person of color, and six who have an international place of origin. Five trustees are BAC alumni, and two have a spouse or child who is an alumnus of the College. In addition to these demographics, our trustees also span a diversity of professions and areas of expertise, including architecture, construction, engineering, finance, healthcare, higher education, urban design, landscape architecture, interior architecture, not-for-profit organizations, information technology, law, entrepreneurship, business owners, marketing, human resources, and strategic planning (**26-1072**).

The president's chief of staff supports the functioning of the President's Office and the Board of Trustees, and serves as the lead coordinator of college DEI initiatives, supporting efforts to foster an inclusive campus culture. She assists with organizing events, facilitating trustee onboarding and training. She helps maintain resource materials, supports DEI-related committees, and tracks progress on institutional goals. Through this work, she collaborates across departments while building a campus culture of equity-focused programming and communication (**26-1042**).

1.10 (previous 3.8) Following our 2024 Progress Report, the NECHE Board requested that "the Fall 2026 Self-Study also address a matter related to our standard on Organization and Governance. The Commission appreciates learning that, in 2021, BAC's Board of Trustees "designed and implemented an evaluation protocol" to be conducted every three years; the first cycle was completed in Spring 2022, and the next review is scheduled for Spring 2025. We note with favor that this evaluation process has been customized to be "appropriate to the needs and goals of [the] board," and we look forward to being apprised, in the Fall 2026 self study, of the institution's continued success in enhancing the effectiveness of the governing board based on its self-evaluation (NECHE Action Letter, April 2, 2024).

At its December 2021 meeting, the Boston Architectural College Board of Trustees approved the use of the Association of Governing Boards (AGB) tool for self-assessment, with additional questions on justice, equity, diversity, and inclusion, as approved by the Governance Committee (**26-1033**).

The board also approved a three-year cycle for conducting the self-assessment. An outside consultant, Periscope Advisory, with expertise in board governance, conducted a needs assessment and designed an evaluation process tailored to our board's needs and goals (**26-1035**). The board adopted this process in 2021 and concluded its first evaluation using the AGB tool in Spring 2022. The results were presented to the board in an executive session at the June 2022 annual meeting of the trustees (**26-1034**).

Working with our consultant at Periscope Advisory, the Board of Trustees Governance Committee reviewed the results of the 2022 self-evaluation. It developed questions for the 2025 cycle that focused on areas of the evaluation that needed more data, clarity, or periodic reporting on progress over the previous three years (**26-1036**).

The next self-assessment was completed in Spring 2025. Based on the 2025 evaluation and comparisons with 2022 data, our consultant made several recommendations regarding trustee satisfaction with workload, committee relevance, and the overall administration of the Board of Trustees (**26-1004**). The trustees reviewed and adopted those recommendations, including changing the length and schedules of committee meetings and tightening the administrative oversight of meetings by adopting a vice-chair model rather than a co-chair model.

The Board also took action in two instances to consolidate committees to provide more focus and clarity. The Investment Committee, previously a subcommittee of the Finance Committee that met separately, was consolidated with the Finance Committee. The committees overlapped, and it made sense for them to meet together to give all members the best opportunity to gain an overall understanding of the BAC's investment strategy within the Finance Committee meeting. This also removed redundancy, as the same investment information was not repeated at each Finance Committee meeting. The second consolidation of committees is the Student Affairs Committee and the Enrollment, Retention, and Marketing Committee. The trustees agreed that there was significant overlap in content between the two committees, and that it made sense for Student Affairs-oriented trustees to have a full understanding of the college's enrollment, retention, and marketing strategies, as these directly impact student life. These committees also had significant membership overlap, so combining them led to a natural consolidation of time and knowledge-sharing (**26-1031**).

We look forward to continued Board growth, informed by the results of our next Board self-assessment in 2028 and the ongoing external perspective from our consultant.

Our last Institutional Self-Study (2016) outlined a reorganization of our Enrollment Management function. To better reflect the current strategic vision, that division was recently retitled the Division for Strategic Growth.

In Fall 2022, the president recognized the need for a similar reorganization of the Division of Academic Affairs to better align with our strategic goals, as we discussed in our 2024 Progress Report. The provost & vice president of Academic Affairs was tasked with building an organizational infrastructure to achieve our strategic goals, specifically increasing enrollment, launching new programs, and improving student success metrics. The provost additionally recognized the opportunity to grow a culture centered on compassion, student success, and academic excellence.

In addition to other staffing improvements in Academic Affairs that have been made over the last four years, as discussed in detail in Standard 2, in 2024 we brought on board an associate vice president of Academic Affairs & dean of First Year Experience, responsible for overseeing all Foundation and Liberal Studies curricula, managing education directors in those areas, and ensuring faculty assessment and support. This new organizational structure centers responsibility for first-year students' academic success within a single office, and the addition of dedicated Academic Affairs data support facilitates a more complete view of the challenges facing those students. Such focused leadership then identifies, tests, and evaluates data-informed interventions. This improvement is notable as part of our increased focus on undergraduate student success.

The provost also supported the recent formation of our Adjunct Faculty Committee, which addresses concerns about the representation of adjuncts in governance. After a series of planning meetings in Fall 2025 (**26-2272**), the group formally proposed the Adjunct Faculty Committee and identified its role, responsibilities, and processes. In January 2026, the provost accepted the proposal (**26-2249**), and the committee is now integrated into the advisory and communication structures of Academic Affairs. The BAC has always had a unique faculty structure that relies heavily on qualified adjunct faculty members to teach the majority of our courses, as discussed in greater detail in Standard 2. The first election of the five-member committee was held in Spring 2026, marking the formal beginning of this committee and an important opportunity for our largest group of faculty to speak directly to the administration and play a larger role in Academic Affairs. This marks an important step in faculty affairs toward the greater shared governance that we have previously identified as an area for growth.

PLANNING AND EVALUATION

PLANNING AND EVALUATION: DESCRIPTION

The Boston Architectural College (BAC) engages in planning that extends beyond the short term and is grounded in a clear understanding of its mission, student population, and market position. Institutional goals are established with a focus on achievable growth, student success, and long-term sustainability and are informed by both internal data and external conditions affecting higher education.

Our current strategic plan, *BAC to the Future,* proceeded in two stages. The first established the College's long-range direction. The president initiated a community-engagement process in 2019 that included faculty and staff workshops in September, an all-staff and faculty retreat in October, and an all-stakeholder retreat on November 18. The stakeholder retreat involved 55 faculty, staff, students, and trustees. A further visioning session was held in December, and The Education Alliance was engaged in January 2020 to synthesize the resulting ideas, critiques, and priorities. The Board ratified the College's core values in January 2020, and the framework was further reviewed with Cabinet members, trustees, and other stakeholders before the Board approved *BAC to the Future: 2020–2025* on November 18, 2020 (26-1086).

The second stage translated that high-level direction into a measurable implementation framework. Beginning in fall 2021, associate vice president for data and analytics worked with Cabinet members and the College's cross-functional Strategic Initiative teams to define performance indicators, establish 2019 baselines, identify data sources and calculation methods, and set performance targets. We undertook this discussion at this time in the context of disruptions created by the pandemic. The Board approved the measures, baselines, and 2027 targets in a meeting of the Executive Committee in 2025. For reporting purposes, the 2022–2027 period is therefore the measurable implementation and assessment phase of the plan approved in 2020, rather than a separate strategic plan or a two-year extension. The measures were presented to faculty and staff in July 2022, discussed with faculty and education directors through the Education Council in September of that year, and subsequently reported through All-Staff Meetings, Board meetings, and institutional progress reviews.

The plan was designed from the outset to accommodate changing conditions. It distinguishes long-range strategic direction from operational planning, allowing divisions and cross-functional teams to develop specific work plans, resource allocations, and quantitative goals through the College's multi-year strategic resource-planning process. Its processing framework calls for initiatives to be continually identified, evaluated, validated, and prioritized in response to evidence, emerging opportunities, and external change. This approach provided continuity of purpose through the pandemic while allowing the College to adapt its delivery, technology, operations, student support, and resource decisions.

The plan's vision has six dimensions: Social Justice and Excellence, advancing inclusion and helping students realize their potential; A Global Network, A Cloud Canopy, extending education across social identities and geographic locations; A Full-Spectrum Education Partner, creating pathways from preK–12 and postsecondary education into the design professions; A Cutting-Edge Intellectual Leader, advancing design knowledge and technological innovation; Design Literacy and Resilience, positioning design thinking as a capacity needed for sustainable and resilient societies; and A Robust Institution, developing a growing and sustainable College whose educational innovations can inform higher education more broadly (**26-1083**).

These dimensions are carried forward through six institutional goals. Achieving Academic Excellence for Student Success focuses on academic quality, student experience, diversified programs, new educational formats, geographic and online reach, and pathways for learners at different career stages. Cultivating and Empowering Our People addresses employee development, diversity, equity, belonging, leadership, and an adaptive organizational structure. Advancing Practice, Entrepreneurship and Design-Driven Innovation builds on the College's practice-integrated model through mentorship, experimentation, intellectual property, entrepreneurship, partnerships, and professional benchmarking. Engaging Community through Authentic and Compelling Vision, Stories and Programs uses institutional stories, communications, publications, marketing, and engagement to strengthen reputation, affinity, and philanthropy. Realizing Our Vision through Innovative Resourcing Models connects strategy with viable program models, multi-year budgeting, fundraising, grants, and more effective use of institutional assets. Leading with Sustainability and Resilience in Operations and Infrastructure integrates physical facilities, cloud-based infrastructure, environmental responsibility, and the College's presence in Boston's Back Bay .

Nine inaugural initiatives translated these goals into cross-functional work: the Academic Excellence Initiative, focused on student success, curriculum, programs, faculty, and academic operations; the Social Justice Initiative, created to coordinate institutional programs, working groups, and external leadership related to diversity, equity, inclusion, and social justice; the PreK–12 and Early College STEAM Initiative, developing design-literacy, dual-enrollment, transfer, articulation, and pre-college pathways; the New Advancement Platform Initiative, building fundraising capacity, constituent relationships, stewardship systems, and a culture of philanthropy; the Innovation Institute Initiative, supporting educational and professional innovation, entrepreneurship, research, intellectual property, and alternative credentials; the Operational Excellence Initiative, strengthening accountability, agility, efficiency, workforce capacity, and actionable information; the BAC Global Initiative, expanding international partnerships, programs, practice connections, and distributed delivery; the BAC Cloud Canopy Initiative, integrating online learning, student services, technology, digital resources, and virtual community; and the Mixed Reality Campus Master Planning Initiative, connecting the physical campus with cloud-based and hybrid educational environments.

As you can see, the Board of Trustees participates in strategic planning through both full-Board action and committee oversight, who receive progress reports on performance and resource allocation, during Board committee meetings. The Academic Affairs Committee ensures alignment among the mission, strategic plan, academic programs, student interests, workforce needs, and available resources. The Development and Alumni Affairs Committee supports strategic initiatives, helps establish fundraising goals, and ensures that the College's case for support remains grounded in the mission and strategic plan. The Marketing and Enrollment Management Committee recommends enrollment, marketing, retention, and progression strategies, establishes annual and long-term enrollment goals, and monitors performance (**26-1022**).

Faculty, staff, and students participate at defined planning, implementation, and evaluation points. Their input shaped the original vision and goals through the 2019 workshops and retreats. Faculty and staff participated in developing the 2022 measures and have reviewed strategic indicators through the Education Council and monthly All-Staff Meetings, which include reports from the president and major divisions, open discussion, and an anonymous question channel to Cabinet. The President's Academic Innovation Team, established in October 2021, brings faculty, education directors, staff leaders, and students together monthly to examine strategic academic priorities, data, and possible interventions. In July 2024, the College convened *BAC to the Future, Part II* to review progress and identify priorities and barriers, including student financial pressures, preparation gaps, and systemic obstacles (**26-1085**). Together, these structures connect community participation with implementation by Cabinet and the strategic teams, academic review, resource planning, and Board oversight.

1.14 Following our 2021 Interim Report, NECHE requested that the BAC, in this Self-Study report, include an emphasis on "Strengthening our culture of assessment with emphasis on implementing a Center of Excellence in Data Analytics and ensuring that there are sufficient faculty and staff to sustain the institution's strategic assessment activities" (NECHE Action Letter, June 27, 2022)*. *Additional information is included in Standards 2, 3, and 4.

Following the BAC's 2021 Interim Report, NECHE asked the College to strengthen its culture of assessment, including implementation of a Center of Excellence in Data Analytics and sufficient staffing to sustain strategic assessment activities. The BAC had already begun building this capacity. The 2021 NECHE Interim Report documented Cabinet support for a data and analytics function and the appointment of an associate vice president for data & analytics, reporting to the president, effective July 1, 2021.

The College's approach has been to build the essential capabilities sequentially in a form proportionate to a small, specialized institution. The November 22, 2021 BAC Analytics Maturity Project established a five-year roadmap that included creation of a Center of Excellence in Data and Analytics, development of an analytics strategy and modern data architecture, formal data governance, assignment of data owners and stewards, self-service reporting, and data literacy (**26-1076**). In 2022, that work advanced into implementation. The College defined an institution-wide governance model focused on data stewardship, standard definitions, documented business processes, data quality, privacy, security, and accessibility.

The July 2022 ZogoTech Data Warehouse Project Charter operationalized this strategy through data integration, validation, verification, development of an institutional data dictionary, agreed definitions for measures and dimensions, and an ongoing process for maintaining those definitions (**26-1077**). It identified "fostering a Data Governance framework" as a guiding principle of the project. ZogoTech is now fully operational and supports analysis of enrollment, retention, progression, graduation, and related student outcomes. The College has also approved CoreCampus as its next enterprise resource planning and student information platform, further strengthening integration across institutional systems.

The College also added data analysis capacity within Academic Affairs through the appointment of the Academic Affairs data analyst & coordinator in September 2024 (**26-2160**)**.** This position has supported two cycles of strategic-plan reporting to the Board by coordinating the collection of performance measures across academic and administrative units, validating institutional datasets and formulas, reconciling measures, and preparing data for Cabinet and Board review. Her work has included enrollment, retention, completion, financial and operational indicators, website traffic, social-media engagement, and other strategic-plan outcomes. This has strengthened the College's ability to track progress against Board-approved baselines and targets using consistent and validated data.

This dedicated capacity complements a distributed institutional model. The director of Facilities & Operations coordinates IPEDS reporting; Cabinet reviews strategic measures and targets; Cabinet and Information Technology oversee data governance; and functional leaders remain responsible for the quality and interpretation of data originating within their areas. Data review is embedded in recurring governance processes. The June 2026 Board materials show that the Academic Affairs Committee reviews retention and graduation in the fall, enrollment and program-level data in the spring, and goals and outcomes annually in June.

The next step is senior coordination. The BAC renewed its national search for a director of data analytics & institutional research in 2026 (**26-1069**). Finalist interviews have been completed, and the College is in the final stage of making an appointment. The director will report to the president and provide institution-wide leadership for institutional research, analytics, assessment, data governance, strategic reporting, and enterprise data strategy. These responsibilities are consistent with the director position description, which assigns responsibility for strategic measures, KPIs, dashboards, data stewardship, governance infrastructure, and the ethical use of institutional data.

The College's assessment culture is evident in how these capacities are used. The 2022 PAInT "Cliff and the Curve" analysis examined BArch retention, progression, and graduation and found that 40% of eventual attrition occurred before the second semester, 60% by Year 2, and 80% before the start of Year 3 (**26-1081**). The analysis focused institutional attention on first-year experience, academic preparation, Foundation, grading, advising, student support, curricular pathways, and Practice requirements and informed initiatives including the Grade Ramp, student advocates, attendance tracking, student-services restructuring, and continued redesign of the first-year experience.

The results are visible in institutional performance. Total degree-seeking enrollment increased from a 2019 baseline of 765 to 889, exceeding the 2027 target of 870. Undergraduate first-year retention increased from 53% to 79%, undergraduate completion within program length from 16% to 63%, and graduate completion from 25% to 83%. The BAC has therefore built the core capabilities NECHE identified through stronger analytical staffing, formal data-governance practices, improved systems, recurring institutional review, and demonstrated use of data in decision-making. The pending director appointment will provide the next level of coordination across these functions.

PLANNING AND EVALUATION: APPRAISAL

The BAC evaluates implementation of *BAC to the Future* through performance measures approved by the Board of Trustees in June 2022, using 2019 baselines and targets through 2027. Cabinet reviews progress across the plan and integrates the findings into annual priorities, budget development, program planning, and institutional operations. The Board receives periodic reports on strategic performance, including a comprehensive review at its June 2026 annual meeting. Results have also been shared with faculty and education directors through the Education Council, and with the wider College through All-Staff Meetings. The July 2024 All-Staff session, for example, reviewed enrollment, retention, graduation, revenues, expenditures, operating margin, strategic initiatives, and new-program development.

Review also occurs through the Board's standing committees. The Academic Affairs Committee's annual cycle includes divisional planning and goal setting, retention and graduation updates, review of new-program proposals and launches, enrollment and program-level analysis, and an annual report on goals and outcomes. The Finance Committee reviews annual and multi-year Strategic Resource Plans and quarterly budget reports. The Marketing and Enrollment Management Committee monitors recruitment, enrollment, retention, progression, graduation, market position, and audience engagement. The Development and Alumni Affairs Committee reviews fundraising performance and resource-development priorities in relation to the mission and strategic plan.

The June 2026 strategic progress report shows significant progress across enrollment, completion, institutional reach, and financial performance, together with continuing gaps in undergraduate enrollment and student retention.

Strategic measure	**2019 baseline**	**2027 target**	**FY26 result**	**Appraisal**
Graduate degree-seeking enrollment	495	550	618	Target exceeded
Undergraduate degree-seeking enrollment	271	320	271	Unchanged from baseline
Total degree-seeking enrollment	765	870	889	Target exceeded
Non-matriculated registrations	225	350	443	Target exceeded
Pre-college learners	125	350	203	Increased 62%; below target
Total engaged learners	1,116	1,570	1,535	Increased 38%; slightly below target
Undergraduate first-year retention	53%	90%	79%	Substantial improvement; below target
Graduate first-year retention	75%	90%	80%	Improved; below target
Undergraduate completion within program length	16%	25%	63%	Target substantially exceeded
Graduate completion within program length	25%	40%	83%	Target substantially exceeded

Graduate and total degree-seeking enrollment exceeded their strategic targets, and non-matriculated registrations nearly doubled. Undergraduate enrollment, however, remained at the 2019 baseline. Total engaged learners increased from 1,116 to 1,535, reflecting expanded participation across degree, Continuing Education, online, and pre-college offerings, although the total result remained slightly below the 1,570 target.

Student-completion outcomes represent the strongest area of progress. Undergraduate completion within 100 percent of program length increased from 16 percent to 63 percent, and graduate completion increased from 25 percent to 83 percent. Both results substantially exceeded their targets. First-year undergraduate retention improved from 53 percent to 79 percent, while graduate retention increased from 75 percent to 80 percent. Both remain below the College's 90 percent goal. The results indicate that students who persist are increasingly likely to complete their programs within the expected timeframe, while early persistence during a student's first semester and first year remains a central priority.

The College has used student-success data to identify points of attrition and direct institutional action. Through the President's Academic Innovation Team and related academic forums, the BAC examined the timing and pattern of departures from undergraduate cohorts. The analysis showed that a substantial portion of attrition occurred during the first semesters and years of enrollment, focusing attention on academic preparation, Foundations, grading practices, advising, curricular pathways, Practice requirements, and the first-year experience. Institutional responses included pass/no-record grading, student advocate positions, greater visibility into attendance and engagement, redesign of student services, and restructuring of the First-Year Experience faculty team. These actions formed part of a coordinated institutional effort and should not be interpreted as the sole cause of the subsequent gains in retention and completion.

Enrollment and program data have also informed decisions about delivery and program development. Online enrollment increased from 232 in FY25 to 285 in FY26, while graduate enrollment remained above the strategic target despite declining from 692 in FY25 to 618 in FY26. These results supported continued development of online graduate programs, certificates, and alternative educational pathways while also identifying undergraduate enrollment and recent graduate-market softening as areas requiring focused attention.

Financial appraisal is integrated with strategic planning through the annual and multi-year Strategic Resource Plan, quarterly budget monitoring, and Board Finance Committee review. For FY26, the College projected a result approximately $1.5 million favorable to budget. Degree-seeking student revenue was projected to exceed budget by $1.1 million, non-degree student revenue reached 108 percent of budget, cash, and investments reached $16.2 million. These results strengthened short-term operating capacity and reserves.

The strategic review also identified long-term financial limitations. The endowment stood at approximately $14.2 million against a $25 million strategic target, and endowment support per student declined as enrollment grew. The College therefore identified endowment growth, philanthropy, and affordability as central priorities for the next strategic plan. Retention, undergraduate enrollment, and Black student representation were likewise identified as continuing areas for institutional attention.

The past accreditation cycle reinforced that designing an advancement program that meaningfully and predictably contributes to the financial health of the institution, requires sustained investment in people, organizational infrastructure, stewardship, and fundraising systems. We will continue strengthening these foundational elements to support long-term philanthropic growth, upon which strategic plans can be built and institutional sustainability supported.

New academic programs.

Due to its clear alignment with the BAC's culture and history**,** the mission has remained unchanged for more than two decades. The College embraces a broad array of design disciplines and supports each with its own standards for curriculum and pre-licensure experience. Recognizing that design education must respond to known and emerging environmental threats, variations among human lived and cultural experience, and rising rates of urbanization across the globe, the BAC is positioned to graduate practitioners ready to address these challenges. Our students engage new building (and re-building) techniques, innovative construction methods, new modes of project delivery, human-centered design techniques, and energy-efficiency models. Core concepts like "design education," "excellence," "practice," and "diverse communities" are evolving with cultural and historical shifts around us (and our students). The College eagerly takes up the challenge of not only participating in those redefinitions but in leading them.

The College has rolled out an array of new and innovative degree and certificate programs that address the challenges mentioned above, thereby both enhancing enrollment and meaningfully increasing understanding of the role design can play in supporting social equity, cultural growth, and environmental health and sustainability. As we plan for possible new programs, the president, the cabinet, and the Board of Trustees will look not only outward at market analyses but also—and more importantly—inward to ensure that all our educational activities continue to align with and support our mission.

This approach to planning will serve the BAC well as we face present and future challenges to higher education in general and small mission-oriented colleges specifically. As we move into the final year of the Strategic Plan, the BAC will have achieved many of the goals housed in that document, [example], and be in a position to continue growing. Our fiscal, academic, and enrollment strategies have served us well and demonstrate sector-defying momentum. We move into the future with enrollment on a growth trajectory, the strongest financial footing in a decade, innovative new academic programs, and impressive national rankings. We anticipate that this moment will continue as we articulate with more schools, both at home and abroad; establish micro-campuses; increase early college engagement; offer rigorous and innovative academic programming; continue to practice sound fiscal judgment and grow our philanthropic capacity.

Improvements in governance structure.

Recent changes to the higher education landscape will mean increased pressure on affordability and student success. These changes also require leadership to maintain a governance structure nimble enough to respond strategically and to change planfully. The Board maintains a committee structure that implements policies derived from the institutional mission and purposes. 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. Consistent mission-centered leadership invites innovative planning.

PROJECTION

STANDARD ONE: MISSION, GOVERNANCE, ORGANIZATION, AND PLANNING

The BAC will continue to strengthen the alignment among its mission and strategic priorities, institutional planning, resource allocation, and assessment of institutional effectiveness. Consistent with NECHE Standard 1, the College will use evidence of student achievement, institutional performance, and progress toward strategic goals to evaluate the extent to which it is fulfilling its mission and purposes. During the next accreditation cycle, the BAC will focus on strengthening its culture of and capacity for assessment; expand the use of institutional research and data analytics; and ensure that planning and decision-making processes are systematic, participatory, and evidence-based. We will continue to use the results of assessment to establish priorities, allocate resources, and guide continuous institutional improvement.

Mission and Mission Fulfillment.

The BAC will continue to use its mission as the principal framework for decisions concerning development of new academic programs, delivery modalities, partnerships, and other educational opportunities; it will assess their alignment with the mission as well as their academic, financial, and operational feasibility. The College will also continue to examine how the concepts embedded in its mission—excellence, practice, access, and service to diverse communities—should be interpreted in response to changes in design practice, technology, environmental conditions, student demographics, and the higher education landscape.

Our appraisal confirmed that the College's long-term sustainability–and ability to meet strategic goals as well as serve its mission– depends upon a diversified philanthropic strategy. We will continue strengthening annual giving, expanding grant development in partnership with Academic Affairs, advancing the phased capital campaign, including support for the geothermal infrastructure initiative, and growing planned giving to strengthen the College's endowment and future financial sustainability.

Strategic Planning and Institutional Priorities.

As *BAC to the Future* approaches the conclusion of its current implementation period, the next planning cycle will build on the participatory approach used to develop the current plan and will incorporate institutional performance data, financial and enrollment trends, student-success outcomes, external conditions, and input from all appropriate stakeholders. Particular attention will be given to priorities identified through the current appraisal: undergraduate enrollment, student retention, affordability, endowment growth, financial resilience, and the continued development of innovative academic and delivery models.

The College will continue to connect strategic priorities to multi-year resource planning and annual budgeting to assure that realistic financial and adequate human resources inform institutional planning. Strategic initiatives will continue to be evaluated and prioritized in response to evidence and changing circumstances. Throughout this work, we have recognized that strategic relationships create opportunities that extend beyond philanthropy alone. We will continue strengthening partnerships with foundations, corporations, government agencies, and community organizations to expand external support, pursue mission-aligned initiatives, and position the College to respond to emerging opportunities.

Student Success and Institutional Effectiveness.

The BAC will continue to use institutional data to identify barriers to student persistence, progression, and completion and to evaluate the effectiveness of interventions. The substantial improvement in undergraduate and graduate completion demonstrates the potential value of this approachThe College will continue to monitor the first-year experience and other points at which students are most vulnerable to attrition and use assessment findings to refine advising, academic support, curricular pathways, Practice requirements, and other student-success strategies.

Our experience has similarly demonstrated that sustainable advancement depends on consistent organizational processes, clear procedures, and staff continuity. We will continue refining and implementing operational practices that strengthen effectiveness, preserve institutional knowledge, and ensure the Division's continued growth and stability.

Institutional Research, Data Analytics, and Assessment.

The BAC has demonstrated a clear commitment to further strengthening the culture of evidence-based decision-making identified by NECHE as an area for institutional development. The implementation of the ZogoTech data analytics platform, development of data-governance practices, and addition of analytical capacity within Academic Affairs have established important infrastructure for this work. The appointment of a director of data analytics & institutional research will allow the College to develop consistent definitions and data stewardship practices, improve access to reliable institutional information, and strengthen the use of dashboards, strategic indicators, and other analytical tools in planning and decision-making.

Governance and Shared Governance.

The Board will continue its regular assessment of its own effectiveness, using the established three-year cycle and external consultation to identify opportunities for improvement. The next Board self-assessment, scheduled for 2028, will provide an opportunity to analyze and evaluate the effects of changes implemented following the 2025 assessment.

The College will also continue to strengthen faculty participation in institutional governance. The establishment of the Adjunct Faculty Committee in 2026 represents an important development, given the central role of adjunct faculty in the BAC's educational model. The College will continue to identify appropriate opportunities for faculty, including adjunct faculty, to contribute meaningfully to academic policy, planning, and institutional decision-making.

Organizational Capacity and Resilience.

The BAC will continue to evaluate whether its organizational structure, staffing, technology, and financial resources are sufficient to support its mission and strategic priorities. The impact of recent organizational changes within Academic Affairs, including dedicated leadership for the First Year Experience and increased data capacity, upon student success measures and organizational effectiveness will continue to be assessed. The College will similarly evaluate its enterprise technology, online infrastructure, facilities, and staffing needs as enrollment patterns and educational delivery models evolve.

The College will continue to integrate financial sustainability into strategic planning, with particular attention to diversification of revenue, philanthropic capacity, endowment growth, liquidity, and the relationship between affordability and institutional financial health. Resource decisions will continue to be evaluated in terms of their contribution to mission fulfillment and long-term institutional sustainability.

Looking Ahead.

The BAC enters its next planning cycle with evidence of meaningful institutional progress, including substantial gains in student completion, growth in graduate and total enrollment, strengthened data and assessment capacity, and a more systematic approach to governance evaluation and strategic performance monitoring. At the same time, the College recognizes that important challenges remain. Undergraduate enrollment increases have been modest; while growing, retention still remains below strategic targets; and long-term financial priorities require continued attention; and we continue to struggle to attract and resource students of color.

The College will use these findings to establish priorities for the next phase of institutional development. Through an ongoing cycle of mission-centered planning, implementation, assessment, and resource allocation, the BAC will seek to ensure that its governance and organizational structures remain effective, that its planning is informed by reliable evidence, and that institutional resources are directed toward priorities that demonstrably advance student success and mission fulfillment.

STANDARD TWO: The Academic Program, Faculty, and Students

THE ACADEMIC PROGRAM

THE ACADEMIC PROGRAM: DESCRIPTION

The Boston Architectural College is named within the Carnegie Classifications system as a Special Focus Institution—Schools of art, music, and design (Spec/Arts). We offer five undergraduate and five graduate degrees within our Schools of Architecture, Interior Architecture, Landscape Architecture, and Design Studies (**26-1049**). We do not offer associate or doctoral degrees.

Our undergraduate and graduate programs of study adhere to a consistent, scaffolded curriculum structure that leads to degrees, comprising Segment I: Foundation, Segment II: Integration, and Segment III: Synthesis. Program courses – and general education for our undergraduates – are organized in sequential progression across this learning structure (**26-2117**).

Undergraduates share a two-semester Foundation sequence in Segment I (**26-2110**). The first semester introduces design thinking and design methods, spatial design principles, collaboration and community, critical reading and research, and design representation through program and general education courses. The second undergraduate Foundation semester builds upon the coursework completed in the first semester, and advances critical thinking and understanding of design principles and processes (**26-2154**).

As they progress through their programs, most BAC undergraduates complete a Portfolio Review of their work at the end of Segment II coursework (**26-2184**). Segment III includes the undergraduate degree project, which combines a substantial research component with applied design work. Projects are closely mentored, regularly reviewed for progress, completed across two semesters, and presented to internal and external critics (design professionals). The degree project synthesizes studio, academic, and Practice learning in a comprehensive project that demonstrates student understanding of the core elements of the profession's body of knowledge and their application to a problem of social or professional concern (**26-2128**; **26-2129**; **26-2137**; **26-2151**).

Graduate programs in the Schools of Architecture, Interior Architecture, and Landscape Architecture also begin with a two-semester Foundation (**26-2109**). In the first semester, two of these courses are shared across the three schools, and the Master of Interior Architecture and Master of Architecture programs share some courses in the second semester. The first graduate Foundation semester includes City X, an introduction to issues of practice within the students' specific design discipline (architecture, landscape architecture, or interior architecture), a shared Transdisciplinary Studio course, a shared Visual Thinking (graphic representation) course, and a discipline-specific history course. The second semester builds sequentially on the first, with a disciplinary studio course, Making and Modeling (building upon the first-semester Visual Thinking course), and a discipline-specific contemporary architecture course.

Similar to the curricular structure of undergraduate programs, most graduate students complete a Portfolio Review of their work at the end of their Segment II coursework before continuing to their thesis or capstone project (**26-2184**). Except for the Master of Design Studies Real Estate Development concentration, our graduate programs require students to engage in discipline-specific research for a capstone project, a thesis, to demonstrate mastery of the discipline's knowledge and skills. Thesis projects have a required written component, which may be in addition to a developed design proposal. Graduate students present to internal and external critics for evaluation and feedback, which they incorporate into their final document (**26-2139**; **26-2133**; **26-2140**; **26-2202**; **26-2132**).

The Master of Design Studies and Master of Science in Interior Architecture degrees are structured differently and offer shorter programs without the Foundation year. Students enter these programs at Segment II (**26-2204**).

The BAC's concurrent Practice component is a distinctive feature of our undergraduate and graduate academic programs. In Practice, students acquire professional skills and expertise through hands-on projects and employment while enrolled in coursework (**26-4003**). Practice experiences span for-credit Foundation-level courses, work-based learning, internships, career services programming, and community-based co-curricular experiences, including those through our Gateway Office (**26-2197**).

BAC undergraduate and graduate degree programs emerge from and align with our mission and history to provide excellence in design education that is centered on practice and accessible to diverse communities.

- The BAC offers only design programs, and the excellence of our programs is recognized by accreditations from the National Architectural Accrediting Board (re-accredited 2018) (**26-2036**), the Council for Interior Design Accreditation (**26-2101**), and the Landscape Architecture Accreditation Board (**26-2130; 26-2131**).
- Our concurrent education model, discussed throughout this standard and in Standard 4, is grounded in practice-based learning. Students are guided by working design professionals, just as it was at our founding in 1889. These core and adjunct faculty members strengthen the connection between Practice and classroom learning.
- Making access to design education possible includes our ongoing commitment to open enrollment, as discussed in the Students section of this standard. The BAC is a federally designated Hispanic Serving Institution (**26-1073**), a Title III-eligible institution with a high concentration of Pell Grant recipients (**26-2213**), and more than half of BAC undergraduates are not of traditional college age (**26-2018**). We believe that making a design education accessible to diverse communities fosters a rich and inclusive learning environment for all BAC students.
- At the BAC, access also means enabling students to complete design degrees from wherever they are and in ways that fit their lives. BAC students tend to be non-traditional, work full-time, and live outside Boston. To meet their needs, we offer more than two-thirds of our graduate-level classes and approximately one-third of our undergraduate classes online. To provide access to students wishing to complete a degree begun at another institution, we offer a Degree Completion track in the Bachelor of Science in Architecture program, which can be completed online after the student completes the first three design studios (**26-2206**).

Our academic programs are supported with sufficient resources. As a not-for-profit institution without investors or a parent organization, the BAC consistently commits the largest portion of its operating budget to our academic programs, including institutionally funded scholarships and financial awards (**26-2174**). The BAC academic programs and initiatives are supported by extensive technology and physical resources, as described in detail in Standard 3, and faculty and staff resources, as described in the Faculty section of this standard.

Consistent with Article IV, Section 4.3 of the BAC Bylaws, the BAC provost & vice president for Academic Affairs is the Chief Academic Officer of the college and oversees academic programs. She is appointed by, and reports directly to, the College president (**26-1038**). She leads the Office of Academic Affairs, which includes the leadership needed to administer the BAC's academic program (**26-2054**). Also reporting to the provost are the director of the Library, the dean of Practice, and leaders of each of the four academic Schools. The provost, Academic Affairs leadership team, and these administrators work in concert with the core faculty and members of the Education Council, Curriculum Committee, Faculty Professional Development Committee, and Adjunct Faculty Committee, as discussed later in this standard.

The BAC articulates and differentiates degree requirements, student learning outcomes, and the structure, sequence, and expectations for each of our undergraduate and graduate programs on our online program web pages and in our Academic Catalog (**26-2198; 26-1054**). Our degree program curriculum is set by education directors (core faculty members in their disciplines) and their deans. Deans confirm that each academic program has a coherent design and appropriate, scaffolded courses that guide students to the identified learning outcomes and meet the requirements of program accrediting bodies. As a group, the deans ensure that our programs are coherent across disciplines and align with the College's mission. Periodic program review and the input of advisory boards, both discussed later in this standard, provide additional review.

Academic credits required for a BAC bachelor's degree range from 120 credits for Design Studies, Interior Architecture, and Landscape Architecture to 132 credits for our Bachelor of Science in Architecture and 150 credits for our Bachelor of Architecture degree. Program curricula include advanced undergraduate requirements that are appropriately scaffolded with lower-division prerequisites.

Similarly, our master's degrees require varying numbers of credits. Our Master of Science in Interior Architecture requires 30 credits; the Master of Design Studies requires 33 credits; the Master of Interior Architecture requires 84 credits; and the Master of Landscape Architecture requires 84 credits; Our Master of Architecture requires 90 credits, however, incoming students with architectural work and/or academic experience can receive transfer credit that supports completion of the Master of Architecture degree in 36 credits over four semesters (**26-1049**).

In addition to discipline-specific curricular strands, all undergraduate students complete Liberal Arts and History, Theory, and Criticism courses, which share six common goals: communication; critical thinking; key literacies (information, visual, and quantitative); ethics and integrity; global thinking; and self-directed research and learning. This general education core reflects our mission and the definition of an educated person (**26-1082**). Excellence in design integrates diverse skills and problem-solving approaches to meet client needs. Combining different ways of thinking, cultural awareness, sensitivity to the needs of persons who are 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. The number of required general education credits varies by academic program (**26-2002**). General education requirements include courses in writing, critical reading, mathematics, natural science, social science, humanities, and the arts. Our undergraduate curricula combine the extensive demands of professional accrediting bodies with opportunities for students to choose electives within the Liberal Studies and their chosen majors (**26-2011**).

The BAC faculty has approved English proficiency standards for admission and set expectations for English-language skills appropriate to the curriculum. These standards are published on our International Students Application webpage (**26-2003**). The BAC accepts English proficiency scores from several approved tests and alternate ways of demonstrating proficiency, including attendance at an English-speaking secondary school or college. Issues with English proficiency at the BAC are infrequent. When there is a concern, students receive assistance from the Learning Resources Center.

Our graduate programs hold students to a higher level of learning than in our undergraduate programs. Admission to a BAC graduate program requires that the applicant has earned an undergraduate degree, and our graduate programs build upon an undergraduate education to provide students with mastery in their chosen field of advanced professional and design studies. Except for those in the Master of Design Studies Real Estate Development concentration, BAC graduate students complete a discipline-specific thesis. Research seminars in the semester before the thesis ask students to define an inquiry relevant to their field of study and support the development of a position, project, or thesis through graduate-level research models and strategies (**26-2132;**

26-2133; 26-2140; 26-2139; 26-2202). Through these, and other graduate courses, our qualified and experienced graduate program faculty provide appropriately challenging graduate learning experiences.

While undergraduate and graduate students proceed through their coursework and Practice experiences within the same scaffolded format of Segment I, Segment II, and Segment III, we hold higher expectations for graduate students. For example, undergraduate Architecture students can move from Segment II to Segment III with a minimum GPA of 2.5. Graduate students must have a 2.7 GPA or higher to move to Segment III.

Some BAC courses have mixed undergraduate and graduate student sections. In these courses, graduate students are expected to have more complex assignments with expectations to produce work of greater depth, quality, and complexity, with more autonomy, responsibility, and rigorous intellectual inquiry - not simply completing additional assignments. Education directors in each program, who oversee all syllabi, ensure that this requirement is conveyed to students in course syllabi (**26-2268**).

All BAC academic programs participate in periodic review. Program review schedules for our accredited bachelor's and master's degrees in Architecture, Interior Architecture, and Landscape Architecture include external review and are determined by their accrediting body's guidelines (**26-2127**). Our Design Studies programs, while not externally accredited, benefit from periodic program review coordinated by the dean of the School of Design Studies and the core faculty. We also complete focused internal reviews of segments of our curricula.

Academic advisory boards provide the BAC with external perspectives on our programs and comprise design professionals and leaders in their respective fields. They include our School of Architecture Advisory Board (**26-2155**), School of Landscape Architecture Advisory Board (**26-2138**), School of Interior Architecture Advisory Board (**26-2004**), and the Practice Department Employer Advisory Board (**26-2208**). Advisory boards provide non-binding guidance, serve as a link to the professional community, and act as public advocates for our academic programs and the BAC.

External perspectives are also incorporated through the BAC's ongoing relationships with design practitioners. Each semester, we invite design professionals to participate in Portfolio Reviews, Studio Reviews, and Practice Assessments to help our students meet professional design standards. These opportunities help us to calibrate our own expectations for student performance.

Our approach to transfer credit is informed by our mission of providing access to design education. The BAC will accept up to one-half of the required undergraduate academic credits in transfer. Graduate students may transfer credits on a more limited basis and, in all cases, will complete a minimum of 30 semester hours of coursework at the BAC (**26-2209**). Policies and processes for evaluating transfer credit are published on our website and in the academic catalog (**26-2200; 26-2209**), as are our articulation agreements with several institutions whose well-prepared students have succeeded in BAC undergraduate and graduate programs. Curriculum guides for those agreements are provided on our Transfer webpage.

The BAC maintains clear and consistent institutional authority over all courses for which it awards academic credit. We do not currently offer dual-enrollment or contractual courses or programs. Responsibility for the design, content, quality, and delivery of BAC courses is exercised by our faculty and academic leadership. The Curriculum Committee is charged with reviewing new courses, revised courses, curricular changes, new programs, and other curricular matters (**26-1010**). These processes are outlined in the Curriculum Committee Handbook, including the new academic program development process (**26-1047**).

The provost, deans, and education directors provide ongoing oversight of curriculum and instruction, including course design, alignment with learning outcomes, and the consistency of instructional quality across modalities.

Faculty contribute to course development and delivery within this framework, bringing current professional expertise while operating under institutional standards and oversight. New course content is determined by individual instructors in consultation with their supervising education director, reviewed by the Curriculum Committee, and advanced for provost approval (**26-2210**)**.** For required courses, learning goals are spelled out in curricular expectations so that each course fulfills its required educational roles within the program (**26-2186**).

Institutional authority is maintained consistently across all modalities, including online and practice-integrated learning environments. We ensure that instructors are appropriately qualified and supported for the modalities in which they teach. For online courses, this includes support from our Instructional Technologist and Senior Instructional Designer, who provide training resources and opportunities for faculty (**26-2153; 26-2258**).

The BAC offers Competency-based Education (CBE) courses. CBE courses are online and self-paced with faculty supervision. Students are required to demonstrate mastery of certain skill levels as defined in the course rather than meet seat time requirements. Our CBE courses are taken as Pass/No Pass, and a passing grade is defined as 80% (**26-2215**). We offer only CBE courses; we do not offer CBE programs.

Prior Learning Assessment is available to students with previous knowledge or experience. To receive credit, students complete the approved assessment documentation for the course and pay a fee based on the course credit value. Prior Learning Assessment is not available for all BAC courses (**26-2216**).

When program requirements change, we continue to offer required courses until students who need them have completed their degrees. It is our practice that students complete the academic program curriculum based on the catalog year in which they matriculated. Should significant changes occur early in a student's program, they may be offered the opportunity to switch to the newer version. Whether this option is offered usually depends on the changes made. It has been our practice that when an academic program or a concentration within a program is eliminated, we continue to offer the required courses until all students have had the opportunity to complete their degree.

THE ACADEMIC PROGRAM: APPRAISAL

The Boston Architectural College regularly reviews the structure, sequencing, and synthesis of learning, as well as the expectations we have for student learning.

Practice Assessments are a critical component for monitoring students' progress across the three curricular segments (**26-2218**; **26-2163; 26-2164; 26-2165**) and helping us evaluate the effectiveness of our programs. At each program milestone, students' skill levels are reviewed and quantitatively mapped to 50+ competencies in our Student Learning Contract (**26-2219**). Practice Assessment documents are centrally collected in the student's MAPsite (My Active Practice) ePortfolio (**26-2201**)**.** Practice Assessments allow the Practice department to monitor student advancement, identify gaps, ensure timely progression toward degree completion, and connect students with supports, such as advising and career development resources. We can also help students identify prior Practice transfer credit.

The director of experiential learning reviews Practice progression data each semester in a series of regular meetings with the dean of Practice, faculty, and the academic deans (**26-2144; 26-2145; 26-2146**). Practice Assessments provide us with data on where students are situated within their Practice experiences at key academic milestones and demonstrate patterns of progression and graduation readiness that can be used for continuous process improvement.

Based on our review of student readiness as identified in our Practice Assessments, in 2024-25, we piloted moving Practice Assessments one semester earlier in the curriculum. This created additional time between the Practice readiness evaluation and required academic milestones. Based on the success of the move, we updated the academic plan calendar with this new timing beginning in AY2025-26. Students now receive feedback earlier, with an additional semester to address gaps if they are behind in Practice progress.

Another recent improvement is increased coordination between Practice Assessment and program-level Portfolio Review. To be eligible for Portfolio Review, students must demonstrate that their progress in the Practice component is consistent with their academic standing, including completion of required Practice Assessments, achievement of designated skill levels, and accumulation of appropriate Practice hours.

Practice leadership and deans meet to review student progress data and determine eligibility for the program-based Portfolio Review, ensuring that students develop professionally and academically in parallel, consistent with the BAC's concurrent model of education (**26-2142; 26-2143**).

Program-level Portfolio Review is a curricular expectation for students in our Architecture and Design Studies undergraduate and graduate programs: the majority of BAC students. It is an expectation that completing Segment II prepares the student for Segment III, and Portfolio Review is the final check to ensure this is the case. The dean and two education directors initially review each portfolio before being given to a faculty member to write the evaluation. If a student does not pass the Portfolio Review, they meet with their education director to revise their work to meet the BAC standard. Our Portfolio Review data over the last six years suggest that this is the case for approximately 16% of our students (**26-4007**).

Beginning in the 2025-26 academic year, and following a year-long evaluation, we changed our Portfolio Review process. Previously, students completed a Portfolio Review at the end of Segment I and again at the end of Segment II. Our review of the data suggests that over the last six years, 23 percent of our students did not pass Portfolio Review 1 (**26-4007).** Instead, we moved the content of Portfolio Review 1 to a new, third-semester undergraduate course: Portfolio Design. Moving this content to a credit-bearing course supports student progress without removing academic program content (**26-2217**).

Our 2026 School of Architecture's NAAB program accreditation review highlighted inconsistencies in their Portfolio Review evaluations. The Architecture faculty discussed these concerns, and they immediately changed their process to include only full-time faculty members from Architecture and Practice as reviewers. While labor-intensive for the full-time faculty, the evaluations completed in May and July of 2026 were more consistent as a result of this improvement.

Until this academic year (2026-27), Portfolio Review was also completed by undergraduate and graduate students in Interior Architecture and Landscape Architecture. In both cases, feedback from their program accreditors led to discontinuing this curricular step beginning in Fall 2026. Our recently hired assistant vice president of faculty affairs & program assessment will work with the deans and education directors in those two schools to assess curricular effectiveness and identify any alternatives within their academic program for this curricular step.

Our use of Practice Assessments and Portfolio Reviews as tools for assessing student learning is discussed in Standard 4.

Indirect data obtained from course evaluations are analyzed at the course and program levels to identify patterns in student experiences with our curriculum. They are completed at the midterm for studio courses and for instructors teaching in their first semester at the BAC, and at the end of the semester in all courses. Since 2005, the BAC has used a consistent course evaluation rubric for all courses, and beginning in 2017, we have used the SmartEvals platform, which expands our ability to analyze course evaluation data (**26-2214**). Evaluations are completed anonymously by students. Students answer qualitative short-response questions and quantitatively evaluate eleven criteria on a scale of 1 to 4. Curricular alignment is evaluated specifically based on responses to the criteria: "Goals/ objectives clearly explained," "Assignments related well to objectives," and "Evaluation criteria explained early on."

Data from course evaluations help us focus on best teaching practices and provide a window into possible discrepancies between what students understand to be a course's primary goals and the faculty's intention. Aggregate course-level reports include mean department and institutional scores for comparison**.** Course evaluation data are reviewed by instructors and program education directors, as described in the Faculty and Academic Staff section of this standard (**26-2189**)**.** Our analysis of course evaluation data at the course and program level is a strength for the BAC; an area for improvement is expanding our analysis of aggregate data at the institutional level. This is now possible for us with the addition of a Data Analyst in Academic Affairs.

The excellence of a BAC design education is validated by external recognition of our faculty and students. For example,

- In 2026, Dr. Ashley Tannenbaum, director of collaborative practice, received the American Institute of Architecture Students and Association of Collegiate Schools of Architecture's New Faculty Teaching Award, recognizing "excellence and innovation in teaching performance" (**26-2203**).
- In 2025, our practice-integrated curriculum was awarded the American Institute of Architects and Association of Collegiate Schools of Architecture's national Practice + Leadership Award, recognizing "best practice" examples of highly effective teaching, scholarship, and outreach in the areas of professional practice and leadership (**26-2205**).
- In 2025, Denise Rush, dean of the School of Interior Architecture, was awarded the Design Educator of the Year by the American Society of Interior Designers-New England Branch (**26-1016**).
- In 2024, Beth Lundell Garver, dean of Practice, was recognized with the national American Institute of Architects Young Architects Award, recognizing "individuals who have demonstrated exceptional leadership and made significant contributions to the architecture" (**26-2207**).
- In 2026, Merv Benjamin, a student in our Architecture program, was awarded a Lyceum traveling fellowship for his submission to the national competition (**26-2122**).
- Since 2021, Metropolis Magazine has recognized the top 100 graduating architecture and interior design students in the U.S. and Canada with its Future 100 award. The BAC has had a graduating student recognized in the top 100 every year (**26-1015**).

The alignment of our academic programs with our mission is also reviewed and supported by our program accreditors in their regular external reviews (**26-2104; 26-2135; 26-2055).**

As discussed previously in this standard and again in Standard 4, we track student Practice experiences and analyze data aligned with our mission: Practice hours, skill levels, Practice Assessment completion, and overall readiness to progress in parallel with academic milestones. These data demonstrate for us the continued strength of the BAC's praxis mission.

The BAC's open admissions policy makes a design education accessible, and we regularly analyze data that demonstrate our commitment to open admissions and student access. These analyses are discussed in detail in Standard 4. At the BAC, access also means allowing students to complete courses and degrees from wherever they are and in ways that align with the demands of their lives (**26-2018**). We have responded to our students' needs by increasing online offerings. Our online program enrollment data reflects a steady year-over-year increase from 143 in Fall 2022 to an anticipated 285 in Fall 2026 (as of June 2026) (**26-2238**).

We regularly review enrollment data to ensure we are meeting the needs of current and potential students. The Academic Affairs Deans' Meeting discusses enrollment and program performance as needed throughout the academic year, using data warehouse enrollment data. They periodically meet with the vice president for Strategic Growth (**26-2292**). Enrollment data are shared each week in E-Hive meetings and reviewed at Education Committee Meetings. Enrollment data are also regularly reviewed with the Academic Affairs Committee of the Board of Trustees (**26-1019**).

To evaluate if our academic programs are supported with sufficient resources, we regularly review financial support for academic programs as part of the annual budgeting process (**26-2190**). We also review expenditures for our three primary educational responsibilities - instruction, academic support, and student services. These comprised 58% of our FY2025 operating costs ($11.8 M of the $20.2 M operating budget), and we estimate this will increase to 59% for FY2026. From FY2023 to FY2026, the combination of these three expenditures averaged 59% of our overall spending each year (**26-1050**).

In addition to financial resources, academic programs are supported with extensive information and technology resources, which we describe in Standard 3.

2.18 and 2.20 (previous 6.2 and 6.7) Following our 2021 Interim Report, NECHE requested that the BAC include in this report an emphasis on "strengthening its culture of assessment with emphasis on implementing its Center of Excellence in Data Analytics and ensuring that there are sufficient faculty and staff to sustain the institution's strategic assessment activities" (NECHE Action Letter, June 27, 2022). Additional information is included in Standards 3 and 4.

Since her hire in 2022, and in concert with the Strategic Plan Academic Excellence initiative, the provost has developed new positions to support the quality of our academic program and ensure there is sufficient staffing to sustain our strategic assessment activities.

- Associate Vice President of Academic Affairs & Dean of First Year Experience, added in 2023. A staffing review revealed a need for coordination of Foundation/First Year courses and an administrator to design and manage ongoing assessment of that curriculum. The addition of this leadership position provides a simplified reporting structure for education directors overseeing faculty members who teach these courses. Consistent with the president's strategic vision, the provost was seeking a thought partner with deep experience in design education and the BAC's institutional culture. This role was crafted to serve in these ways (**26-2158**).
- Assistant Dean of Academic Affairs Operations, existing position. Redefining this role emerged as a component of our expanding culture of data-driven decision-making, combined with clarity in the reporting structure. The person in this role was previously acting in this capacity and serving as a cross-division resource. Clarifying and accurately defining this role corrected a mismatch between the then-job description and the tasks the individual was performing within Academic Affairs (**26-2159**).
- Data Analyst & Coordinator, added in 2023. This new position provides a dedicated data analyst for the Academic Division, where data is essential to understanding the division's functioning, including student outcomes, curricular performance, and alignment with the strategic plan. A dedicated data analyst expands the breadth and depth of our capacity (**26-2160**).

- Assistant Vice President of Faculty Affairs & Program Assessment, added in 2026. When the provost arrived in 2022, a deficit in our organizational structure existed around faculty affairs. As we have worked to enhance faculty affairs (as discussed later in this standard), a gap became apparent in the administrative function dedicated to faculty development. As her evaluation of the Academic Affairs leadership capacity progressed, an additional need was identified for a leader to champion assessment. The combination of roles for this position makes sense for the BAC and our evolving organizational plan (**26-2012**).

The BAC publishes degree requirements and learning goals, and we conduct a recurring annual review of those requirements and goals. The registrar contacts academic departments each April, requesting their review of and changes to their academic catalog content. Their approval or changes are due to the registrar in mid-June, so the updated catalog is available to students by August (**26-2118**). While the registrar is charged with ensuring the accuracy of the academic catalog (**26-2119**), the deans are responsible for ensuring that each academic program has a coherent design and a scaffolded set of courses that guide students toward the identified learning outcomes.

The BAC has no undergraduate or graduate degrees with fewer credits than required by NECHE. In fact, most of our undergraduate and graduate programs exceed the 120- and 30-credit requirements (**26-1049**). Education directors for each program and the deans of each school ensure that degree credits meet their accrediting bodies' requirements and reflect the norms of their disciplines. Degree credits are also reviewed as part of the annual Academic Catalog preparation and in program reviews. The Curriculum Committee reviews new and revised courses, curricular changes, and new programs, including ensuring compliance with NECHE and program accreditation requirements (**26-2221**). Exceeding the 120- and 30-credit requirements for undergraduate and graduate degrees is appropriate for the BAC's academic programs, which are primarily accredited and lead to licensure. Undergraduate and graduate student completion data are discussed in Standard 4.

Our bachelor's programs include substantial requirements at the advanced undergraduate level (**26-2223**). As discussed earlier in this standard, our scaffolded curriculum structure includes sequential progression and appropriate prerequisites. Our online self-service course catalog (**26-2211**) identifies prerequisites and corequisites for each course for students (**26-2136).**

We are committed to ensuring that our undergraduate general education program is coherent and serves our students. To this end, we regularly review the curriculum and make improvements (**26-2027**). Most recently, the associate vice president of Academic Affairs & dean of First Year Experience led a review of our Liberal Studies courses in 2024 to identify redundancies among required courses and inconsistencies between course descriptions and their content. Based on our examination, we made the following improvements in Liberal Studies electives.

- **Expanded Arts Offerings**. Low enrollment in previously offered courses, such as watercolor and poetry, led to new Arts electives beginning in Spring 2025: Graphic Design and Video Production, both taught by professionals in their respective fields. With significant student interest in both courses, we expect to run both regularly, rotating with additional elective options under development, including photography and mixed media.
- **Expanded Math and Natural Science Offerings**. Our Math and Natural Sciences offerings have relied on courses from the Landscape Architecture program: Botany and Plant Taxonomy. We increased the number of Math and Natural Science electives, including Buildings, Biology, and the Brain (Spring 2024) and Introduction to Statistics and Data Analytics (Spring 2025). We plan to continue diversifying our Math and Natural Science elective offerings.

Findings from the 2024-25 review have been incorporated into the ongoing work of Academic Affairs, and additional updates we plan to implement in the general education curriculum by Fall 2027 have four objectives:

- Decrease the number of required general education credits for the Bachelor of Architecture (currently 57 credits), allowing for expansion of credits in the first-year Foundation Studios and additional open electives outside of the Liberal Studies curriculum. Our 2024-25 review revealed that the BAC has more general education requirements than other architecture programs and a larger proportion of mandatory courses. Our improvements will correct this.
- Eliminate redundancy across required Liberal Studies courses.
- Broaden the disciplinary scope of required Liberal Studies courses, including a required course in data analysis and visualization.
- Revise the first-year Writing course sequence (Critical Reading and Research 1 and 2) to meet the needs of students entering college in the 2020s, and specifically entering a design program.

The BAC's graduate programs hold students to higher-level learning expectations than in our undergraduate programs. This is most evident in our graduate-level research and capstone/thesis subject matter (**26-2121**)**.** Thesis or graduate capstone projects require approval by the dean of the School, an additional level of review to ensure the higher expectations of graduate research have been met.

In courses offered at both the undergraduate and graduate levels, the expectation of higher-level learning is made evident. For example, in the Design Studies Environmental Health course, undergraduate students may conduct environmental assessments in their homes or at the institution. Graduate students, by contrast, are required to identify and engage a community partner, establish the scope of the assessment, conduct the assessment independently, and manage the professional relationship throughout the project. This reflects a higher level of autonomy, professional responsibility, and application of course concepts in a real-world context (**26-2149**).

All BAC academic programs are regularly reviewed. For our bachelor's and master's degrees in Architecture, Interior Architecture, and Landscape Architecture, these comprehensive evaluations are completed with their accrediting bodies and occur on a regular cycle. As we discussed in the Introduction to this Self-Study report, the most recent self-studies for Architecture (our largest program) and Landscape Architecture were prepared simultaneously in 2025-26 with this NECHE Self-Study.

Each of the BAC's accredited programs was reaffirmed in its most recent review, and we are encouraged by the positive responses from these external perspectives. As is our normal practice, the deans and core faculty reviewed and discussed the Self-Study and external review documents. The external review process and reports offered important insights and feedback, resulting in the following actions and improvements to our programs.

- Landscape Architecture, MLA and BLA (2024) (**26-2134**).
  - The MLA curriculum has been updated to increase the number of design studio credits from 3 to 6, following discussions during the site visit review and in the LAAB Team Report (2024 Report, page 267).
  - Funding for faculty professional development is now available annually from the Office of Academic Affairs.
- Architecture, MArch and BArch (2026) (**26-2055**).
  - In response to the visiting team's concerns about inconsistencies in Portfolio Review regarding health, safety, and welfare, core Architecture faculty will conduct the Portfolio Review to ensure that no student passes with violations of HSW matters.

  - We will better align learning outcomes across multiple sections of the same course. This has been happening since 2018 in the Online M Arch, Arch Studio 4 sections; we are aligning Studios 2 and 3 similarly.
  - We plan to thoroughly and quantitatively assess the grades in all courses offered by the School of Architecture; this is reflected in our curriculum matrices.
- Interior Architecture, MIA and BIA (2022) (**26-2104**).
  - Placing a hiring focus on adjunct faculty who have passed the NCIDQ exam
  - Incorporating Global Context throughout program courses
  - Strengthening Furniture, Fixtures & Equipment (FF&E) in studio courses

Our Design Studies programs, while not externally accredited, have also benefited from review.

- Master of Design Studies, Real Estate Development Concentration. In 2022-23, a comprehensive program review led by the dean of Design Studies included a Self-Study completed by the program faculty and a comprehensive external review and site visit (**26-2006**). The program faculty and academic administration reviewed these reports, and subsequent program improvements were made. Most notably, program goals were adjusted to better reflect principled, socially responsible, and resilient practice within the real estate industry, with concomitant improvements to the curriculum (**26-2089**).
- Master of Design Studies, Design for Human Health Concentration. In 2022-23, we began a smaller-scale internal review of the Design for Human Health Concentration. We initiated student and faculty surveys on program effectiveness, collected student work, and investigated comparable programs. In 2023, the faculty drafted an update of program learning outcomes.
- Master of Design Studies, Sustainable Design Concentration. In 2023, the Sustainable Design education director led an internal review of the Sustainable Design Concentration, including syllabi and course evaluations; faculty and student program reviews; and a comparison of student learning outcomes with the 2023 standards for sustainability education. Findings and a draft report were reviewed by the dean of Design Studies (**26-2008**).
- Master of Design Studies, Historic Preservation Concentration. In 2023, we completed a preliminary review of the Historic Preservation Concentration curriculum and mapped student learning outcomes to the program's courses (**26-2224**).

Our academic reviews of concentrations in Design for Human Health, Sustainable Design, and Historic Preservation were interrupted by a change in academic administration, and our work to establish a more formal program review process that specifically addresses gaps in the review of non-accredited programs. While program review is strong in our accredited programs and 87% of BAC students are enrolled in them, we recognize the need to strengthen and formalize the program review process to benefit all programs. While academic program review has been completed in the School of Design and the results have been used to inform improvements, this has not occurred within the formalized, comprehensive process we would like to have at the BAC. We have completed the initial work for such a process as part of the Academic Excellence initiative within our 2020-27 Strategic Plan, and have noted opportunities to expand comprehensive program review to include evaluation of degree programs using data from Portfolio Reviews, Practice Assessment, retention and graduation rates, and time to degree.

In addition to formal program review, we complete focused analyses of specific areas of program curricula to ensure quality (**26-2028**), and analyses from 2021-2026 build upon our previous reviews completed in 2016, 2018, and 2021 (**26-2225**).

In 2024 & 25, the First Year Experience Committee reviewed the undergraduate Foundation sequence. The review examined each course in the context of the others in the semester, looking at course continuity and sequential progression. Results of this review led to improvements in the undergraduate Foundation sequence, including increased integration of course learning goals across the Representation and Studio courses; reallocation of courses across Design Media and Media Arts to better reflect their content; and specific improvements in five courses to enhance alignment (**26-2293**).

Our review of the undergraduate Foundation revealed the need to restructure our administrative staffing for the Foundation year to reduce redundancy across the four academic schools. In June 2024, we added the position of an academic assistant director of foundation studies to closely manage Foundation courses, assess the curriculum over time, and support effective teaching practices (**26-2226**).

Our review of the undergraduate Foundation also improved our graduate curriculum. Learning from the FND1005 Design Representation revisions made following our undergraduate review in Spring 2025, we revised the allied graduate course FND3033 Visual Thinking. And learning from the revisions implemented in the undergraduate version of the course, in 2026, we revised the graduate course FND3010 Making and Modeling. In addition to these graduate Foundation improvements, the BAC's focused reviews of graduate Foundation courses since 2022 have resulted in improvements (**26-2032**).

Since 2024, our Architecture History, Theory, and Criticism (HTC) courses have undergone multiple focused reviews. In Spring 2024, we initiated an ongoing review of HTC2003, Contemporary Architecture, which runs as multiple independent seminar sections, to ensure consistency of content and quality (**26-3033**). These reviews led to curricular improvements and helped us recognize the need for more regular curricular review of our HTC courses. In Spring 2024, we implemented our two-year curriculum review cycle, and in January 2026, we began our next HTC review by evaluating the Architecture Program HTC courses (**26-2034**). In the summer of 2026, we are undertaking a review of Representation courses (**26-2035**).

Our advisory boards provide the BAC with actionable external perspectives that have improved our academic programs in the past five years.

- The School of Interior Architecture's Advisory Board meets four times each year to provide industry insight into the curriculum and instructional resources, to establish and seek funding for new scholarships and fellowships, to recommend and provide guest speakers, to champion innovation in interior design education, and to advance diversity, equity, and inclusion initiatives (**26-2005**). The School of Interior Architecture's Advisory Board provided an important external perspective on the initiative to launch an online-only pathway for the Master of Interior Architecture degree (**26-2108**).
- The School of Landscape Architecture Advisory Board meets once each semester to provide input on program content, student recruitment and performance, and external visibility (**26-2279**). Our 2025 Landscape Architecture curriculum review and update grew out of ongoing discussions with the Advisory Board about employer expectations of graduates and changes in the profession, with iterations of the proposed revisions and the final curriculum reviewed by the board.
- The Employer Advisory Board for Practice meets twice a year to review and discuss the evolving needs of the built environment workforce and our students' career readiness and preparation (**26-2227**). The Board was integral to the 2022 development and launch of our ConnEx externship program (**26-2231**; **26-2232**). ConnEx occurs each semester during the week before classes begin, and Advisory Board member firms have hosted many students beginning in the inaugural year. The 5-day externships are located in Boston and New York, with plans to expand to Atlanta and other BAC student and alumni hubs (**26-2212**).

We look forward to similar benefits from our School of Architecture Advisory Board that will launch in Fall 2026 (**26-2086**).

External perspectives from design professionals participating in Studio and Portfolio Reviews each semester have also helped BAC academic programs remain current and better support our students to achieve professional standards in design (**26-2087**). For example, a faculty member in Architecture Studio 3 uses faculty from the University of Southern California as critics for her BAC reviews. They provide insights on practices at peer institutions, and as part of our recent NAAB Self-Study, the faculty member and her external critics offered feedback on assessment methods and foci based on their teaching experience with NAAB-aligned grading maps. This led the BAC Studio 3 faculty cohort to develop and adopt a consistent grading map. These external perspectives gained through Studio Review led to curricular improvements and clarification in our assessment of learning objectives. Grading became more consistent across studios, and Studio 3 work shows significant improvement in preparing students for Studio 4 learning objectives and Portfolio Review criteria (**26-2141**).

The BAC ensures that transferred credits represent appropriate learning achievement by reviewing students' previously completed courses, course descriptions, syllabi, and student work. Deans and education directors oversee the awarding of transfer credits and the evaluation of transfer credit requests. The transfer evaluation process requires official transcripts or course-by-course credential evaluations for transcripts from outside the country. Syllabi are requested when course descriptions are insufficient for review, and portfolios of design work are required for design, representation, and other visually-based courses. One way we monitor our transfer processes is by reviewing transfer student success data to ensure our policies and processes don't create barriers (**26-2111**). Our review finds that, on average, our undergraduate students with transfer credits have a graduation rate 17 percent higher than that of students without transfer credits. Among graduate students, those who transfer in credits have a 15 percent higher graduation rate. Students transferring into the BAC through articulation agreements have graduation rates about the same as or better than those of all students who transfer in credits.

Prior Learning Assessment credit is transcripted for students bringing previous knowledge or experiences (most often from their professional work). At the BAC, PLA credit is awarded only 3-4 times each year, primarily to graduate students, and most credit is granted for courses in Technology Management within the School of Architecture. It is much more common for incoming BAC students to submit transfer credit than to request PLA. While we recognize that requests for PLA are infrequent, keeping this vehicle for transcripted credit available is consistent with the BAC's commitment to access and student success.

The BAC's goal is for students to complete the program requirements published in the academic catalog for the year they matriculated, without disruption. Our review of curriculum changes for the last two years indicated that none had impacted overall academic credits. We have, however, had program updates that changed a course requirement, and we offered specific student cohorts the opportunity to shift to the curriculum in a newer catalog. Fewer than 30 students opted for this change. For those who did, there was no negative impact on their progress toward a degree, and they had the advantage of enrolling in a new course offering. This confirms for us that when we update programs, we take the necessary steps to ensure that students' progress to a degree is not disrupted.

While the BAC is not currently undertaking a substantive change, our present strategic plan includes initiatives to explore new programs and develop new partnerships (**26-1028**). We are cognizant that these initiatives will require careful planning, and we will adhere to NECHE's substantive change policy and process as we proceed. We welcome NECHE's review of any future substantive change applications to ensure mission alignment, appropriate resourcing, and the integrity of our overall academic program, for example, if we develop BAC centers or "hubs" as standalone facilities, or through space-sharing with a partner institution.

FACULTY AND ACADEMIC STAFF

FACULTY AND ACADEMIC STAFF: DESCRIPTION

The Boston Architectural College has sufficient numbers of faculty and academic staff members to carry out the classroom and non-classroom responsibilities of our mission. This includes our deans, full-time core faculty, adjunct faculty, and professionals across our academic support units. As we discussed in the Introduction and Standard 1, the BAC's distinctive organizational structure is appropriate to our mission, history, size, and scope as a specialty design college with an enrollment of just over 800 students. The majority of our students are enrolled in professional degrees leading to licensure, making it appropriate for most classroom instruction to be led by qualified adjunct instructors who are primarily working professionals in design fields.

The BAC is organized in four academic schools, and each school is overseen by an academic dean and supported by full-time (core) and adjunct faculty sufficient in number and qualifications to provide students with support and guidance toward degree completion. In addition, each of the curricular areas that cross degree programs - Foundation, Digital Media, Liberal Studies, and Practice - has its own core faculty that designs and delivers specific coursework alongside adjunct instructors.

Our core faculty serve as education directors in the administration of our academic programs and curricular areas. They are permanent employees who work on a 12-month appointment, are salaried, and carry a teaching load. They recruit, hire, and supervise adjunct teaching faculty and ensure consistency in students' classroom experiences across multiple course sections. Deans and education directors collaborate on pedagogy, curriculum, and faculty development, including support for adjunct faculty (**26-2235**).

Adjunct faculty members are hired to teach specific courses each term, including studio courses, and offer the majority of instruction at the BAC. Adjunct instructors are qualified individuals hired on a contractual basis to teach in their field of expertise, closely supervised and supported by the education directors. Our Practice adjunct faculty are design professionals and work with students in their applied learning experiences (**26-2236**).

Academic deans manage school budgets, supervise education directors, and are held responsible for ensuring the quality and consistency of program curriculum across their programs. The deans of our three schools with external accreditation (Architecture, Landscape Architecture, and Interior Architecture) are additionally responsible for ensuring the program curriculum meets their accreditor's requirements and competencies (**26-2267**). The provost convenes biweekly meetings of the deans to coordinate Academic Affairs leadership around current projects and long-term planning. The group includes the deans of the four schools, the dean of Practice, and the associate vice president for Academic Affairs & dean of First Year Experience. Our new assistant vice president of faculty affairs & program assessment will join the Deans Meetings in Spring of 2027. This group advises the provost, develops strategies, offers recommendations for practice, process, and policy, and supports collaborative initiatives within and across schools.

Meetings of the Full Faculty, including adjuncts, are convened by the provost once a term in a retreat-like meeting. Some meetings are organized around generative questions, like "What is a BAC education?" or "How do we create a compassionate grading community?" Others ask BAC community members to present on a topic. All meetings include announcements of initiatives important to faculty and students (**26-2245**).

Meetings of the core faculty, Academic Affairs staff, deans, education directors, and other stakeholders across campus are convened by the provost monthly, in a group called Education Council. These meetings provide consistent cross-divisional communication and consultation–sharing information about academic programs, student support concerns, policy issues, strategic planning, etc. Each meeting includes important enrollment updates. The Curriculum Committee is the sole governance committee in Academic Affairs. This body reviews and then recommends curriculum and academic policy to the provost, who, in turn, and when necessary, brings recommendations to the Cabinet and the Board of Trustees.

- The Education Council meets monthly and includes core faculty, deans, members of the Academic Affairs leadership team, and key staff from the Library, Career Services, Learning Resource Center, Advising, Student Life, Registrar's Office, Academic Technology, and Enrollment Management (**26-2291**).
- The Curriculum Committee meets as needed to review new courses, programs, and other academic matters (**26-1010**). Those attending include the academic deans, education directors, full-time faculty, administrative representatives from Advising, Registrar's Office, and the Library. Other members of the BAC community are welcome to attend and participate in the discussion. Voting members include only the full-time faculty, including education directors and academic deans.

The Adjunct Faculty Committee serves as a representative voice and meets regularly to support other adjunct faculty and identify concerns to be elevated to institutional leadership. This group meets regularly with the provost and other academic leaders. Committee leaders are elected by the committee membership (**26-2247**). Members of the committee present adjunct concerns at each Full Faculty meeting.

The BAC seeks to hire faculty members with qualities that reflect our mission and the education and professional skills to fulfill our design education mission (**26-2259**). The hiring manager is responsible for verifying credentials and experience before the hire to ensure that the credential verification is completed before anyone begins teaching a BAC class. The Provost's Office maintains the college records of faculty qualifications. If a candidate does not hold the requisite credential, we consider evidence of equivalent experience. Central to this decision is whether the instructor's experience, consistent with our mission, provides BAC students with excellence in design education (**26-2030**).

Our adjunct faculty members are hired on a per-course basis. While many of them do return year after year, and we value their contributions to the academic program and the College, there is no guarantee of an additional contract. The supervising faculty member evaluates the adjunct faculty member before an offer is made for a subsequent one-semester contract (**26-2262**). Education directors regularly meet with and coach their adjunct faculty to respond to student course evaluations and discuss adjustments to instructional materials, drawing on instructors' suggestions and feedback on what was effective in the classroom.

To support their preparation for the classroom, the BAC provides teaching support for our core and adjunct faculty members. We conduct a New Faculty Orientation at the beginning of the Fall and Spring semesters that introduces the BAC, our mission, policies, processes, and the practicalities needed to be successful instructors (**26-2013**).

BAC Teaching support for core and adjunct faculty members is provided through faculty development programs (workshops and forums) organized by Academic Affairs and through faculty meetings at the program and school level (**26-2014**). The Faculty Handbook, updated each year, is both a policy and guidance document: it includes information on academic logistics and resources for both core and adjunct faculty members (**26-1011**). We maintain a resource page on our website for our faculty and staff (**26-2220**). Academic Affairs publishes a regular newsletter to announce academic campus events, such as lectures and exhibitions; highlight important upcoming dates and deadlines; announce social events; and share news about faculty activities and new hires (**26-2287**). To provide additional support for new adjunct and core faculty members, students are asked to complete a mid-course in the first semester that the faculty member is teaching with us and an end-of-course evaluation in all semesters. Studio instructors are evaluated every semester both mid-course and at the end of the course. Education directors receive mid-course evaluation summaries for each faculty member they supervise, allowing them to timely address any areas of concern.

Policies regarding the integrity of academic credit, including academic honesty, awarding credit, grade appeals, and incompletes, are implemented by faculty in concert with the Registrar's Office, Learning Resource Center, Academic Affairs, and academic advisors. Academic policies and processes are clearly communicated to students in the Student Handbook and to faculty in the Faculty Handbook (**26-2263; 26-2191)**. The importance of academic honesty is reinforced in our syllabi (**26-2268**), and each New Faculty Orientation encourages core and adjunct faculty to build community expectation around honesty and integrity, aligning those classes with our Campus Compact. (Discussed in Standard 5 (**26-2264**).

Deans, core faculty, and adjunct faculty members do not act as academic advisors, except in the School of Design Studies, where education directors serve as advisors. However, faculty members act as professional mentors and are required to be available to students to advise and confer with them about course content and related academic matters. All faculty are required to provide students with reliable contact information (**26-2265**).

Core and adjunct faculty members are expected to fairly and equitably assess student learning achievement wherever learning outcomes are specified, at the program, discipline, general education, and institutional levels. Instructors in studio courses and Practice are required to participate in those assessments.

The BAC supports the continuing professional growth of our faculty through the faculty and professional development opportunities discussed above, and through continuing education. Core and adjunct faculty members may take one free BAC class as a non-matriculating student during the semester in which they are teaching or the semester immediately following. Through the ProArts Consortium, in which the BAC is a member, faculty can also enroll in courses at six other institutions (**26-2222**).

While the BAC is primarily a teaching college, we are a specialty design college, and we fully support faculty members who engage in scholarship, research, and creative activities. While scholarship, research, and creative activities are not requirements for our core faculty, many of our faculty participate in these activities. Recognizing the importance of these activities to faculty development, the provost has recently renewed a professional development funding program and, further recognizing the importance of faculty governance over such things, in 2025, tasked the academic deans with developing a faculty Education Professional Development Fund Committee that manages awards in two categories: 1) individual professional development funds awarded to core faculty to support things like participating in conferences, attending workshops and webinars or other professional development pursuits; and 2) community professional development funds to support activities that include and benefit the full faculty, such as on-campus workshops, seminars, lectures, etc. (**26-2269**).

The BAC has historically supported academic freedom, albeit without a formal policy. The NECHE reviewers noted this in 2021, and we took action following that visit. A working group of core and adjunct faculty met to develop the policy, and a draft document received faculty endorsement in 2022 (**26-2053**). With a transition in the provost role, the draft document was not moved on to the next level of review and approval. Our current provost, as part of her work to strengthen Academic Affairs, brought the draft Academic Freedom Policy back to the faculty in April, 2026 (**26-2194**).Full Faculty will review and vote on the policy during their first meeting, inFall 2026. Following faculty approval, the policy will move to the Cabinet and then the Board for final review and approval.Once approved, the policy will be made publicly available on our website.

The BAC has sufficient personnel to provide academic support for faculty teaching and student learning.

- Academic Advising. At the BAC, student advising is provided by our director of advising & disability services, director of foundation student support, a senior academic advisor, and two academic advisors. Undergraduate and graduate students are assigned to one of these advisors at matriculation. The one exception is our Master of Design Studies programs, which utilize their education directors as academic advisors. As noted previously, our deans and faculty members are actively engaged with students, providing academic and professional support that complements formal academic advising.
- Disability Services. The director of advising & disability services coordinates our student accommodation process and requests.
- Learning Resource Center. The director of the Learning Resource Center, professional writing tutors, and subject-matter student tutors are available to support both students and faculty members. Each year, we hire as many tutors as needed to meet student needs. In 2025-26, we had 15 subject tutors and 4 professional writing tutors. Most subject tutors are student employees, and some are adjuncts or alumni.
- Instructional Design Team. Our senior instructional designer and instructional technologist support faculty members with designing all courses inside our Moodle LMS, and support all on-site courses and those teaching entirely online.
- Academic Computing. Our manager of academic computing, academic computing specialist, and the Academic Technology staff (detailed in Standard 3) support all academic computing, labs, CloudCanopy, design software, 3d printing, and laser cutting. Our director of digital media also serves as the academic technology liaison to support faculty in choosing and using technologies to support teaching and learning (**26-2270**).
- Fabrication. Our CNC manager and fabrication associates support the wood shop and CNC facilities.
- Library. The BAC Library staff includes five professionals, all of whom hold graduate degrees in library, information science, and archives. They are supported by five library clerks, all of whom are graduate students in accredited library and information science programs.

Our academic support services are described in the Student section of this standard. Our library and technology resources are discussed in Standard 3.

FACULTY AND ACADEMIC STAFF: APPRAISAL

We regularly review and analyze data to ensure that our teaching and academic staff are sufficient and qualified for our institution's mission, purpose, and size. As previously discussed, the Boston Architectural College faculty structure is different by design: the majority of our classroom instructors and most of our Practice instructors are adjunct faculty members.

Two metrics that demonstrate sufficient faculty are our Faculty FTE (**26-2266**) and student-to-faculty ratio (**26-2152**). Our practice-based education relies on a large number of qualified design professionals, most of whom are hired by the BAC as adjunct faculty members and hold qualifications specific to course subject matter. The combination of our full-time core faculty members (an annual average of 21 over the last five years) and adjunct faculty members (an annual average of 256 over the last five years) provides a faculty FTE of just above 100, which we feel is appropriate for a college of our size. We also have an impressive student-to-faculty ratio, which our analysis suggests has held steady at 8:1 in recent years, rising to 9:1 in Fall 2025. This ratio reflects our academic programs and the close work between our faculty members and students in many design courses.

We do note discrepancies between the instructional faculty data in the NECHE Data Dashboard for Faculty/Staff and data maintained by our Office of Academic Affairs, which we suspect derive from interpretation of IPEDS reporting definitions and variance in the individuals who have completed our IPEDS Human Resources reporting (**26-1055**). We acknowledge that this is an area for improvement, and adding a BAC director of institutional research this year (as discussed in Standard 1) will support better alignment of our internal data definitions with external reporting.

Our program accreditors also verify that our faculty is sufficient and qualified within their disciplines. Our recent external reviews of the Schools of Architecture and Landscape Architecture both included examining our faculty's credentials, expertise, and professional experience. In their 2026 review, NAAB found that our Architecture faculty members' "diverse professional practices throughout the Boston area enrich the learning experience and contribute significantly to students' academic development and professional networks" (**26-2015**). And in our most recent Landscape Architecture review, the LAAB Visiting Team found that their standard for faculty qualifications was fully met, without a recommendation (**26-2017**).

One of the differences inherent in a BAC education is the role of Practice and external reviewers (critics) of student work. The professional expertise of our Practice faculty and external critics is consistent with our history and mission (**26-2271; 26-2087**). Our review of the expertise of our adjunct faculty and critics suggests that BAC faculty bring cutting-edge expertise from their professional design practices into the classroom. The NAAB team was particularly impressed by the number of licensed architects teaching design studio and evaluating Practice learning. Practicing professionals help students create a bridge from course learning objectives to their use in the design professions. This makes our students more engaged in actively learning to build success in their future and present careers.

The BAC has processes to ascertain that faculty members and academic staff are qualified and have the skills appropriate to their assignments. Adjunct faculty members are hired by either an education director or a dean, who verifies their professional and academic credentials. The Office of Academic Affairs maintains curriculum vitae for faculty members (core and adjunct) that reflect their professional experiences and credentials. The office also reviews and maintains data on faculty academic credentials. For example, for the 2024-25 academic year, 100 percent of our 18 core faculty members held a master's degree or higher, while 86 percent of our 247 adjunct and Practice adjunct faculty members held a master's degree or higher (**26-2016**).

Deans are responsible for assuring we have sufficient, qualified staffing to implement our curriculum. Our most recent course schedules (Fall 2025 and Spring 2026) demonstrate that all programs have a sufficient numbers of faculty to implement the curriculum. The increasing percentage of our courses and programs offered online has enhanced opportunities to identify qualified professionals to serve as adjunct faculty, as it removes the limitation of only recruiting instructors from the Boston area (**26-2116).**

In 2021, the NECHE Evaluation team noted "a lack of full-time dedicated faculty with a compensation structure, faculty workload and expectations, etc." (Team Report p. 22, par. 8). This was consistent with our own self-assessment at the time. As part of the current strategic plan's Academic Excellence initiative, a Faculty Expectations Group was formed. Their final report in 2022 was helpful to the academic administration in identifying our faculty's expectations around workload and support. However, the group's proposal (shifting from our current model of primarily adjunct faculty to hiring a full-time design faculty at the BAC) is not financially feasible for the BAC (**26-2029**). It also challenges what we consider a strength of the BAC and have discussed previously:

incorporating working design professionals as instructors across our academic programs. We acknowledge the feedback from the 2021 NECHE Team and the work of the Faculty Expectations Group and plan to revisit this project in the next year or two. The Spring 2027 addition of an assistant vice president of faculty affairs & program assessment provides our academic administration with the bandwidth needed to move this conversation forward in a way that reflects the strength of our adjunct faculty.

We have also addressed concerns about the representation of our adjunct faculty in governance. After a series of planning meetings held during Fall 2025 (**26-2272**), the group formally proposed the Adjunct Faculty Committee and identified its role, responsibilities, and processes. In January 2026, the provost accepted the proposal (**26-2249**), and the committee is now integrated into the advisory and communication structures of Academic Affairs. This committee, elected by our adjunct faculty members, provides an important opportunity for our largest group of faculty to speak directly to the administration and to increase leadership's understanding of the student, classroom and instructor experiences. Our first election was held in April, 2026, followed by their first formal meeting (**26-2247**)**.** Adjunct faculty have not historically had a strong voice at the BAC, and this change marks a distinct shift in faculty affairs toward greater shared governance with our largest group of faculty.

Course evaluations are used to measure educational effectiveness and also to ensure the BAC faculty are prepared for their teaching assignments. Evaluation results are provided to each course instructor at the end of the term and form the basis for supervisory conversations and decisions regarding faculty contract renewal, professional development, and additional teaching responsibilities. The reports provide mean student ratings for each course, along with the department and college means for comparison purposes. Our course evaluation management software and the academic affairs data analyst guide this evaluation, and the Office of Academic Affairs maintains course evaluation forms (**26-2189**). Our use of course evaluation data at the program and course level is a strength at the BAC. As discussed throughout this standard, those results guide improvements across our academic landscape, including teaching guidance, improvements, and subsequent contracts. We recognize we are not using the institutional mean data for the items related to teaching and faculty as we could. For example, we could identify areas where BAC mean scores are not as high as we would like and then implement faculty development in those areas. Or recognizing areas where the institutional mean suggests students and faculty have different expectations. The provost's analysis of Academic Affairs staffing over the past academic year (discussed earlier) revealed a need for a leadership position specifically dedicated to faculty affairs and assessment. After a national search, we have made that hire and will have a new assistant vice president of faculty affairs & program assessment beginning in the coming months. This additional administrator will support our expanded use of institution-level data and analysis.

STUDENTS

STUDENTS: DESCRIPTION

2.2 (previous standard 5) Following our 2024 Progress Report, the NECHE Board requested that in addition to the information included in all self-studies, as well as the matters specified in our letter of June 27, 2022, the institution give emphasis, in the self-study prepared in advance of the Fall 2026 comprehensive evaluation, to its continued success in addressing [... an area] specified for attention in the Spring 2024 progress report: Achieving our diversity, equity, and inclusion goals (NECHE Action Letter, April 2, 2024).

Consistent with our mission, The Boston Architectural College serves students committed to design and architecture through a practice-based model of higher education. We believe now, as we have since 1866, that accessible education does not have to mean sacrificing excellence in design education.

The characteristics of the students we seek to serve situate the BAC at the intersection of persistent gaps in American design education – two-thirds of licensed U.S. architects are white men (NCARB 2024) – and underscore our role in preparing a more diverse generation of design professionals.

Our students are predominantly working adults; more than one-quarter are first-generation college students; and nearly half are from underrepresented groups. As a federally designated Hispanic-Serving Institution (HSI), the BAC meets the U.S. Department of Education's threshold of 25 percent or more Hispanic full-time equivalent undergraduate enrollment (**26-1073**). NewSchool of Architecture & Design in San Diego is the only other NAAB-accredited freestanding professional design school in the country to hold this designation.

The BAC is a Title III-eligible institution under the Strengthening Institutions Program, which recognizes our high concentration of Pell Grant recipients and our role in expanding access for students with significant financial need (**26-2213**). Our students further reflect a non-traditional profile, with more than half of our undergraduates being non-traditional college age (**26-2018**).

Our open admission policy is grounded in the BAC's mission and in our belief that any student who is properly supported can succeed in design.

Our recruitment and admissions processes are orderly and ethical. We engage with prospective students through open houses, college fairs, high school visits, travel to articulation-agreement schools, social media outreach, and fully online open houses for our online programs (**26-2229**). Anyone with a high school diploma or equivalent who completes the application is accepted into our undergraduate programs. Anyone with a Bachelor's degree or equivalent who completes the application is accepted into our graduate programs, with placement determined by evaluation of previously completed undergraduate coursework.

Our Admissions staff follow a publicly available application process for undergraduate (**26-2230**) and graduate education (**26-2233**). Application materials are accepted year-round, and we use Salesforce CRM to track and manage our processes. We require an essay and official transcripts with each application. We request, but do not require, a creative design sample or portfolio and a letter of recommendation, with some exceptions. For our Bachelor of Architecture program, a portfolio is required. A portfolio is required for students who wish to transfer credit for studio or other visual-based courses. Our goal in placement is to ensure the applicant's ability to thrive at the BAC. Transcripts for graduate program applicants, or an official evaluation of an international transcript in addition to their original transcript, are reviewed to ensure the applicant has met the requirement of a prior undergraduate degree and has sufficient general education. We also value what they have learned from their professional practice experiences as another site of learning.

Transfer into the BAC illustrates our mission of accessibility, whether the student is coming from a community college, a non-architecture major, from another professionally accredited program, or from a program in another country (**26-2234**). Many students come from schools with course descriptions that are detailed enough to confirm parity with our courses. Often, with technology and structures classes, we request syllabi to calibrate equivalence with our courses. The portfolio from transfer students is especially relevant for demonstrating readiness in academic study and in Practice. With less successful transfer materials, we begin a conversation through the Admissions Office, seeking more evidence, more complete orthographic projections, process sketches, narrative, better image resolution, and, in the case of group work, a sense of what the candidate has specifically produced. It sometimes also happens that a transfer portfolio includes significant office experience, demonstrating impressive technical and software knowledge that is not reflected on a prior school's transcript.

Our admissions officers understand our degree paths and can speak with clarity to applicants about our design programs. They work closely with prospective students and walk them through the application process, and ensure they receive the most transfer credit possible. Applicants are provided with curriculum sheets that map out their path by semester, showing exactly what courses they need to take to graduate (**26-2117**).

Throughout our recruitment and admissions process, the BAC maintains the highest levels of integrity and ethics (**26-2289**).

- The Admissions Office is a member of the National Association for College Admission Counseling (NACAC) and is committed to its Guide to Ethical Practice in College Admission.
- Our registrar and admissions officers are members of the American Association of Collegiate Registrars and Admissions Officers, and their staff members are guided by AACRAO's principles of Professional Ethics and Practice in academic and enrollment services. The registrar provides all office staff with training**.** The Registrar's Office staff publicizes and adheres to the BAC policies on credit transfer for incoming and current students.
- Our Financial Aid staff are members of the National Association of Student Financial Aid Administrators (NASFAA). As such, they are required to follow the NASFAA Statement of Ethical Principles and Code of Conduct. The director of financial aid ensures that professional staff members are regularly afforded professional development and financial aid training opportunities offered by the US Department of Education and NASFAA.
- The BAC is committed to ensuring a clear and accurate representation of our academic programs and operations to current and potential students in our print materials and online presence. Our Communications and Marketing Office upholds the Council for Advancement and Support of Education (CASE) Statement of Ethics and Principles of Practice for Communications and Marketing Professionals at Educational Institutions.

The BAC approaches student support with a student-centered understanding of what an individual might be facing and desiring for their college career. Due to the nature of design education, our first-time, first-year students are enrolled in challenging coursework beginning in their first semester; our concurrent educational model requires most students to work full-time after their first year; our students confront economic challenges typical for students attending open-access institutions; and, we face the challenge of building student communities with a small undergraduate population (about 30% of our students), with approximately 70% of undergraduates transferring from other institutions.

Identifying and responding to student needs involves our academic leaders and student support personnel.

- The director of foundation student support reviews data on each incoming undergraduate cohort to identify potential student needs. This includes reviewing each incoming student's admissions application, essay, and other documents to assess the support each individual may need to be successful at the BAC.
- The First Year Experience Committee focuses on undergraduate and graduate success in the first year of their academic programs - Practice, studio, online, and student life (**26-2274**). The Committee meets every two weeks, with a subset of the group meeting on alternate weeks to focus specifically on online Foundation programs (**26-2275**).

- The Foundation Student Support Committee is a bi-weekly opportunity for Academic Affairs and Advising to exchange information on Foundation students who are currently struggling. Issues often include attendance problems, time management, commitment and engagement, verbal and written communication difficulties, physical, mental, or emotional health concerns, and personal or family crises. The Committee identifies ways to help the student address specific issues and receive support (**26-2112**).
- The Office of Student Life supports students by aligning curricular and co-curricular programming and increasing student understanding of what they are learning, how to access support, and opportunities to contribute to campus life and leadership. The OSL is also a social space, with free coffee, tea, and snacks. Student employees provide a welcoming space for on-site students, including those who commute and take evening classes.

Consistent with our student-centered approach, first-year student transition begins before undergraduates enter their first course. While most undergraduate Foundation year courses are identified by academic programs, pre-matriculation advising, coordinated by the director of Foundation student support, guides students' selection of electives and ensures that identified scheduling impacts are discussed with incoming first-year students. The director of Foundation student support remains the primary advisor for first year students. After their schedules are provided, more advanced incoming students are matched with an academic advisor for on-going conversation and possibly course changes.

Incoming undergraduate and graduate students participate in an on-site New Student Orientation that introduces them to resources and offers social activities, conversations, and opportunities for neighborhood tours and visits to design firms. International students are required to participate in an additional orientation program that includes F-1 Visa information and a cultural adjustment and life-in-the-U.S. workshop (**26-2237**). Each semester, an orientation is also provided to incoming distance education students (graduate and undergraduate). These orientations are organized by each school dean and recorded and shared with participating students and provided to those who were unable to attend (**26-2188**).

After the first semester begins, the director of foundation student support manages a first-year attendance tracking process to monitor attendance, intervene when needed, and serve as a consistent point of contact for students and faculty. Faculty members are asked to enter attendance for each of their classes in Moodle (our LMS), and the data is then accessible to advisors and administrators through a visualization report. When attendance issues arise, the director of foundation student support provides support to both the student and the faculty member.

Recognizing the effectiveness of peer support, we launched our Student Advocates program in 2023. Coordinated by the Office of Enrollment Management, the program provides the first level of support for both new and returning students. Advocates help students navigate registration, financial aid, billing, payments, advising, and student life. More broadly, they can assist with all types of questions and concerns and are responsible for student triage, working closely with each student to determine their needs and empowering the student to navigate their BAC experience successfully (**26-2025**).

BAC faculty members respond to our students' academic concerns by referring students to the Learning Resource Center or their advisor, or by filing an Academic Warning. Education directors work closely with their faculty members to ensure they are aware of these student support services and use them effectively and promptly (**26-2276**). When faculty members issue an academic warning, it serves as both a notice to the student and a request that the academic advisor meet with the student to develop an improvement plan. The course instructor includes their recommendations for the student to improve their performance in the form (**26-2240**).

The Learning Resource Center provides writing assistance and tutoring to students, including support with course software (**26-2241**). Students can receive tutoring in Math, Physics, Structures 1 & 2, Drawing and Model-Making, or in a long list of software used at the BAC and in design. Students can request specific tutoring for any other BAC subject or class. Trained writing consultants provide one-on-one consultations, help with job search materials and resumes, help with portfolios, development of presentation skills, and support for English as a Second Language (ESL). The LRC has developed online Writing Tip Sheets and Job Search Tip Sheets specific to design education (**26-2288**).

At the BAC, Career Services is a function of our Practice component. While Career Services provides the student supports found in a traditional career services office (**26-2242**), these are enhanced through coordination with the Practice component of a student's education (**26-2277**). Participation in Career Services is an expectation for Practice Assessment. The Career Services Handbook is an online resource for students (**26-2243)**.

The Office of Student Life provides housing services to BAC students. The office maintains an off-campus housing website in partnership with Apartments.com, which provides up-to-date information (**26-2244**). Students receive additional assistance with the rental process and finding roommates from the coordinator of student life and housing. Recognizing that finding affordable housing in Boston can be difficult for our on-site students, we established a multi-year partnership with the New England Conservatory in 2023 to offer traditional dorm-style student housing with BAC students serving as resident peer mentors. The building is a 15-minute walk from our campus and provides double rooms with shared lounge spaces, a dining hall, and a meal plan (**26-2278**).

Disability Services is co-located with Advising Services and ensures that all students have equal access to the complete BAC experience, including accommodations needed for academic success. The BAC is committed to providing individualized support to students with disabilities based on their unique needs and providing faculty and staff members with the resources they need to support our students (**26-2246**).

The BAC contracts with an outside provider for mental health assessment and referral, up to three face-to-face counseling sessions, legal assistance consultations, financial assistance consultations, and access to articles, videos, and searchable provider directories. This is available to all BAC students at no cost (**26-2248**). In addition, we have a relationship with Boston-based TCA Counseling Group, which offers both in-person and remote therapy options on a range of topics pertinent to BAC undergraduates and graduate students (**26-2250**).

We regularly communicate with our students regarding upcoming events, important dates in the academic calendar, and opportunities to engage in the campus community.

- In 2022, we launched a centralized Student Portal as a point of access for student resources, including Moodle, student email, CloudLab, student forms, Office of Student Life resources, technology services, Practice hour submission, and library resources (**26-2023**).
- Each Wednesday, the Office of Student Life sends an email to students with information on local and campus events, important news, and upcoming deadlines (**26-2037**).
- Student activities and events, including Instagram takeovers promoting BAC departments and student groups, are shared through the Instagram account (**26-2251**).

Student leadership at the BAC has evolved away from typical student government models – largely due to our concurrent practice model. As a typical BAC student progresses through their degree program, they seek and secure employment in the design community. This results in scheduling that makes consistent participation and leadership in traditional college student governance challenging. This led our Student Life leadership to develop a model of graduated student leadership with student employees in paid positions who report to the coordinator of student life and housing. These student positions offer increasing levels of responsibility and compensation.

- Beginning in their second semester, students are invited to participate as new student orientation Leaders. After completing leadership training, new student orientation leaders lead icebreakers, help newcomers navigate orientation activities, and lead campus and neighborhood tours.
- In subsequent semesters, students can apply to be a 'beekeeper.' These are advanced orientation leaders who hold weekly check-ins with an assigned group of students and arrange student community events. One beekeeper serves as a live-in peer mentor assigned to new students in the NEC residence hall.
- A student who demonstrates commitment to these roles and responsibilities can apply to be an hourly OSL office assistant. In addition to setting weekly coverage hours, an office assistant helps with events, posting and removing fliers, and general campus assistance.
- Finally, students can apply for the position of community fellow. These competitive fellowships originally grew out of a student demand for increased campus hours. They require visibility in the Office of Student Life one night per week until midnight, where they maintain snacks and coffee, hold office hours, and are a visible resource on campus. They also put on evening programming – such as movie and craft nights.

The Office of Student Life is led by the associate vice president & dean of Students, who works with the coordinator of student life and housing to schedule student programming, resources, and opportunities for students to participate in organizations and leadership.

The BAC hosts chapters of several professional student organizations, which offer leadership opportunities for our students.

- National Organization of Minority Architecture Students (NOMAS) promotes diversity in architecture and the quality and excellence of future design professionals. Our local chapter, BACNOMAS, is active in the design community, participates in national design competitions, mentors local high school students, and participates in a variety of other educational and recreational activities. BACNOMAS is about the spirit of inclusion, and participation is welcome whether or not you consider yourself a member of a minority (**26-2253**).
- American Institute of Architecture Students (AIAS). The BAC is one of more than 125 schools of architecture with an AIAS chapter. Membership is open to all architecture students and provides opportunities such as lectures, field trips, social and networking events, community service projects, and conferences (**26-2254**).
- The BAC Interior Architecture Collaborative (IAC) serves the needs of BAC Interior Architecture students and functions as a bridge among ASID (American Society of Interior Designers), IIDA (International Interior Design Association), the BAC, and the students. It provides opportunities for education outside the classroom, interaction with other designers, and volunteer events (**26-2255**).
- American Society of Landscape Architects Student Chapter (SASLA) connects Landscape Architecture students and the local community. Members learn more about the field of landscape architecture, understand related skills, and participate in a forum for landscape architecture students (**26-2256**).

We provide students with opportunities to participate in social and affiliation organizations. These groups tend to shift, shrink, and grow from one semester to the next. Students learn at Orientation that they are welcome to propose new groups, and the Office of Student Life will help them get started.

- Studio Q is the resource for the BAC's lesbian, gay, bisexual, transgender, and questioning community. Studio Q's mission is to strengthen the LGBT+ community within the BAC and throughout Boston through social and political activities (**26-2257**).
- Dice is a BAC Gaming Club (**26-2282**).

- BAC Makers promotes a culture of making through collaboration among BAC students. Makers aims to develop the BAC's resources for making projects that engage the public with creative projects such as artwork, furniture, sculpture, and other objects.
- BACultural supports and enhances an inclusive global campus by bringing together students from diverse cultures to encourage community.
- Scrapshop is a student-led upcycling initiative with a basement space in on-campus housing that offers free, donated, recycled, and found materials and tools for architectural model-making assignments.

BAC student organizations hold elections for their executive boards each spring. Each fall semester begins with a leadership training and calendar-setting meeting where elected leaders and student staff members come together to plan out the semester and learn about processes for budgeting and creating initiatives (**26-2281**). The result is a calendar of events and campus traditions, including Student Run Education Workshops, First Fridays lunches, Midterm Munchies, Food for Finals, Honors and Awards Ceremony, and the end-of-the-year PARTI (**26-2283**).

STUDENTS: APPRAISAL

2.23 (previous 5.6) Following our 2021 Interim Report, NECHE requested that the BAC, in this self-study report, include an emphasis on "achieving its goals for enrollment, retention, and graduation" (NECHE Action Letter, June 27, 2022)*. *Additional information is included in Standards 3 and 4.

At the Boston Architectural College, our data culture is evident within our admissions and enrollment processes. The enrollment management team (director of Admissions, associate vice president of enrollment management, senior associate vice president of student experience, director of marketing, and vice president for Strategic Growth) reviews metrics weekly during the peak cycle. These data are shared weekly with the President's Executive Leadership meeting, presented to the Enrollment Management and Marketing Committee of the Board of Trustees (**26-1020**), and reported to the full Board of Trustees by the Committee on the same cycle.

Because the BAC is open-admission, it uses a blended inquiry-and-application metric. Core funnel metrics tracked at both the institutional and program level include total inquiries, total applications, active applications (applications still engaged in the process), accepted students, deposits, and international student applications and visa approvals (**26-2156**). For example, as of June 2026, the Fall 2026 cycle shows 207 deposits, 242 accepts, 387 active applications, approximately 2,100 total applications, and approximately 1,100 inquiries. Salesforce is the primary source for funnel data; our data warehouse/analytics platform tracks registered and enrolled students. These are distinct populations at the BAC because new students are not formally enrolled until transfer credit review is complete.

Geographic, demographic, and marketing performance data are reviewed annually alongside funnel metrics to refine advertising strategies, including our 2026 Digital Marketing Campaign (**26-3045**). Data-driven changes since 2021 include year-over-year yield rate improvements through more targeted aid packaging and outreach; more efficient advertising spend through channel and market analysis; a proactive RFI process launched well before the Grad PLUS loan elimination took effect, resulting in alternative lending pathways through MEFA and other providers; development of the Pre-College Access Fund to support pipeline building among lower-income prospective students; and an immediate pivot to domestically focused marketing when federal immigration policy changes began signaling declining international enrollment in the 2025-26 cycle.

Data review indicates that our decisions to expand online offerings have responded to the needs of the student populations we seek to serve.

- We added online tracks to the Master of Interior Architecture and Master of Landscape Architecture programs, which, like the Master of Architecture online track and its on-site sibling, are professional degrees providing the education necessary to sit for licensure. The online Master of Interior Architecture launched in Fall 2024 with 13 students and grew to 23 students in Fall, 2025. Our online Master of Landscape Architecture launches in Fall 2026 (**26-2010**).
- In Fall 2022, recognizing that many students without undergraduate coursework in design need an opportunity to pursue professional studies at a distance, we began offering the entire 3-year Master of Architecture degree online. Before this initiative, the Master of Architecture, online track, was offered only as a two-year program to students holding an undergraduate degree in a design-related field. The first Foundation year of the 3-year online track is low-residency – and, thereafter, the program is completely online. Since we made this change, the online track has more than doubled the incoming cohort size from 38 students in Fall 2021 to 80 students in Fall 2025. Additionally, the first year retention rates in the online track have matched that of the onsite track in two of the first three years, even with the large program growth. . These data suggest that our efforts to increase access through an online modality can enhance program retention and graduation (**26-2039**).
- Our review of the enrollment data of transfer students in the online Bachelor of Science in Architecture Program indicates that the BAC is increasing access to a design degree for students wishing to complete a degree begun at another institution or for those who were initially in an onsite program at the BAC. Enrollment in the online BSArch program has increased by 67% over the initial Fall 2022 semester of 9 students to the Spring 2026 enrollment of 15 students (**26-2010**).

We recognize and accept the challenges posed by our mission and educational model, and we are proud of the improvements we have made since 2021 to respond to our students' needs. We begin with Net Promoter Score (NPS) surveys administered to prospective and newly enrolled students to evaluate their admissions and enrollment experience (**26-3044**). In our most recent survey, we had a score of 25 for matriculated students and 45.45 for nonmatriculated students. We use Hanover Research to help the BAC benchmark what these scores mean for us. Where review of NPS results indicates areas of concern or opportunity, targeted focus groups are conducted to explore findings in greater depth, ensuring that quantitative signals are grounded in qualitative understanding before decisions are made. For example, one area our newly enrolled students raised was access to mental health support, leading to the BAC’s partnership with TCA Counseling for students. Another concern raised was affordability of groceries. We responded with a grocery gift card program in Student Life.

We are responding to the financial needs of our students by significantly increasing institutional student aid (**26-2009**). In AY2020-21, 44% of BAC students received institutional aid, which has increased across the five years to 65% of BAC students receiving institutional aid in AY 2024-25. Funding for institutional scholarships has increased from approximately 1.5 million to 2.9 million, and Annual Dean's Awards have increased from approximately $ 230,000 in AY 2020-21 to $2.2 million in AY2024-25. Dean's Awards are recurring and linked to academic progress, a shift in approach for the BAC that supports student success.

Before Student Orientation, the director of foundation student support reviews data on the incoming cohort. He tracks multiple data points for each student, including academic and professional backgrounds and prior academic history. He applies a formula to identify the academic strength of individual students. This information is used to advise and support individual students at the beginning of their first semester. Aggregated student data provides a snapshot of the incoming cohort and their potential needs. Education directors use this information to build course sections in the Foundation year, ensuring a balance of students across academic programs, design backgrounds, and academic history.

Senior leadership relies on communication with our student advocates, orientation leaders, beekeepers, and community fellows, whose work is described in the previous section. Through their work with their peers, they become familiar with the challenges and needs of BAC students. They keep the administrative leadership abreast of emerging student needs through regular meetings and interaction with the associate vice president & dean of students and the vice president of Strategic Growth.

The BAC implemented a Grading Ramp in 2023 for first-time, first-year BAC students. Students participating in a grading ramp do not receive letter grades in their first semester, and failing grades during their first year are neither recorded on their transcript nor calculated into their GPA. The ramp is intended to remove the stress of grades and increase retention, allowing students to have a less anxious transition to college life and better learning outcomes in the first year (**26-2239**). We concluded the third year of the Grading Ramp pilot in Spring 2026. As we noted in our 2026 Student Success report, the Academic Affairs team, led by the data analyst & coordinator, is currently completing an analysis of the efficacy of this three-year pilot. We are continuing the Grading Ramp into Fall 2026 while we examine our three-year outcomes data. This includes student academic success, retention, persistence, and student satisfaction with the Grading Ramp. We expect to deliver this report to the Cabinet in early October, which builds on our two preliminary reports of this approach to supporting student success (**26-2038**).

We implemented our attendance-tracking process for first-semester undergraduate courses in Fall 2022 and extended it to include second-semester courses in Spring 2024 (**26-2175**). After the first three years of the process, we noted declining levels of faculty participation in their beginning-of-class Moodle reporting. At the same time, however, our faculty were regularly using our existing processes to refer students to the Learning Resource Center, notify their advisors of missed classes, and file Mid-Semester Academic Warnings. Given the lower-than-hoped-for rate of faculty participation in the attendance tracking process, we have renewed our messaging to faculty members, education directors, and deans regarding this expectation for Fall 2026. We continue to see the value of attendance tracking as an additional tool for identifying student absence issues and hope that by increasing messaging around this expectation, we can return to higher faculty participation levels.

We collect data on student advising sessions where notes have been recorded, including data by academic program. We also collect data on the number of formal advising appointments by appointment type. Over the last six years, we have seen an increase in advising session notes for both undergraduate and graduate students, as well as in advising meetings for all students. These data do not capture the informal conversations and emails that advisors have with students outside of appointments, or conversations that might not lead to formal advising notes being recorded. Because of this, we believe that actual student contacts are higher than the data reflects. Even with this caveat, we see that advising session notes for undergraduates increased from 156 in AY20-21 to 272 for AY25-26 (through 6-17-26). Advising session notes for graduate students also increased over this same time period: from 197 to 376. We are pleased with these increases in our students’ engagement with their academic advisors, as this is one strategy to support and retain students (**26-2115**).

Learning Resource Center usage data are annually compiled and reviewed by the director of the LRC. Usage is also reviewed during the budget process to ensure that adequate funding is allocated to meet our students' needs. We want to be sure that students who request tutoring receive that support (**26-2113**). The director of the Learning Resource Center also collects annual data on Academic Integrity Policy violations, and a review of policy violations from AY2021-22 through AY2025-26 identifies a small number of violations, almost all of them first offenses. Across these five academic years, 5 violations have gone to the Campus Compact Review Board for formal action, consistent with our policy. We do recognize, however, that our data do not always include violations that individual faculty members have addressed on their own and that did not reach the level of reporting to the LRC (**26-2179**).

Since the BAC's student housing partnership with the New England Conservatory began in 2023, we have seen about 30 students use this option each semester. In the NEC building, we have access to primarily double-occupancy rooms with five single rooms allocated to a BAC student RA, our resident peer mentor 'beekeeper', and students with documented accommodations requiring a single room. We are currently meeting student demand for traditional dormitory housing, and the benefit of our multi-year contract is that it allows us to plan for the future and know how many beds we can offer our students to meet this need.

Like other institutions of higher education, the BAC's Disability Services has experienced an increase in accommodation requests over the last five years. In the 2020-21 academic year, 23 BAC students had an accommodation plan in place. This has steadily increased since that time, and in the 2025-26 academic year, we had 65 students with an accommodation plan in place (**26-2114**). The director of advising & disability services ensures that every student who submits documentation is reviewed and that any student who is approved is supported with a plan. The director of advising & disability services meets bi-weekly with the associate vice president of enrollment management to discuss concerns, and during peak times for Disability Services, the vice president of enrollment management provides support to the Academic Advising team. At this time, the BAC is adequately staffed to respond to the accommodation needs of our students, and we will continue to monitor this area of student support.

Our review of the data suggests that implementing new first-year student support initiatives, along with the existing programs the BAC has in place for all students, has supported steady improvements in student retention. When we examine first-to-second-year retention rates for our first-time bachelor's degree-seeking students since our last NECHE comprehensive evaluation, we are pleased to see a positive trend, as reported in our 2026 Student Success Report (**26-1084**). The IPEDS provisional data released in January 2026 indicate a full-time retention rate of 75% and a part-time rate of 100% for our students who entered in Fall 2024**.** An expanded appraisal specific to student retention, graduation, and other success metrics is provided in Standard 4.

The processes we have had in place have guided us in identifying student needs and implementing programs and supports in response to those needs. We also recognize that a more systematic assessment of the needs and satisfaction of our continuing student population is an area for possible development. For example, we could adopt an instrument such as the National Survey of Student Engagement (NSSE) or develop a similar in-house needs assessment tool.

PROJECTION

STANDARD TWO: THE ACADEMIC PROGRAM, FACULTY, AND STUDENTS

Consistent with NECHE Standard Two, the College will focus during the next accreditation cycle on ensuring that academic programs remain coherent, rigorous, current, and appropriately resourced; that faculty and academic staff remain sufficient, qualified, supported, and effective; and that students have equitable access to the academic opportunities and support necessary to achieve their educational goals.

Systematic Program Review and Academic Quality.

The BAC will formalize a comprehensive institutional program-review process that encompasses all academic programs, including those that do not undergo specialized accreditation. Building upon the rigorous external review already provided by professional accreditors, the College will establish a regular and documented review cycle through which programs are evaluated for mission alignment, curricular coherence and currency, achievement of student learning outcomes, student-success patterns, and resource sufficiency.

Program review will incorporate multiple sources of evidence and each review will result in documented findings and, where improvement is indicated, clearly identified actions, responsibility for implementation, and subsequent assessment of results. The assistant vice president of faculty affairs & program assessment will guide this process in collaboration with the provost, deans, education directors, faculty, and staff to connect program review more systematically with academic planning, faculty development, resource allocation, and assessment of institutional effectiveness.

Curricular Coherence and Continuous Improvement.

The BAC will continue to evaluate the coherence, sequencing, rigor, and currency of its undergraduate and graduate curricula and complete the improvements emerging from its undergraduate general education review. These projects will include reducing unnecessary curricular redundancy, broadening disciplinary opportunities, strengthening student engagement with data analysis and visualization, and revising the first-year writing sequence. The BAC will also continue focused reviews of Foundation and other curricular areas where evidence indicates that greater alignment or coordination would benefit student learning. For these and future curricular changes, the College will strengthen its practice of returning to the evidence after implementation.

Assessment and Use of Evidence.

The BAC will continue to strengthen its culture of assessment by integrating evidence that is currently collected and used across courses, programs, Practice, student support, and institutional operations. Increased capacity in program assessment, institutional research, and data analytics will enable the College to make more systematic use of evidence from student-learning assessment, Practice Assessments, Portfolio Reviews, course evaluations, program review, enrollment and student-success measures, and specialized accreditation.

The College will use evidence to establish priorities, inform academic planning and resource allocation, and identify interventions. Increasingly, the BAC will adopt and demonstrate a complete cycle of assessment: identifying an important question, examining appropriate evidence, taking action based upon findings, and evaluating the effectiveness of that action.

Faculty Capacity, Effectiveness, and Development.

The BAC will continue to assess whether its faculty model supports sufficient numbers of appropriately qualified faculty to fulfill the College's mission as well as sustain the quality of its academic programs. The College will revisit questions of faculty workload, expectations, composition, and support identified through its institutional assessment and previous external review. The BAC will also strengthen the consistency of faculty data definitions and external reporting to ensure that institutional decisions are informed by reliable evidence. The College will continue strengthening professional development for both core and adjunct faculty and will use institutional-level assessments to identify how faculty development may improve teaching and learning.

Student Success and Educational Support.

Consistent with its access mission, the BAC will continue to assess whether students have the academic opportunities, advising, support, and resources necessary to achieve the educational goals of their programs. The College will examine student progression, persistence, completion, academic achievement, and utilization of support services and, where appropriate, disaggregate these measures to identify populations for whom outcomes or experiences differ. The College will also complete its assessment of the Grading Ramp pilot years and use findings to determine whether the initiative should be continued, modified, or discontinued. Attendance tracking and other early-intervention practices will similarly be evaluated to determine their efficacy.

The College will also establish a more systematic means of assessing the needs, engagement, and experiences of continuing students. Findings will be considered alongside academic-performance, persistence, completion, advising, and other institutional evidence to inform decisions about academic and student-support services and the allocation of resources.

Quality Across Educational Modalities.

As online enrollment and educational offerings continue to evolve, the BAC will ensure that academic quality, student learning, and access to appropriate support remain consistent across instructional modalities. New academic programs, educational partnerships, instructional locations, and innovative offerings will be evaluated for academic quality, student demand, faculty and staff capacity, resource requirements,sustainability and mission alignment.

Closing the Loop.

The BAC's principal projection for Standard 2 is to strengthen the integration of processes that are already producing valuable evidence about academic quality, faculty effectiveness, and student success. The College will move toward a more systematic institutional framework in which evidence from areas as disparate as program review, student learning, student-experience, faculty data,enrollment trends, specialized accreditation, is considered collectively rather than in isolation.

The cross-functional framework will allow the College to leverage more robust evidence to make better and sound decisions–and to then assess whether those decisions resulted in improvement. Through this cycle of assessment, action, and reassessment, the BAC will strengthen its ability to demonstrate that its academic programs achieve their intended purposes, its faculty and academic staff have the capacity to sustain academic quality, and its students are appropriately supported in achieving their educational goals.

STANDARD THREE: Institutional Resources

FINANCIAL RESOURCES

FINANCIAL RESOURCES: DESCRIPTION

The Boston Architectural College is financially stable. Our financial statements for the fiscal year ending June 30, 2025, were independently audited, and the auditors issued an unmodified (clean) audit opinion with no material weaknesses in internal control over financial reporting. Our FY2025 statements reflect a stable and improving financial condition for the BAC, with diversified assets and increasing operating revenues and performance reflecting our continued enrollment growth, controlled debt levels, and increased total net assets (**26-3053**).

Our multi-year financial projections are realistic and currently assume a 3% annual tuition growth (mix of enrollment growth and tuition increases), conservative growth in gifts and grants, 3% salary increases, 3–4% inflation on operating expenses, continued investment in technology and student success, annual contributions to board-designated reserves, and maintaining positive operating results (**26-3082**).

As a tuition-dependent institution, our budget planning considers enrollment strategy and goals. The Division of Enrollment Management tracks past enrollment trends for the institution and broader higher-education trends to inform possible future enrollment prospects. Enrollment goals related to their overall impact on our financial planning are reviewed with the vice president for Finance & Administration and the Board of Trustees Enrollment & Marketing Committee (**26-1039**; **26-1022**). Yearly projections are reviewed in relation to past enrollment, current retention rates, and any prospect for new enrollment growth, such as new academic programs.

Making design education available to diverse and underserved populations is foundational to our mission and our enrollment growth plan. Our admissions strategy has shifted to address the declining number of high school graduates in the Northeast United States and to grow the diversity of the students we serve. The BAC now recruits more heavily from areas in the U.S. with larger Hispanic populations. We have also seen success in international recruitment (**26-3047**). The BAC now welcomes 21% of its students from 48 countries. We have achieved much of this success through a growing number of articulation agreements and memoranda of understanding with international colleges and universities, with the majority of articulation students coming from five Ontario institutions (**26-2200**).

As we noted in our 2024 Progress Report to NECHE, the BAC's operational goal for enrollment, retention, and graduation remains year-over-year incremental improvement (**26-2286**). We recognize the importance of maintaining our progress in enrollment and retention, which have been supported by the student support initiatives discussed in Standard 2. We continue to expand our online offerings, which have consistently grown annually. Our most recent additions are the fully online Master of Design Studies Urban Design concentration and the Master of Landscape Architecture online track, both launching in Fall 2026. These follow the Master of Interior Architecture online track, which began in 2024, and our 3-year Master of Architecture Program launched in 2022, which offers a low-residency first year, followed by two years fully online, designed for students without an undergraduate design education. Our Master of Architecture program is our fastest-growing, and adding the 3-year program builds on this success (**26-3054**).

Multiple data sources inform our financial planning. The institution conducts regular analyses of program-level revenue and expense performance to assess sustainability and to inform decisions regarding program growth, consolidation, or investment, including annual program contribution margin analyses, enrollment and tuition forecasts, multi-year operating budget projections, and quarterly financial reports presented to the Cabinet, the

Board of Trustees Finance Committee, and the Board of Trustees. These analyses are reviewed regularly to support strategic resource allocation and institutional planning.

The BAC allocates and manages its financial resources in a manner consistent with our mission and purposes. Our budgets and expenditures prioritize instruction and student outcomes. We employ a zero-based budgeting system, using a bottom-up, then top-down approach. First, cost center managers are asked to submit budgets for the next fiscal year. In some cases, new spending (including capital projects that do not require trustee review) is initiated at this level. The institution's budgeting process serves as the primary mechanism for operationalizing strategic priorities, ensuring that resources are directed toward high-impact areas. The president and the Cabinet review these requests in light of broader institutional strategic goals. Once a draft budget is completed, it is presented to the Board of Trustees Finance Committee, which reviews and makes appropriate recommendations to the full Board of Trustees. The full Board is responsible for approving the budget or requesting revisions.

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 (**26-3084**). BAC employees comply with our conflict of interest policy (**26-3086**). No employee participates in a transaction or contract if a real or apparent conflict of interest could be involved. Every employee has a responsibility to report a real or potential conflict of interest, and members of the President's Cabinet complete annual disclosures. As discussed in Standard 1, Board members complete a Conflict of Interest Disclosure at the time of their selection and annually thereafter.

The Board of Trustees Investment Committee oversees the management of the BAC endowment and our investment strategy, and our endowed and restricted funds are managed consistent with the processes and policies in the BAC Gift Guide (**26-5001**). The committee meets at least four times per fiscal year and reviews the investment of the endowment and other investments of the institution; develops and reviews investment policies; reviews donor-restricted fund balances and uses in accordance with the Uniform Prudent Management of Institutional Funds Act (UPMIFA), which the BAC has adopted; and receives reports from the BAC's endowment advisors. Quarterly performance reports are provided to the vice president for Finance & Administration by our endowment advisors and then shared with the committee.

The 403b Committee oversees the overall design and structure of the BAC's 403b Retirement Plan, along with the investment portfolio contained within the retirement plan, to ensure that the plan design and investment offerings provide all BAC employees equitable access to a well-managed retirement option. The committee is convened twice a year by the vice president of Finance & Administration, with the Human Resources director as *an ex officio* member, as well as representatives from Academic Affairs and Enrollment Management (**26-3083**).

The College's Finance Department is led by the vice president for Finance & Administration (the chief financial officer), who directs the BAC's financial operations. Article IV, Section 4.2 of our Bylaws directs the chief financial officer to ". . . have charge of the management of the financial affairs of the Corporation" and hold "primary responsibility for the design, implementation, maintenance, and enhancement of a system or systems of financial controls ensuring that all aspects of the Corporation's business are carried out appropriately. The Chief Financial Officer shall be responsible for keeping the financial and business records of the Corporation. . ." (**26-1039**).

Our current vice president for Finance & Administration has been with the BAC for seven years. During that time, she has worked to build a qualified and experienced Finance Department staff that includes the controller, senior payroll specialist, and a staff accountant. Combined, they have well over 75 years of finance and accounting experience and the credentials, skills, and experience needed to manage and allocate the institution's financial resources (**26-3113**).

The BAC has a framework of fiscal policies spanning key operational areas, including Financial Management, Human Resources, Academic Affairs, Student Services, and Information Technology. For example, our Vendor Agreement Policy (**26-3089**), Bid and Proposal Policy (**26-3088**), and Employee Reimbursement Policy (**26-3087**). Our fiscal policies are in writing, up to date, and implemented ethically and consistently. Policies, procedures, forms, and related resources are maintained on the Finance Office's shared internal network and accessible to faculty and staff who require them as part of their job responsibilities. Standard forms, including employee reimbursement requests, purchase requisitions, vendor forms, budget templates, and other financial documents, are available through the Finance Office's shared resources. In addition, Finance staff provide guidance and training to budget managers and departments to ensure policies are consistently understood and applied throughout the College. This centralized approach promotes transparency, accountability, and the consistent application of the College's financial policies and procedures.

Financial planning and contingency planning are closely connected. The institution regularly evaluates enrollment scenarios and their potential impact on operations, allowing leadership to anticipate and respond to changing conditions. The institution also maintains a Critical Incident Management Plan as a comprehensive guide to preventing and recovering from critical incidents, supporting operational resilience in the event of disruption (**26-2024**).

The Boston Architectural College maintains processes to identify, assess, and manage risks that could affect its operations, financial stability, and ability to fulfill its mission. Risk management is integrated into institutional planning, financial oversight, and operational decision-making. The Board of Trustees plays an active role in oversight of institutional risk, particularly through its review of financial performance, strategic initiatives, and major institutional decisions. The Board of Trustees Audit and Risk Management Committee is charged with assessing the BAC's risk exposures, monitoring risk management mitigation practices and processes, monitoring compliance with legal and regulatory requirements, and reporting to the full Board. The vice president for Finance & Administration is the administrative liaison to this Board committee (**26-1039**). This governance structure ensures that risks are appropriately identified, communicated, and managed.

The BAC prepares its financial statements in accordance with U.S. Generally Accepted Accounting Principles (GAAP). Our financial statements are independently audited annually by an external certified public accounting firm. The audited financial statements, along with the auditor's required communications (including any management letter comments), are presented to and reviewed by the College's administration and the Audit and Risk Management Committee of the Board of Trustees, which provides oversight of the financial reporting process, ensures the integrity of the audit, evaluates any findings or recommendations made by the auditors, and approves the publishing of the final audited financial statements**.** We make our audited financial statements publicly available on our website (**26-3055**). As an independent institution, the College's financial statements are not consolidated with those of a larger system or corporate entity. Accordingly, the audited financial statements fully reflect our financial position and operations. The BAC complies with the Single Audit Act under 2 CFR 200.

FINANCIAL RESOURCES: APPRAISAL

As of June 30, 2025, our most recently audited financial statements, the Boston Architectural College had liabilities of approximately $23.1 million and assets of approximately $40.0 million, with total net assets of approximately $16.8 million. Our total net assets as of June 30, 2025, were the largest the BAC has experienced in recent years.

In fiscal year 2025, we generated approximately $19.5 million in operating revenue. This came primarily from tuition and fees, the College's primary source of revenue. Our 2025 operating revenue was significantly larger than the previous year, reflecting continued enrollment growth. Our operating costs were approximately $20.2 million.

Our non-operating income from investments and donors more than offset the operating loss, providing a stable and improving financial position for the BAC. We ended FY 2025 with approximately $18.1 million in cash and cash equivalents, which was an increase from the prior fiscal year. We also had full access to our $1.0 million unsecured line of credit, which was unused at year-end.

Based on preliminary financial results, the BAC expects to conclude FY2026 with a positive change in net assets driven by continued enrollment stability, disciplined expense management, strong philanthropic support, and investment performance. Although the fiscal year 2026 audit has not yet been completed, we project another year of financial stability with continued growth in unrestricted reserves and liquidity, positioning the BAC to invest strategically while maintaining long-term financial sustainability.

As we reported in 2021, the BAC is working to diversify our revenue and reduce our dependence on tuition. As outlined in our strategic plan, we have intentionally diversified revenue, including grant funding, investment income, increased annual giving, planned giving, and capital fundraising. These initiatives have strengthened our financial position and reduced reliance on tuition revenue while providing additional resources to support strategic priorities.

The BAC now has an endowment that totals approximately $14 million. Increasing our endowment was one strategy we noted in our 2021 report to NECHE. Since that time, Planned Giving has become an increasingly important component of our long-term fundraising strategy, and we have documented $8.9 million in planned giving commitments over the past four years, with an additional $3.1 million currently in the pipeline. We are pleased with our progress thus far.

In 2024, we initiated a pilot mini-capital campaign (**26-3056**) - our first capital campaign in 60 years - and are currently at $2.96 million in total raised. The campaign focuses on two institutional priorities: the historic preservation component will protect and modernize our landmark campus buildings while preserving their architectural significance, and the geothermal/decarbonization initiative will reduce long-term operating costs, improve campus sustainability, and create a living laboratory for climate-responsive design. Beyond its fundraising goals, this pilot campaign is intentionally building our institutional fundraising capacity by strengthening campaign planning, donor engagement, stewardship, and major gift fundraising in preparation for a future comprehensive campaign (**26-3046**).

The Office of Advancement and Strategic Relations administers our ongoing giving initiatives and conducts four annual fundraising appeals supporting scholarships, the BAC Fund, and other institutional priorities (**26-1067**).

- Annual Giving to The BAC Fund consistently raises more than $450,000 annually in new cash, with approximately $650,000 in total commitments, including pledge receivables and signed commitments.
- Scholarship philanthropy remains a major fundraising priority, helping reduce financial barriers for students and expand access to a BAC education. Donor support strengthens student recruitment, persistence, and degree completion while advancing our mission of accessible, practice-based design education.
- The Pre-College Design Access Fund provides scholarships and other access components of our pre-college programming that reduce barriers to participation. Philanthropic support helps ensure that high school students from diverse backgrounds can participate in Summer Academy and other pre-college experiences, strengthening educational access and the pipeline to design education.
- The President’s Innovation Fund provides flexible philanthropic support for strategic priorities that may not fit within traditional restricted funds. It enables the College to respond to emerging opportunities, invest in innovation, and advance initiatives that strengthen the student experience and institutional effectiveness.

- The BAC maintains 100% participation in annual giving by our trustees, reflecting a strong culture of philanthropic leadership and institutional commitment.

We recognize our donors and build ongoing relationships through two donor societies. 1889 Legacy Society recognizes and stewards donors who have included the College in their estate plans and other planned giving arrangements. The Somerset Leadership Society recognizes annual leadership donors whose philanthropic support provides flexible resources for the College's highest priorities. The Society also strengthens long-term donor relationships and encourages sustained giving.

3.1 (previous 7.5 and 7.6) Following our 2021 Interim Report, NECHE requested that the BAC, in this self-study report, include an emphasis on "achieving its goals for enrollment, retention, and graduation" (NECHE Action Letter, June 27, 2022)*. *Additional information is included in Standards 2 and 4.

As we noted in our 2024 Progress Report to NECHE, the BAC's operational objective for enrollment, retention, and graduation remains year-over-year incremental improvement. Our enrollment, retention, graduation, and financial performance data are reviewed collectively to evaluate institutional sustainability and inform budget development, staffing decisions, and future investments. We recognize the importance of increasing enrollment, retention, and graduation at the BAC and are pleased to share our progress.

We continue to grow our total enrollment, projecting 800+ students in Fall 2026 (as of June 6, 2026). Our NECHE Total Enrollment table reflects this enrollment growth (**26-2021**). Building on our previous enrollment successes, we have continued to expand our online offerings, where we have consistently seen enrollment growth. Our online program enrollment data reflects a steady year-over-year increase, from 143 students in Fall 2022 to an anticipated 285 in Fall 2026 (**26-2238**). Because the BAC is open-admission, we use a blended inquiry-and-application metric. Core funnel metrics tracked at both the institutional and program level include total inquiries, total applications, active applications (applications still engaged in the process), accepted students, deposits, and international student applications and visa approvals. For example, as of June 2026, the Fall 2026 cycle shows 207 deposits, 242 accepts, 387 active applications, approximately 2,100 total applications, and approximately 1,100 inquiries.

When we look at FTFT first-to-second-year retention rates since our last NECHE comprehensive evaluation, we are happy to report here, and in February, a positive trend (**26-2280**). While we are disappointed with our student retention for the COVID year (Fall 2020 into Fall 2021), we have seen an overall positive and consistent increase in FTFT retention across the last nine years. We continue taking actions to support increased FTFT retention, including the activities discussed in Standards 2 and 4. While we are pleased with the increases, we know that the work we have started will need to continue if we are to meet the goals of our 2020-2027 strategic plan, as discussed in Standard 1.

When we look at graduation reports, we internally calculate a rate that applies to all new undergraduate students, not just first-time, full-time students reflected in IPEDS data and our NECHE Data Table for Undergraduate FTFT (**26-2111; 26-2280**). The divergence of IPEDS and our internal graduation rates in some years - most notably 2024-25, where the internal all-student rate of 50% substantially exceeds the IPEDS FTFT rate of 32% - reflects the different populations captured by each methodology. In years when our internal rate exceeds the IPEDS rate, it indicates that part-time and non-first-time students are graduating at higher rates than first-time, full-time students. This is consistent with the BAC's profile of working-adult learners with strong professional motivation. The overall trajectory shows meaningful improvement: our internal all-student graduation rate has risen from 27% for the 2014 cohort to 33–50% for more recent cohorts, with the most complete recent data (2024–25 report, the

2018 cohort) at 50%. We would also note that the anomalously high IPEDS figure for 2021–22 (68%) reflects a cohort of only 22 FTFT students.

The BAC views continued improvement in undergraduate graduation rates as a priority, and we are actively analyzing factors contributing to non-completion. These disaggregated data reveal meaningful variation. Examining our 2018 cohort, women graduated at nearly double the rate of men (40% vs. 22%), a gap the institution is actively examining. Pell Grant recipients — the population most directly reflecting the BAC's access mission — graduated at 43%, higher than the overall FTFT rate and substantially higher than non-Pell Stafford recipients (17%). This finding supports our open-admission model: students who receive need-based aid complete the BAC at rates equal to or higher than those of the general FTFT population. The lower completion rates among men and non-Pell Stafford recipients are areas the institution is examining through advising data and cohort analysis. Our data warehouse and analytics platform contains the data necessary for this disaggregated analysis, and we are working toward a more regular cadence for reviewing these dimensions of student outcomes (**26-3095**).

The BAC's graduate students share our concurrent education model and move fluidly between full-time and part-time enrollment as their professional circumstances require; these are not distinct program tracks but transient enrollment conditions within programs that reflect the practice-integrated nature of graduate study at the BAC. The institution calculates graduate graduation rates at 150% of each program's standard length, which varies by program. Graduate graduation rates show a clear upward trajectory over the six years, rising from 55.3% in 2020–21 to 76.9% in 2025–26 — the strongest result in the tracked period. This growth in graduate completions is also reflected in our NECHE Programs Data Table (**26-2022**). This improvement reflects sustained investment in graduate advising, program structure, and the maturation of the online Master of Architecture program. The 76.9% rate for the most recent year compares favorably with national graduate completion benchmarks and reflects our capacity to support working adult graduate students in completing their degrees. The Master of Architecture program represents the largest graduate enrollment and has shown consistent rates in the 65–80% range in recent years (**26-3096**).

Overall, the BAC has made meaningful progress in enrollment growth, improved student persistence, and increased graduation rates across undergraduate and graduate programs. These positive outcomes strengthen our long-term financial sustainability by supporting stable tuition revenue,

improving multi-year financial planning, and providing a strong foundation for continued strategic investment in academic programs and student success. We also recognize that supporting student retention and persistence to graduation must remain a focus for the BAC to continue our positive growth in student success.

To evaluate if our academic programs are supported with sufficient resources, we regularly review financial support for academic programs as part of the annual budgeting process (**26-2190**). We also review annual expenses for our three primary educational responsibilities - instruction, instructional support, and student services. Combined, these comprised 58% of FY2025 costs, which we estimate will increase to 59% for FY2026. We are estimating that these three categories of educational responsibilities will make up $12.4 million of our $21.1 million FY2026 operating costs. These three categories consistently comprise nearly 60% of the BAC's annual expenses (**26-1050**).

Consistent with our mission and the needs of our students, we have significantly increased institutional student aid over the last five years (**26-2009**). In AY2020-21, 44% of BAC students received institutional aid, which increased across the five years to 65% of BAC students receiving institutional aid in AY 2024-25. Funding for institutional scholarships has increased from approximately 1.5 million to 2.9 million, and Annual Dean's Awards have increased from approximately $230,00 in 2020-21 to $2.2 million in AY2024-25. Dean's Awards are recurring and linked to academic progress, a shift in approach for the BAC.

Financial authority, including budget development, approval, and monitoring, is structured to ensure appropriate controls, transparency, and accountability. Budget managers are responsible for stewarding resources within their areas, while central administration provides oversight and coordination to ensure alignment with institutional priorities. Budget managers receive their annual budget following Board approval and review by the vice president for Finance & Administration. Budget reports are provided to budget managers and their vice president each month, with the prior month's closing information. They then verify that they have "received and reviewed" the report.

During the past seven years, the vice president for Finance & Administration has worked to develop, document, and standardize the College's fiscal policies and procedures to strengthen internal controls, ensure regulatory compliance, and promote consistent financial practices across the institution. Fiscal policies are reviewed periodically and updated as needed to reflect changes in accounting standards, institutional practices, and regulatory requirements.

From a financial perspective, the BAC currently maintains strong internal controls designed to safeguard institutional assets, ensure accurate financial reporting, and promote responsible stewardship of resources. These controls include clearly defined authorization protocols, segregation of duties where appropriate, and regular monitoring of financial activity through established reporting processes. All are aligned with generally accepted accounting principles and are subject to our external audit.

We take a proactive and data-informed approach to addressing financial challenges. For example, during and following the COVID pandemic, the College experienced enrollment declines and operating pressures common across higher education. In response, institutional leadership implemented enhanced multi-year financial planning, strengthened budget monitoring, carefully managed operating expenses, prioritized strategic investments, and diversified revenue through increased fundraising, planned giving, endowment growth, and grant support. These actions enabled the College to improve its financial position while continuing to invest in student success and academic quality.

Financial performance is monitored through monthly financial statements, enrollment and tuition forecasts, multi-year budget projections, cash flow analyses, and program-level financial reviews. The Cabinet, the Finance Committee of the Board of Trustees, and the Board of Trustees regularly review these reports to evaluate financial performance, identify emerging risks, and determine appropriate corrective actions. In FY2025, we refinanced our debt on better terms, providing long-term benefits to BAC's debt obligations. We continue to decrease our long-term debt related to previously issued Massachusetts Development Finance Agency bonds for the purchase of 951 Boylston and improvements to the alley. As of June 30, 2025, our outstanding bond debt was approximately $9.8 million, net of current maturities and deferred financing costs.

Our Board of Trustees Audit and Risk Management Committee regularly evaluates risks related to enrollment, financial performance, regulatory compliance, debt obligations, cybersecurity, and other operational matters (**26-1032**). Quarterly financial reports, enrollment forecasts, cash flow projections, debt covenant compliance, and multi-year budget projections are presented to the Committee and the Board of Trustees to identify emerging risks and evaluate potential financial impacts.

The vice president for Finance & Administration continuously monitors key financial indicators, including net tuition revenue, enrollment trends, operating results, liquidity, accounts receivable, cash flow, and budget-to-actual performance. Results are reviewed monthly with Cabinet, and significant variances are analyzed to determine whether corrective action is needed. Recent actions resulting from this process include refinancing the College's long-term debt to reduce annual debt service, establishing conservative revenue assumptions in the annual budget, increasing the allowance for doubtful accounts in response to changes in the federal student loan environment, building board-designated reserves to strengthen financial resilience, and investing strategically in enrollment growth and student success initiatives.

The College responds to financial uncertainty through coordinated planning across Finance, Enrollment Management, Academic Affairs, Student Affairs, Advancement, and Cabinet leadership. Enrollment projections, retention trends, tuition revenue forecasts, fundraising results, and operating performance are reviewed collectively during the annual budget process and throughout the fiscal year. This collaborative approach enables the institution to adjust spending, prioritize strategic investments, and allocate resources in a manner that supports financial sustainability while advancing the goals of the College's strategic plan.

The institution demonstrates the ability to respond to financial uncertainty and unforeseen circumstances through coordinated, cross-functional action. Enrollment strategy, student support, and operational planning are aligned to stabilize performance and support institutional continuity. These responses are grounded in available data and informed by ongoing monitoring of key indicators.

Each year, the BAC's financial statements are independently audited by an external certified public accounting firm (**26-3053**; **26-3052**; **26-3051**; **26-3050**; **26-3049**). The audited financial statements are presented to and reviewed by the College's administration and the Audit and Risk Management Committee of the Board of Trustees (**26-1024**). Following their review, the Audit and Risk Management Committee presents the audit to the full Board of Trustees for their review and acceptance (**26-1025**). Audit results, including any findings or recommendations, are reviewed by the BAC leadership, and appropriate corrective actions are taken as needed

HUMAN, PHYSICAL, INFORMATION, AND TECHNOLOGICAL RESOURCES

HUMAN RESOURCES: DESCRIPTION

The Boston Architectural College currently fulfills its mission with a staff of 109 permanent employees and approximately 250 adjunct faculty each year (**26-3091**; **26-2285**).

As we have described in previous reports to NECHE and in Standard 2, our unique position as a design school requires qualified personnel who are active in their fields. The core faculty members of the College hold credentials at levels and in disciplines appropriate to a school of professional preparation, most frequently a terminal master's degree. All BAC core faculty are employed on full-time contracts with administrative responsibilities —managing curricula; hiring and supervising adjunct instructors and review critics; organizing events and exhibitions; serving on oversight, governance and search committees; and reviewing portfolios, degree projects, and theses.

Adjunct faculty members are hired to teach specific courses each term, including studio courses, and offer the majority of instruction at the BAC. Adjunct instructors are closely supervised and supported by the education directors. Adjunct faculty are qualified individuals hired on a contractual basis to teach in their field of expertise. Our Practice adjunct faculty are design professionals and work with students in their applied learning experiences (**26-2235**; **26-2236**).

Our permanent non-instructional staff currently includes 93 employees. The BAC additionally utilizes contracted staffing for security and housekeeping, which are not reflected in our IPEDS non-instructional staff reporting (**26-1055**).

In its 2021 Report, the NECHE Evaluation Team noted a staffing gap in our human resources and payroll functions. The BAC had experienced turnover in the Human Resources area in recent years. As we noted in our response to the

Team Report, by March, 2022 we had fully restaffed the department. Current staffing in Human Resources includes a full-time Human Resources operations manager, and a full-time Human Resources coordinator. With over 10 years of experience in Human Resources, the HR operations manager has been employed at the BAC since March 2022, and the HR coordinator has been at the BAC since April 2024.

The Human Resources department coordinates the hiring for all permanent members of the College.

Recruiting efforts include posting job openings on the college's website and on regional or national job posting sites, as appropriate, such as Higher Ed Jobs. Current employees receive email updates regarding open positions. Job postings clearly state the requirements and qualifications of each position, and candidate tracking is available through the PayCom Talent Acquisition platform (**26-3085**; **26-3093**). Each candidate is evaluated based on personal skill and merit. The BAC is committed to providing equal opportunity for all employees and applicants. This begins with Equal Employment Opportunity statements included on BAC job postings (**26-3092**).

Job descriptions are regularly updated and revised in response to the organization's needs.

The Human Resources department coordinates vacation and sick leave as outlined in the Employee Handbook (**26-3073**). Employment benefits, such as insurance, retirement contributions, and health care savings accounts, are managed jointly by Human Resources and the controller (**26-3094**).

Faculty members (core and adjunct) participate in orientation provided by Academic Affairs, as discussed in Standard 2 (**26-2013**).

The Employee Handbook and other employee resources are available on the college's employee website and on each employee's PayCom Employee Self Service account. Self-Service allows employees to easily access, manage, and update their own HR-related information. For example, employees can apply for leave and track their leave balances, update personal information such as contact details, complete onboarding tasks, and document sign-offs. Employee Self-Service is readily available to employees remotely at any time through the secure PayCom site or app (**26-3100**).

PayCom self-service includes Confidentiality Agreements, Conflict of Interest forms, our Code of Ethics, and other key documents for employee acknowledgment, including their electronic signatures.

Employee development opportunities are available through individual departments and through the ProArts Consortium (**26-2222**), of which the BAC is a member. Faculty and staff members can also enroll in subject-specific courses at the Berklee College of Music, the Boston Conservatory at Berklee, Emerson College, the Massachusetts College of Art, New England Conservatory, and the School of the Museum of Fine Arts at Tufts (**26-3075**). Qualified staff members can participate in our Tuition Waiver Program, providing courses, programs, and degrees to staff members, their spouse, and dependent children. A staff member is considered qualified after one year of full-time employment.

HUMAN RESOURCES: APPRAISAL

The BAC maintains a staffing model appropriate to a small, specialized college, combining dedicated functional expertise with overlapping institutional capacity. Staffing levels, position titles, responsibilities, and organizational placement are reviewed as institutional needs change, particularly when positions become vacant, are newly created, or are substantially redefined. These reviews consider the continuing need for the work, the appropriate level and title of the position, the competencies required, internal equity, market alignment, and the relationship of the position to the College's organizational structure. Recent examples include the restructuring of Library positions and the review and standardization of administrative position descriptions (**26-3114**; **26-3116**).

In 2021, the NECHE Evaluation team recognized the difficulty we have competing with the salary structures of other, larger Boston institutions of higher education. They also recognized that the BAC offsets their position on salary competitiveness through the complement of employee benefits. The BAC undertook a comprehensive Position and Compensation Study in 2022 to evaluate market competitiveness and internal equity. The study reviewed all positions for compensation comparability, established job grades, levels, and clusters, benchmarked compensation by industry, geography, organizational size, and sector, incorporated an employee survey, and included a pay-equity analysis. Benchmark sources included CUPA-HR, AAUP, ERI, ADP, and CompData, together with a peer group of higher-education and specialized design institutions.

The study found that BAC salaries averaged 82% of the market median in July 2021. The College established a goal of reaching 90% of market median by July 2023 and, following Board-approved adjustments, reached an average of 92% of market median by August 2022. The implementation plan also called for all employees to be within their applicable market bands by August 2022. Forty-one employees were addressed by June 2022 and a further 60 employees were scheduled for adjustment by August 2022 (**26-3104**).

Measure	**Baseline / Goal**	**Result**
Average salary position relative to market median	82% in July 2021	92% by August 2022
Institutional market-position goal	90% of market median by July 2023	Exceeded ahead of schedule
Employees addressed, Group 1	41 employees by June 2022	Completed/implemented per study materials
Employees addressed, Group 2	60 employees by August 2022	Scheduled/implemented per study materials
Future review cycle	3-year market data refresh; 5-year comprehensive study	Established in 2022 compensation framework

The BAC's Compensation Philosophy describes total compensation as market- and merit-based and includes competitive compensation, benefits, career-development opportunities, paid time off, and flexibility. The Board's Compensation Committee Governance Guidelines require periodic review of the College's overall compensation philosophy, executive compensation, peer groups, organizational design, market competitiveness, fairness, diversity, and legal compliance. For Cabinet positions, the framework targets approximately 90% of the market median on average, consistent with the policy developed for faculty and staff (**26-3103**; **26-3102**).

The BAC treats employee benefits as a significant component of total compensation and subjects its benefits program to recurring external review. In 2024, Brown & Brown reviewed the College's medical renewal, analyzed claims and loss-ratio conditions, tested the market through an RFP to multiple carriers, quantified projected renewal costs, and developed alternative benefit strategies. The review identified substantial cost pressure, including a medical loss ratio above 90% and an expected renewal increase between 17.6% and 19.3% depending on plan configuration.

The College repeated this review in 2025. Brown & Brown negotiated the original United Healthcare medical renewal, as well as dental, vision, life, and disability renewals, and modeled multiple plan alternatives. The 2025 materials show current total annual benefit-plan costs of approximately $1.430 million, of which the BAC contributed approximately $1.112 million. Without plan or contribution changes, renewal costs were projected at approximately $1.606 million, of which the BAC would contribute approximately $1.254 million.

2025 Benefit Cost Measure	Current 2024 Cost	2025 Renewal Cost	Change
Total plan cost	$1,430,090	$1,605,762	+$175,672 / 12.3%
BAC annual cost	$1,111,710	$1,253,553	+$141,843 / 12.8%
Medical: BAC annual cost	$1,013,506	$1,153,927	+$140,421 / 13.9%
Dental: BAC annual cost	$33,181	$34,603	+$1,422 / 4.3%
Vision: BAC annual cost	$2,567	$2,567	0%
Basic Life/AD&D: BAC annual cost	$15,224	$15,224	0%
STD: BAC annual cost	$5,983	$5,983	0%
LTD: BAC annual cost	$15,304	$15,304	0%

The annual benefits process therefore functions as an assessment cycle: the College reviews current plan performance and market conditions, receives external analysis, considers alternative plan designs and contribution structures, negotiates renewal terms, and evaluates financial effects on both the College and employees. This provides evidence that benefit design and cost are actively managed for competitiveness, employee value, compliance, and financial sustainability (**26-3105**; **26-3106**).

The BAC has included workforce demographic measures in its institutional assessment and strategic-plan reporting at annual Full-Board meetings, during which the president reviews diversity goals and outcomes for faculty, adjunct faculty, staff, and leadership staff. The College also identified limitations in the completeness of self-reported demographic data and therefore cautioned against drawing firm conclusions from those measures **(26-3117)**. The current NECHE draft reports that 62% of full-time employees are female and 28% are non-White or Hispanic/Latino(a).

The BAC Employee Handbook was issued in 2016 and revised several times, most recently in the version provided on January 1, 2021. The Handbook states that it is subject to periodic review and change and directs employees to Human Resources for questions concerning policies, procedures, and employment privileges. Human Resources is exploring use of legal-review resources available through the College's benefits relationship to review general employment policies, determine the scope of available review, and identify any limitations or costs. The intent is to use that review to update the Handbook for current legal, regulatory, benefit, and institutional practices. The Employee Handbook was last reviewed in 2021 and is due to be reviewed in AY 2026-27.

The BAC implemented Paycom in 2020 as a modernization of its human resources, payroll, and workforce-administration infrastructure. The transition from ADP was approved through the College's executive leadership process and involved Finance, Human Resources, Information Technology, Marketing and Communications, and other administrative units. The decision was driven by workflow automation, employee self-service, benefits administration, electronic documentation and signatures, adjunct appointment management, stronger audit trails, and reduced dependence on manual and paper-based processes rather than by cost reduction.

Implementation planning occurred in early 2020 and included project scheduling, communication planning, employee training preparation, payroll transition readiness, workflow redesign, and appointment-process integration. Later records confirm that Paycom became the College's active HR and payroll platform and is now used across onboarding, benefits administration, employee acknowledgments, policy administration, payroll, time and attendance, time-off requests, and workforce management.

Increasing and consistent use of a robust HRIS (PayCom) has improved efficiency in HR administration, training, recruitment, and employee onboarding. Previously used, time-consuming manual systems have been replaced with a system that offers greater productivity and accuracy.

The August 2026 Paycom Direct Data Exchange dashboard provides current evidence of system adoption. It reports 90.70% Employee Self-Service login activity, 62.50% Manager On-the-Go login activity, and an Employee Usage Score of 54.81%. The dashboard records 810 employee-related changes during the reporting period, 444 of which, or 54.81%, were initiated by employees and 366, or 45.19%, by the employer.

Paycom Measure	**August 2026 Result**
Employee Self-Service login activity	**90.70%**
Manager On-the-Go login activity	**62.50%**
Employee Usage Score	**54.81%**
Total employee-related changes	**810**
Employee-initiated changes	**444 (54.81%)**
Employer-initiated changes	**366 (45.19%)**
Time and Attendance changes	**731**
Time-Off Request changes	**63**

Comparable historical Paycom usage data are not currently available from the vendor. Human Resources requested earlier-year data in August 2026, and the Paycom representative was still determining whether those records could be retrieved. The Self-Study should therefore describe broad current adoption and operational integration rather than claim a measured year-over-year increase in system usage.Paycom releases platform updates monthly, makes release information available to system users, and provides automated alerts when updates are implemented. The vendor also incorporates client feedback into ongoing system development. Human Resources reviews these updates as part of its continuing administration of the HRIS and identifies changes relevant to BAC workflows and employee use (**26-3108**).

The BAC supports employee professional development through institutional and divisional budget allocations, participation in conferences and professional associations, continuing education, licensure and credential support, tuition benefits, and other development opportunities. The Employee Handbook explicitly encourages staff participation in relevant seminars and conferences and permits institutional support for reasonable professional-development costs through the strategic resource planning and career-development process.

In FY2026, the Office of Academic Affairs had a $32,400 professional-development budget. Documented expenditures included continuing-education courses, professional-license fees, conference registration and travel, leadership development, disciplinary association participation, and professional memberships. Examples included an IDEO Design Strategy Course for Leaders, ACSA professional development, CELA conference participation, Northeast Sustainable Building professional development, NCARB renewal, and continuing education related to Zero Net Carbon Design and ADA compliance (**26-3110**).

The Employee Handbook provides a Tuition Waiver Program for qualified full-time staff and eligible spouses and children. Employees become eligible after one year of full-time employment, and the benefit may be used for BAC courses, programs, and degrees, subject to the terms of the program. Employee utilization demonstrates that the program functions as an active educational and professional-development benefit.

Academic Year	Employees Participating	Course Enrollments
AY2022-23	**4**	**4**
AY2023-24	**10**	**12**
AY2024-25	**5**	**7**
AY2025-26	**9**	**10**
Four-year total	**20 distinct employees**	**33 enrollments**

Across AY2022-23 through AY2025-26, 20 employees used the tuition-waiver benefit, accounting for 33 course enrollments. Annual participation ranged from four to ten employees (**26-3111**; **26-3109**).

The Employee Handbook prohibits discrimination, sexual harassment, and retaliation and establishes procedures for reporting and investigating complaints involving employees. Employees may report concerns to a supervisor or Human Resources. If an allegation involves the Human Resources leader, the Handbook identifies an alternative reporting route. The policy calls for prompt and thorough investigation, appropriate confidentiality, and disciplinary action where violations are found.

Since the last comprehensive evaluation, the BAC has strengthened several core elements of its Human Resources infrastructure. The College completed a comprehensive position and compensation study, moved average salaries from 82% to 92% of market median, established recurring compensation-governance expectations, modernized payroll and HR administration through Paycom, formalized annual employee-review processes, standardized position descriptions, strengthened executive accountability for HR goals, and continued to provide substantial employee benefits and professional-development opportunities. Employee retention improved to 89.8% in FY2026 following a period of greater turnover, and HR data are increasingly being incorporated into staffing, compensation, organizational design, and budget decisions (**26-3112**).

The appraisal also identifies areas for continued development. The College is formalizing a recurring annual review of workforce data; restoring the annual performance-review cycle after recent HR turnover; updating the Employee Handbook; strengthening documentation of required employee training; and continuing to develop Title IX staffing, training, and documentation. The College's HR model reflects its scale: dedicated Human Resources capacity is supplemented by responsibilities distributed among supervisors, Cabinet, Finance, Information Technology, and the Board. The available evidence demonstrates substantial modernization and increasing structure, while the remaining work is focused primarily on regularizing recurring processes and strengthening documentation.

PHYSICAL RESOURCES: DESCRIPTION

The Boston Architectural College has sufficient and appropriate physical resources to support student learning and our educational mission (**26-3057**). The College owns and occupies a total of 62,876 usable square feet, including buildings on Boylston and Newbury Streets in the Back Bay area of Boston, Massachusetts.

The BAC campus comprises three distinct buildings: 320 Newbury Street, 322 Newbury Street, and 951 Boylston Street (**26-3041**; **26-3007**; **26-3008**). The main building at 320 Newbury Street features a mixed-use occupancy, primarily designated for instructional (23%) and administrative (29%) purposes. Instructional spaces occupy the third through fifth floors, with the fourth floor dedicated to technology-based operations and student workspace. In alignment with federal, state, and local accessibility standards, 320 Newbury features an accessible main entrance and designated accessible restrooms, though structural variances exist across floors.

Connected internally via the 320 Newbury main entrance, 322 Newbury Street is predominantly utilized for administrative operations (77%). To support the institution's commitment to safe, equitable physical environments, the facility is actively monitored through ongoing institutional planning. While the building currently complies with state and local codes in most areas, including a mechanical chair lift for immediate programmatic and physical access to the third floor in the 322 Newbury Street building, its age requires that future capital alterations be planned to achieve comprehensive, long-term ADA compliance.

Since its renovation was completed in 2011, 951 Boylston Street currently houses instructional (40%) and administrative (31%) spaces. This building is easily accessible through its main entrance. Recent restoration efforts include its south façade and windows. This work is the start of restoring the historical building, with additional work planned as part of our current capital campaign (discussed earlier in Standard 3). Our facilities are safe, accessible, and free of known hazards.

Instructional classrooms are primarily located on the 3rd and 5th floors of 320 Newbury Street. Each room features an instructor workstation attached to either an LCD projector or a large touch screen monitor. Several classrooms have conference bars to facilitate engagement of off-campus students within mixed-mode classes. Conference bars function as the room speaker and microphone, allowing students to hear and be heard both on- and off-site. For spaces where installation of a conference bar is not feasible, LCD monitor carts equipped with a high-definition webcam are available (**26-3031**; **26-3032**).

Each building features a large, dedicated lecture space that serves additional purposes ranging from guest lectures to public events to campus-wide celebrations. Rooms feature high-end equipment, including a powerful laser projector, a high-fidelity audio system, multiple pan-tilt-zoom cameras controllable from the podium, and a microphone system allowing for integration of remote participants.

Spanning both buildings of the BAC campus are seven instructional and open computer labs housing over 100 computers available for student use. All machines have the latest architectural and design software our students need to complete their coursework, including Adobe, Autodesk, Microsoft Office suites, SketchUp, ArcGIS, and Rhino. Necessary coursework plugins are also included on these machines, including VRAY, Enscape, and CoveTool (**26-3024**).

The 4th floor of the 320 Newbury Street building serves as the primary computing lab space. Rooms 401 and 402 are designated as open computer labs with dual monitors, providing students with a quiet, uninterrupted workspace. Rooms 406, 407, and 409 are instructional computer labs. Additional computer labs are on the 3rd floor of 320 Newbury Street, in the library, and on the 2nd floor of 951 Boylston Street. Access to these spaces is available at any time the building is open. Students can continue to use the resources after the building closes, but are not granted re-entry upon leaving.

Recognizing that finding affordable housing in Boston can be difficult for our on-site students, we established our first housing partnership in 2017 with Pine Manor College, which had an extra residence hall building approximately 20 minutes by subway from the BAC campus. This arrangement continued until the 2020 COVID shutdown. Shortly after, Pine Manor College was subsumed by Boston College, ending that opportunity. We then took advantage of another opportunity in 2023 to enter into our current multi-year partnership with the New England Conservatory, another ProArts Consortium member institution. Through this partnership, we offer our students traditional dorm-style student housing with a dining hall and meal plan in a building only a 15-minute walk from our campus (**26-3058**). Our current three-year agreement provides for one floor of the NEC building and access to communal spaces. The floor is configured as fifteen double rooms, one four-person suite, and five single rooms (**26-3076**). Residence hall processes are led by our coordinator of student life & housing. Two advanced BAC student leaders have roles: a resident advisor trained by the NEC and considered part of their RA staff, and a live-in peer mentor, “beekeeper.” During the semester, the BAC associate vice president & dean of students and coordinator of student life and housing regularly meet with the NEC residence director and key NEC staff (**26-3076**).

The Board of Trustees Facilities Committee advises on campus planning, capital improvements, and space utilization. They ensure that our projects align with strategic needs and sustainability (**26-1023**). The director of facilities & operations makes operational decisions and reports to the College president.

PHYSICAL RESOURCES: APPRAISAL

Since 2021, the Boston Architectural College Facilities and Operations department staff have taken a significant step to better support our community by bringing administrative operations and security under the umbrella of our Facilities team. Adding critical staff to manage day-to-day facilities operations allows facilities leadership to focus more closely on the newly acquired departments while ensuring a unified team keeps our campus running smoothly. By streamlining our leadership, we are ensuring that our physical environment reflects our commitment to institutional integrity and provides a secure, reliable, welcoming structure in which students can thrive and focus on their goals.

Our Operational Excellence strategic initiative goes beyond regular maintenance; we are building a campus that reflects our values and aligns with the College's mission. We have revitalized our decarbonization project, headlined by the geothermal energy initiative, to lead by example in the fight against climate change (**26-3107**). The 2021 NECHE Evaluation Team recognized our Operational Excellence strategic initiative, and specifically, our balancing of long-term facilities strategy with short-term facilities needs.

INFORMATION AND TECHNICAL RESOURCES: DESCRIPTION

Library & Archives

The Boston Architectural College library provides students, faculty, staff, and the public with access to information and learning resources. The library is located on the 6th floor of the main college building at 320 Newbury Street (**26-3059**). It has an open concept design with both quiet and active learning spaces. One of the more unique aspects of our library is that it houses the original library of the Boston Architectural Club, which was dismantled and reassembled piece by piece in our current location. This historic space, home to 2,000 volumes and resources dating from 1883 to 1940, is used for meetings and classes (**26-3060**).

Our reference desk provides reference, research, and directional assistance to all who come to the library, and especially welcomes the surrounding Boston public and academic communities. We are open 60 hours per week during the Fall and Spring semesters, and slightly fewer hours in the summer. Students and faculty have 24/7 access to the library's growing digital resources through our web proxy server software. Document delivery services are available through an online request form, and requests are delivered via email, usually within 24-48 hours. The public has on-site access to the library and its resources during its open hours after registering as a visitor with BAC security (**26-3061**).

The BAC Library provides access to physical and digital resources sufficient to meet the current needs of the BAC's academic programs, research activities, and our public service mission. Library staff continually review resources for currency, usage, and price, and seek partnerships to acquire resources at the best value. We subscribe to mission-critical databases, journals, books, and other materials in both electronic and print formats. Mission-critical resources are those that are necessary to support the curriculum and research needs of BAC students and faculty. Some of these include the Avery Index to Architectural Periodicals, CuminCad, Sanborn Fire Maps, JSTOR/ARTSTOR, PolicyMap, Bloomsbury Design Library, Environment Complete, and BAC Theses (**26-3062**).

Our staff of professional librarians provides information literacy and research support, in person and virtually, for classes and to students seeking assistance for assignments and research. The Core Competency Standards used to provide information literacy instruction are from the Art Libraries Association of North America (**26-3063**).

Each year, our library staff update and develop in-depth tutorials on conducting library research; topical guides on architecture and design; and course-adjacent guides that support course curriculum (**26-3064**). For example, guides for Visual Literacy (**26-3065**), LGBTQ+ Architecture (**26-3066**), Brutalism (**26-3067**), and Frederick Law Olmsted (**26-3068**).

In 2022, we embarked on an effort to redesign the library website landing and database pages. A committee was charged with this work, and changes went live in December, 2024. Specifically, the homepage is now more accessible on handheld devices, more intuitive for students, and includes a search bar. The database page was improved to make it easier to manage, with databases organized by topic to help students find what they need for a specific class or project.

The BAC Archives, also within the oversight of the director of the library, is located in the 951-955 Boylston Street campus building (**26-3069**). The BAC Archives are used by BAC students, staff, faculty, alums, and the general public. Our archives contain the historical and institutional records of the BAC from 1889 to the present, as well as artifacts and artwork. Archival resources are consulted to meet the diverse needs of our constituents, including scholarly research, assistance to the registrar in assigning transfer credit, support for alumni and faculty recognition, and the development of historical and educational exhibits.

Information Technology

The Information Technology department operates and maintains services and spaces that support our mission by encouraging and enhancing learning (**26-3070**). These include instructional classrooms, computer labs, and virtual environments to ensure that all students and faculty have consistent access to resources that meet or exceed academic needs.

Following a 3-year maintenance lifecycle, consistent with our hardware warranty, a third of all instructional and lab equipment is annually replaced with the most current models available. This upgrade process generally occurs between semesters. All machines are refreshed before the start of the Fall and Spring semesters, ensuring that software suites are up to date and that any new software requests are in place.

In response to the 2020 pandemic, the BAC launched a web platform to provide students with software, network drives, and other virtual resources. In the years since, this has grown and evolved into a service we call the BAC CloudLab. Running on Amazon Web Services, our students are provided with powerful virtual machine instances with software matching our on-site computer labs. With servers across the globe, our growing international student body has access with limited latency. As the software lives entirely in the virtual environment, students are no longer required to invest in powerful home machines to complete their coursework. The BAC CloudLab is a commitment to our mission of providing educational access to a broad and diverse population (**26-3090**).

In 2022, we launched a centralized student portal designed to provide a single access point for the resources and information students need throughout their academic experience. The portal provides quick access to core BAC platforms, including Moodle, student email, student forms, CloudLab, course information, campus news, and academic calendar updates. It also connects students to support services, including Office of Student Life resources, fabrication and technology services, practice hour submission, tutoring, and library resources. The portal is maintained developmentally by the IT Systems Administrators, with content managed by the Marketing team. It continues to expand as additional BAC resources are integrated over time (**26-2023**).

Multi-functional devices (MFDs) are located on every floor in both buildings, where students, faculty, and staff can print, scan, and copy in color. Every BAC workstation has access to all printers and supports secure, private printing, allowing jobs to be queued but not printed until authorized at the device. Campus printing resources also include four large-format machines for printing most architectural formats, which students use throughout the semester to display their work in class and at college events. Printing, scanning, and copying resources are available to students during building hours or as long as they remain within the building after hours. To support our students, prints are priced as close to cost as possible. For example, prints on the MFDs: monochrome pages are \$.07, or \$.05 if printing duplex, and color pages are \$.35, or \$.30 if printing duplex. Printing on the large-format printers costs \$.60 per square foot, or \$3.00 when printing from the premium plotter. Faculty and students are provided a stipend per semester to cover these costs, and additional funds can be added through the PaperCut self-service portal (**26-3101**).

Our design courses often require students to create physical models. To facilitate this, 320 Newbury Street is home to four distinct fabrication spaces dedicated to bringing our students' ideas to life. IT staff members and specially trained student assistants provide support in conceptualizing, designing, and prototyping models before having them created in one of the labs (**26-3071**).

- The Woodshop provides the space and tools to create design projects, such as signs and ornaments, or prepare material for further fabrication. The shop is equipped with common hand and power tools, table saws, bandsaws, sanders, and a jointer/planer machine (**26-3027**).
- The CNC lab is equipped with two Laguna CNC machines. These machines are primarily used to create architectural site models and topographic reliefs. For safety reasons, these machines are operated by IT staff, but students create the model and are responsible for making any necessary changes before the final cut (**26-3023**).
- Our Laser Cutters and 3D Printing labs emphasize a hands-on approach for our students, who are individually trained before using the computer labs to create their models. Our eight 3D printers are commonly used to model buildings or create abstract designs for incorporation into larger multimedia design projects. The three laser cutters offer precision and speed for creating topographical models, building constructions, and site maps (**26-3026; 26-3021**).

The BAC does not limit students to course-related projects in the fabrication spaces. Instead, we encourage students to pursue their creativity outside of the classroom. Having multiple fabrication options allows students to work with different media and gain valuable experience. Non-curricular examples include creating laser-etched business cards, instrument bodies, and shelving and storage.

Our IT Helpdesk is a team of seven located on the 4th Floor of the Newbury Street building, with support staff available seven days a week to assist students, faculty, and staff in all BAC computing and printing spaces. Staff is available from 8:30 am to 10 pm Monday through Thursday, 8:30 am to 8 pm on Friday, and 10 am to 6 pm on weekends. For issues outside these hours, BAC community members can create help tickets via email or phone. Contact information for the Helpdesk is posted on the website, student portal, and on posters in college buildings. The Helpdesk also provides equipment checkout, including computer peripherals, digital cameras, portable LCD projectors, and tools for students working on physical media.

Adjacent to the Helpdesk is Computation Design Research (CoDeR), a team of two software application specialists designated to assist students with specific questions relating to software suites in the computer lab. They also refresh the computers before every semester to ensure that the software is up to date. To that end, the team is in regular communication with the academic team to add or remove applications as necessary for courses. Specific to our design education mission, faculty and students can submit specialty or experimental software requests to the IT staff for installation on the computers in the CoDeR lab, an IT space designated for the exploration of new and innovative technologies (**26-3072**).

The BAC maintains a comprehensive information security program overseen by the director of information security & systems and the BAC information security team. The program is built around compliance with GLBA, FERPA, and Massachusetts 201 CMR 17.00, and is documented in the BAC's Written Information Security Program (WISP) (**26-3039**). This program is regularly reviewed and maintained by the WISP Committee (**26-3039**).

The BAC's core infrastructure has been located in a colocation facility with keycard-controlled access since 2016. NPI is encrypted both at rest and in transit across all BAC-managed devices and systems in accordance with the BAC Data Encryption Policy (**26-3012**). Physical records containing NPI are protected through physical access controls, and secure disposal procedures are in place for both physical and digital media at the end of life. Data is retained based on business operation needs and in compliance with FERPA, accreditation requirements, and other legitimate institutional needs. When data is no longer required for these purposes, it is securely disposed of in accordance with the BAC Secure Disposal of NPI Policy (**26-3033**). All production data is backed up at least once per day, with critical infrastructure such as databases and file servers backed up every 4 hours to ensure availability and recoverability.

We maintain an inventory of all systems that store, process, or transmit NPI. Network segmentation is in place to further reduce risk by isolating NPI systems from general institutional network traffic. All software installed on BAC-owned computers is subject to a formal approval process under the BAC Software Policy (**26-3015**). Externally sourced applications with NPI are evaluated for security compliance before adoption, in accordance with the BAC Vendor Management Policy (**26-3037**). Payment card processing is fully handled by a PCI-DSS-compliant third party, keeping payment data entirely off BAC systems. The IT Security team regularly audits permissions across NPI-holding systems to ensure access is appropriate. Multi-factor authentication (MFA) is required for all staff, faculty, and students (**26-3042**).

The BAC's Privacy Statement governs data collection across all institutional websites and digital services (**26-3014**). Third-party vendors with access to BAC NPI must sign the Vendor Agreement for Data Protection and Compliance (**26-3030**) or have similar contracts in place to ensure that BAC NPI is secure and that the company complies with confidentiality, regulatory compliance, data security, and data breach notification obligations under the Gramm-Leach-Bliley Act (GLBA), the Family Educational Rights and Privacy Act (FERPA), and applicable Massachusetts law, including 201 CMR 17.00.

BAC full- and part-time staff complete mandatory security awareness training twice a year, and new hires complete onboarding training (**26-3035; 26-3039**). IT administrators complete dedicated IT security training each year.

We conduct third-party penetration testing annually (**26-3038**). Penetration test types rotate across internal, external, and wireless assessments, ensuring comprehensive coverage of the institution's threat surface over time.

Our Incident Response Plan provides a clear framework for responding to data exposure, malware, service disruptions, and third-party breaches. It is reviewed regularly to ensure it remains current and actionable (**26-3013**). In the event of a data breach, the BAC maintains a documented notification process communicated to all relevant staff, ensuring a timely and coordinated response in compliance with GLBA and Massachusetts 93H requirements.

Each year, the IT Security team conducts a formal risk assessment examining internal and external threats to the confidentiality, integrity, and availability of NPI. This assessment evaluates the sufficiency of existing safeguards and directly informs updates to policies, controls, and procedures across the institution. Before implementation, major changes to IT systems, particularly those affecting NPI, are reviewed through the BAC Change Management Policy (**26-3018**).

The BAC maintains both a Business Continuity Plan and a Disaster Recovery Plan, and each is reviewed annually. These plans cover a range of disruption scenarios affecting institutional operations and data availability and are informed by the annual risk assessment (**26-3016; 26-3020**). Expanding the formal testing cadence for both plans is identified as a near-term priority.

INFORMATION AND TECHNICAL RESOURCES: APPRAISAL

Library & Archives

The BAC Library provides our constituents with access to 42,009 physical books, 6,201 physical media, 200 databases, and approximately 425,000 electronic books, media, and serials (**26-3003**).

We collect and review annual library usage data (by calendar year) to inform our planning and budget. While the number of physical books borrowed in the last three years has varied, the number of ebooks borrowed has increased significantly, from 1,796 in 2023 to 17,689 in 2025. Similarly, our catalog and EBSCO Discovery Services searches have both significantly increased from 2023 to 2025. Our Fall Semester Door Count decreased from 2023 to 2024 and remained about the same in 2025. Taken together, these data suggest that overall access to library resources at the BAC has substantially increased over the last three years, with the largest increases found in electronic access (**26-3006**).

LIBRARY USAGE SUMMARY

Calendar Year 2023 to 2025

LIBRARY ACTIVITY	2023	2024	2025
Door Count – Fall Semester	7,154	4,712	4,924
Physical Books Borrowed	1,621	2,082	1,082
Catalog Searches	67,609	77,033	173,482
EBSCO Discovery Services Searches	140,967	154,343	165,919
eBooks Borrowed	1,796	9,614	17,689

Our Library's 176 online research guides are accessed frequently and had 12,501 views in calendar year 2025. The most frequently used guide was the Architect Registration Examination (**26-3074**) with 747 uses. Our 2026 online research guide usage is tracking similarly to 2025, with 6,493 views between January 1 and June 16, 2026.

Information literacy sessions provided by BAC librarians have increased since calendar 2023. In 2023, our Information Literacy librarians conducted 20 sessions impacting 270 students. In 2024, this increased to 45 sessions and 632 students. This dipped slightly in 2025 to 39 sessions, impacting 526 students. Both 2024 and 2025 show large increases over 2023 (**26-3077; 26-3005**).

In 2024, our Information Literacy Librarian launched a new program: Information Literacy Partnerships. The library worked with faculty members to include the Library within the course curriculum. These partnerships increased both the number of sessions provided each year and the number of students receiving information literacy instruction (**26-3004**).

The contents of the BAC Archives have grown from approximately 25 cubic feet in 2005 to nearly 250 cubic feet in 2026. Contents include records of the Boston Architectural Club from 1889 to 1944; Articles of Incorporation and By-laws of the school and the membership; BAC publications, including exhibition catalogs, course catalogs, and student newsletters; artifacts, sculpture, drawings, photos, pictures, and audio and video recordings; the institutional records of the Boston Architectural Center and Boston Architectural College, 1944-Present:

- Minutes, correspondence, and records of BAC governing bodies and committees
- Documentation of BAC academic programs and the BAC curriculum
- Honors and Awards records
- Commencement and other events, programs, and exhibition records
- BAC accreditation and degree-granting records
- Recordings of BAC events and presentations (**26-3002**).

The Archives receives an average of 200+ requests for information each year and will continue to collect institutional records and other items critical to the BAC's institutional memory and the research needs of our constituents.

Our review of the data indicates that we have sufficient and appropriate information resources to meet the BAC's needs. However, as the BAC increases enrollment and expands to include courses and programs offered in person, hybrid, and entirely online, we recognize that our Library needs to provide both traditional and new ways to access information resources. In response to our usage data and broader college planning, the Library is making substantial enhancements to its services.

In 2026, the Library provided the Cabinet with a blueprint for expanding its resources, Advancing the BAC's Mission and Curriculum: Modernizing and Connecting Our Library in a Mixed Reality World (**26-3048**). The director of the library proposed, and the Cabinet supported, membership in the Boston Library Consortium (BLC) and the Fenway Library Organization (FLO). These memberships increase access to resources and support for library and technical systems. They also provide a stronger negotiation position with library vendors: in the near future, three of our existing vendor contracts will move to BLC contracts. The BLC provides our students with on-site access to 27 academic library collections, and BAC students can borrow books and access databases at those institutions.

In 2026, we added two professional staff members to the Library: a senior cataloger & metadata librarian and an instruction and outreach librarian. Along with their added expertise, the addition of two staff members allowed us to increase our weekly hours of operation from 55 to 60.

Additional improvements the Library is making to meet the BAC community's information needs include:

- Migrating to a new platform to enhance discovery of the BAC collections and other resources (Summer 2026-Spring 2027).
- Updating the interlibrary loan and document delivery service through enhanced integration with the new platform. This expands our students' ability to request journal articles, books, and other resources from BLC libraries (Summer 2026-Fall 2026).
- Responding to our students' need for additional quiet learning and meeting spaces. The BAC Library's open concept has, unfortunately, situated quiet and active learning spaces near each other. In Summer 2026, we converted a former storage area into a combined quiet study and meeting space that can be booked electronically by students (Summer 2026).
- Creating a student wellness area in the Library. With student input, we will re-imagine our library space to create an area that encourages self-care, builds community, and provides an absolutely quiet study space (Fall 2026).

As an additional means of reviewing the services we provide to our BAC constituents, we re-established our BAC Library Advisory Council in 2025 (**26-3078**). The Council meets quarterly to provide input and feedback on Library services, resources, and programs. The cross-campus advisory Council is designed to provide input and feedback on the Library's services, resources, and programs to ensure these align with the mission, strategic initiatives, and evolving needs of our institution. Members include Library staff, adjunct and full-time faculty, students, staff, and representatives from administrative departments (**26-3079**).

Information Technology

Our IT staff collaborates with colleagues from across the institution to meet the technology needs of our students, staff, and faculty. For example, the active decision to include hybrid support when selecting new classroom technology and to rebuild the employee webpage to support individual departments, as discussed in the Human Resources section of this standard.

In response to the onset of the COVID-19 pandemic, the Boston Architectural College deployed a cloud-based virtual computing lab referred to internally as CloudLab. It provides all students with remote access to the specialized design and modeling software required for architectural and design coursework. BAC usage data collected since 2022 shows sustained and growing reliance on CloudLab. Session volume has grown approximately 46% between Fall 2022 and Fall 2025. The current average session length of two to nearly three hours per session indicates substantive, studio-level work rather than casual use. Hours of engagement per student have grown over the same period, reflecting deepening integration of the platform into students' regular academic workflow. Because the lab operates on elastic cloud infrastructure rather than fixed physical hardware, the College can scale capacity to meet enrollment and course demand without capital investment and physical limitations of an on-premises computer lab (**26-3019**). CloudLab has evolved from an emergency response measure into a critical, continuously utilized piece of the College's academic technology infrastructure, directly supporting equitable access to design education for students regardless of location or personal computing resources.

Data suggest that our Student Portal has experienced continual growth in student engagement since its launch in 2022. While precise usage metrics are difficult to capture, the overall steady increase in use reflects the portal's growing role as a central part of the student experience. Having a single access point for students reduces friction in accessing institutional resources and supports student success across academic, administrative, and campus life functions (**26-3034**).

Printing remains a vital part of the student experience at the BAC. On average, over 30,000 pages are printed or copied annually, the majority at the MFDs. An average of 3,000 prints are made annually on our wide-format printers, with usage skewed toward the end of the semester as students complete their projects and prepare for review sessions. The wide-format scanner completes about 1500 scans per year on average.

The CNC and Woodshop spaces are monitored throughout the semester by a designated IT staff member and a team of student workers. During the semester, the space is staffed for at least 40 hours each week, with flexible schedules to accommodate student appointment requests. The CNC receives about 2-3 projects per week, each taking approximately 5 hours to complete. The Woodshop is used for an average of 8 hours per week.

The Helpdesk receives about 1800 tickets annually. These tickets are handled as they come in with a first response time of under 2 hours during regular business hours. Most issues are generally resolved within 1-2 business days. Common issues encountered by the Helpdesk include password and MFA resets, requests for classroom support and setup, and staff hardware installation and troubleshooting. Issues not resolved by the Helpdesk are internally escalated to various teams within IT, such as systems administrators, the Moodle team, or CoDeR (**26-3025**).

CoDeR handles a variety of requests relating to software installation, troubleshooting usability in the labs, and assigning licenses for specific software to the student population. These tickets represent about 10% of all IT tickets. Not captured in our ticketing system are 3D print requests for monitoring, which represent an additional 150 requests annually. Much of the remaining work completed by CoDeR includes serving as a resource for students to stop by with quick questions or to provide a quiet, supervised space for students to work on their physical models.

Multi-factor authentication (MFA) is managed by the IT Security team and is required for all individual user accounts through Microsoft Entra Conditional Access Policies. Enrollment is a mandatory step in the account activation process and must be completed before an account is used, resulting in 100% MFA adoption across individual accounts. Departmental accounts are not subject to the MFA requirement due to their shared nature. They are restricted to on-campus login or access through the institution's secure remote desktop platform, Cloud Connect, as a compensating control. Our MFA program has expanded over time, progressing from no requirement, to staff-only coverage, to the current all-user mandate.

Since 2024, all new IT vendors with access to Nonpublic Personal Information (NPI) have been required to have a formal data protection agreement in place before engagement. This requirement applies to existing vendors as contracts come up for renegotiation. Compliance is coordinated between the IT Security team and the department manager responsible for the vendor relationship. Planned improvements include expanding the requirement to additional departments and implementing a more formal system for tracking vendor agreement status.

Security awareness training is administered by the IT Security team and is required for all staff and core faculty. New employees complete an initial set of training modules at the start of employment. All staff and core faculty are additionally required to complete biannual training. The IT Security team curates and maintains the training content (**26-3043**).

We also conduct monthly simulated phishing exercises. Staff and core faculty are trained on how to report suspicious emails, ensuring potential threats are escalated to the IT Security team. Staff or core faculty who fail a simulation or are involved in a real phishing incident are assigned remedial training, with an escalating consequence framework for repeat failures. The director of IT systems & security reviews compliance and escalation cases. Our program has evolved through updated content reflecting the current threat landscape and increasingly realistic phishing simulations. We plan to expand the training program to adjunct faculty and students in the future.

A successful external penetration test was performed in Summer 2024, during which no significant issues were found. The internal penetration test completed in summer 2025 also found no critical issues, with only minor discoveries currently being remediated by our IT security team. A wireless penetration test is scheduled for Summer 2026. Continuous monitoring provides ongoing threat detection between formal assessments.

The BAC IT Security team conducts an annual risk assessment to identify risks to institutional information assets, evaluate existing controls, explore opportunities for new technologies, and prioritize mitigation efforts. The process has matured over time through the adoption of a new risk management platform that allows for more robust documentation of each identified risk and maps findings directly to GLBA compliance requirements. Findings from past assessments have resulted in tangible security enhancements. The assessment identified systems such as the remote desktop gateway where MFA integration was not technically feasible; in response, the IT Security team implemented an SSO IP safelisting process that requires successful MFA authentication before access is granted. Additionally, access control auditing for network shares has been transitioned from a manual process to a largely automated workflow, enabling more consistent and reliable reviews of access permissions.

PROJECTION

STANDARD THREE: INSTITUTIONAL RESOURCES

The BAC will continue to ensure that it has and maintains sufficient human, financial, information, physical, and technological resources and capacity to fulfill its mission and sustain the quality of its educational programs wherever and however they are offered. Consistent with NECHE Standard 3, the College will place particular emphasis on realistic multi-year financial planning, alignment of enrollment goals with financial projections, mission-driven resource allocation, and periodic evaluation of the sufficiency and sustainability of institutional resources. The BAC will also continue to strengthen enterprise risk management, regulatory compliance, internal controls, and contingency planning to support institutional stability and improvement.

Financial Stability, Enrollment, and Planning.

The BAC will continue to pursue balanced operations and realistic multi-year financial planning based on identified and sustainable sources of revenue. Financial forecasts will incorporate enrollment, revenues, expenditures, staffing, capital requirements, liquidity, reserves, and other significant institutional commitments. Scenario planning, financial dashboards, trend analysis, and institutional data will be used to identify emerging opportunities and constraints and to inform timely institutional action.

Because tuition and enrollment remain central to the BAC's financial model, enrollment goals and assumptions will be regularly evaluated in relation to financial projections and actual results. Decisions concerning enrollment growth, new programs, instructional modalities, partnerships, and other significant initiatives will consider both anticipated revenues and the resources necessary to sustain educational quality and student support. The College will continue to diversify revenue through philanthropy, grants, partnerships, and other mission-aligned opportunities in order to strengthen long-term financial sustainability. Further, the past accreditation cycle reinforced that building a comprehensive advancement program requires sustained investment in people, organizational infrastructure, stewardship, and fundraising systems. We will continue strengthening these foundational elements to support long-term philanthropic growth and institutional sustainability.

Resource Allocation and Institutional Capacity.

The BAC will continue to allocate resources in ways that reflect its mission, purposes, strategic priorities, and responsibility for educational quality. Financial stability will not be pursued at the expense of the resources necessary to support teaching, learning, and student success. Academic and institutional priorities will inform investments in faculty and staff, compensation, student support, technology, information and learning resources, facilities, and other areas necessary to fulfill the College's mission.

The College will periodically evaluate whether significant resource allocations achieve their intended purposes. Evidence concerning financial performance, enrollment, student needs, academic priorities, and institutional capacity will inform subsequent planning and resource-allocation decisions, strengthening the connection among budgeting, planning, evaluation, and institutional improvement.

Human Resources.

The BAC will continue to assess whether it maintains sufficient and appropriately qualified personnel to fulfill its mission. Workforce planning will consider projected enrollment, changes in educational delivery, institutional priorities, succession needs, and the expertise and capacity required to sustain academic programs and institutional operations.

The College will continue to evaluate its ability to recruit, retain, support, and develop faculty, staff, administrators, and institutional leaders within the context of long-term financial capacity. Human resource policies will continue to be reviewed to ensure that they are readily available, consistently applied, and provide appropriate processes for the equitable redress of grievances.

Information, Technology, and Physical Resources.

The BAC will periodically evaluate whether its information, learning, technological, and physical resources remain sufficient to support its academic programs, student learning, institutional operations, and changing patterns of enrollment and educational delivery. Library services, technology infrastructure, institutional data systems, facilities, and related staffing will be assessed in relation to current and anticipated institutional needs.

The College will continue to allocate sufficient resources to maintain and enhance these assets. Facilities planning will address deferred maintenance, capital renewal, accessibility, safety, security, and other significant requirements through multi-year planning informed by institutional priorities and available resources. Technology planning will similarly consider reliability, accessibility, security, implementation and maintenance requirements, and long-term sustainability.

The BAC will also continue strengthening policies and practices that protect the integrity and security of institutional data and the privacy of individuals. Disaster recovery and business continuity plans and procedures will be periodically evaluated and updated to ensure institutional preparedness and continuity of operations.

Resource Stewardship and Continuous Evaluation.

The BAC will continue to administer its resources through sound financial practices, appropriate internal controls, regulatory compliance, and effective enterprise risk management. Qualified financial leadership, clearly stated fiscal policies, external audit, and appropriate administrative and Board oversight will support responsible stewardship and institutional accountability.

As discussed throughout Standard 3, the BAC will strengthen its periodic evaluation of resource sufficiency and sustainability. Financial condition, enrollment, staffing, facilities, technology, information and learning resources, liquidity and reserves, as well as philanthropy will increasingly be considered together in institutional planning and evaluation.

Through this integrated approach, the BAC will demonstrate not only that it possesses the resources necessary to fulfill its mission, but that it systematically evaluates whether those resources remain sufficient to sustain educational quality, support institutional improvement, respond to changing conditions and unforeseen circumstances, and meet its obligations to current and entering students over the long term.

STANDARD FOUR: Educational Effectiveness and the Success of All Students

EDUCATIONAL EFFECTIVENESS AND THE SUCCESS OF ALL STUDENTS: DESCRIPTION

4.1 (previous 8.3 and 8.6) Following our 2021 Interim Report, NECHE requested that the BAC include in this report an emphasis on "strengthening its culture of assessment with emphasis on implementing its Center of Excellence in Data Analytics and ensuring that there are sufficient faculty and staff to sustain the institution's strategic assessment activities" (NECHE Action Letter, June 27, 2022). Additional information included in Standards 2 and 3.

As discussed in greater detail within *Standard 1: Planning*, the BAC's approach to institutional data reflects deliberate decisions suited to the scale and structure of a small, specialized institution.

Following a 2016 NECHE recommendation, the BAC began moving toward centralizing our data functions, and in 2018, we hired an associate vice president for institutional research to lead these efforts. This position was vacated after approximately one year. While we maintained our goal of rehiring for this position and are doing so this year, we also continued and even expanded our existing distributed approach to day-to-day and semester-by-semester data collection and analyses. This has included improvements in Academic Affairs and Enrollment Management to measure educational effectiveness and student success, which have strengthened our culture in ways that concentrating data ownership in a separate cabinet-level role does not.

Since the 2021 interim report, the BAC has invested in an enterprise data warehouse and analytics platform (ZogoTech) to serve as our institutional data backbone and align with other direct and indirect measures of student learning and success. Our data warehouse combines data from across our systems — Power Campus (Student Information System), Salesforce (CRM and enrollment management), and the Financial Aid platform — creating a unified environment for routine data reporting and ad hoc inquiry. Reports are accessed by leaders in Academic Affairs, deans, education directors, the registrar, and Enrollment Management, all of whom are platform-fluent and data-engaged. Custom dashboards provide each academic school with real-time progress on program enrollment. Academic Plans reporting enables in-house degree audits and course demand forecasting, allowing the registrar and Enrollment Management to analyze student progress, anticipate course demand, and help education directors align course offerings with student needs.

The dashboards parallel our other data initiatives to support student success, such as advising meeting frequency and compliance tracking for probationary students; tutoring utilization data that identifies courses with elevated student difficulty; stop-in/stop-out retention monitoring; annual graduation rate analysis; and course-level DNF rate tracking to support academic quality review. We have established processes for the collection, analysis, and review of multiple measures of student success, including retention, graduation, progression to degree, and post-enrollment and post-graduation student success. Assessment of student learning, most notably through Practice Assessments and Portfolio Reviews, is a long-standing strength of the BAC. As we discuss throughout this standard, these and other data are regularly reviewed, and we make improvements based on the results.

In Academic Affairs, we have supported our culture of assessment with two strategic data hires. We added a full-time data analyst & coordinator in 2023 to ensure that student success data generated across the institution informs academic leadership. In Spring 2027, an assistant vice president for faculty affairs & program assessment will join the leadership of Academic Affairs. These new data and assessment positions were discussed in Standard 2.

We believe our distributed approach to evidence-based reflection, study, and quality assurance has supported and strengthened our culture of assessment since 2021 and is appropriate to the current scale and structure of the BAC.

The Boston Architectural College's goals for student learning and student success align with our mission to provide excellence in design education that emerges from practice and is accessible to diverse communities. These goals reflect our hopes and expectations for all BAC students, in all modalities, who are completing a design education.

- The BAC has institutional student learning goals for Practice, our mission-aligned model of concurrent education (**26-4005**). Our undergraduate and graduate students complete Practice and work toward five broad learning goals (**26-3080**). These outcomes are the same for our undergraduate and graduate students and prioritize divergent thinking/agency, career wayfinding, environmental stewardship, advocacy, teamwork/collaboration, and work-based and service learning, all of which we believe are equally crucial for both degree levels.
- The BAC has undergraduate student learning goals for Liberal Studies, our general education core (**26-1082**). Each course in the Liberal Studies sequence has identified learning goals that map to six program-level learning outcomes: communication; critical thinking; key literacies (information, visual, and quantitative); ethics and integrity; global thinking; and self-directed research and learning.
- The education directors and school deans establish student learning outcomes for academic programs. Learning outcomes for accredited programs within the Schools of Architecture, Interior Architecture, and Landscape Architecture align with standards set by their professional accrediting bodies (**26-2186**).
- Course-level learning goals are set by the program faculty and align with program or general education learning outcomes. Faculty members establish expectations for levels of achievement students demonstrate through coursework and other academic requirements, appropriate to the discipline and study level (undergraduate or graduate). Course outcomes and goals are identified in our syllabi (**26-3081**).

BAC student success metrics for retention and graduation reflect our mission, students, and the number of credits required for a design education. Our institutional student success goals align with our 2020-2027 strategic plan, *BAC to the Future* (**26-4028**). Operationally, the BAC's goal for enrollment, retention, and graduation remains year-over-year incremental improvement.

At the BAC, we systematically collect and analyze data to assess student learning, evaluate student success, and make curricular and co-curricular improvements to support student achievement. Our processes include qualitative and quantitative methods, as well as direct and indirect measures.

As we described in Standard 2, our undergraduate and graduate programs of study adhere to a consistent, scaffolded curriculum structure including Segment I: Foundation, Segment II: Integration, and Segment III: Synthesis. Program courses – and general education for undergraduates – are organized in sequential progression across this learning structure (**26-2117**).

We holistically review undergraduate and graduate student learning (with the exception of the School of Design Studies), as demonstrated in Practice, in alignment with these three curricular milestones: Practice Assessment 1 at the end of Segment I/Foundation, Practice Assessment 2 at the end of Segment II/Integration, and Practice Assessment 3 at the conclusion of Segment III/Synthesis. Practice Assessments are both an assessment of student learning and a measure of student progression (**26-2157**). At each milestone, students' skill levels are reviewed and quantitatively mapped to the 50+ competencies in our Student Learning Contract (**26-4009**). Competencies reflect our Practice learning outcomes (institutional student learning assessment) and align with academic programs and their professional and accreditation standards (program student learning assessment). Nineteen of the competencies come from the AAC&U Value Rubrics. Items from the Value Rubrics are also course-level learning outcomes in the first two undergraduate Foundation courses: CityLab and Community Practice (**26-4018**).

Practice Assessments require students to demonstrate evidence of learning through MAPsite (My Active Practice site) e-portfolios (**26-2163; 26-2164; 26-2165**). The MAPsite e-portfolio is a repository of student work from their BAC academic experiences, reflecting both direct and indirect, qualitative and quantitative measures of their progress toward the learning goals (**26-4011**). In addition to student work, MAPsite portfolios include additional student assessments completed in their Practice experiences:

- Student self-reflections (**26-4017**).
- Employer feedback collected through partnerships and programs such as Practice ConnEx externships and the annual Practice Networks Career Fair.
- Assessment of co-curricular and community-engaged learning environments, including community-based design projects and fellowships, reflective assignments, project deliverables, community partner feedback, and programs within the Gateway Office.
- Supervisor Assessments from workplace mentors (**26-4010**).
- Peer Evaluation (**26-4016**).

For each Practice Assessment, students participate in required one-on-one interviews with practitioner faculty, who serve as both evaluators and mentors. In addition to the quantitative assessment of student work (Student Contract rubric), these conversations provide students with qualitative feedback on their professional growth, portfolio development, and next steps, reinforcing a culture of reflection, accountability, and continuous improvement (**26-4019**).

Our annual Practice Progress Survey is an indirect assessment administered to current students each summer to gauge students' self-perception of their progress. It includes items related to employment status, leadership opportunities, and summer plans (**26-4001**).

The primary tool for assessing student learning within our Architecture program (the majority of BAC students) is the Portfolio Review. This direct assessment of student work at the end of Segment II coursework serves as a gateway to Segment III. The Portfolio Review must be passed before the student is allowed to continue to their undergraduate senior project or graduate thesis project (**26-2184**).

The undergraduate senior project, completed by all undergraduates, is a demonstration of student learning that combines a substantial research component with applied design work. Projects are closely mentored, regularly reviewed for progress, and presented to internal and external critics (design professionals). The senior project synthesizes studio, academic, and practice learning in a comprehensive project that demonstrates student understanding of the core elements of the profession's body of knowledge and their application to a problem of social or professional concern (**26-2128; 26-2129; 26-2137; 26-2151**).

Except for the Master of Design Studies Real Estate Development concentration, BAC graduate programs require students to conduct discipline-specific research for a thesis, to demonstrate their mastery of the discipline's knowledge and skills. Thesis projects have a required written component, which may be in addition to a developed design proposal. Graduate students present to internal and external critics for evaluation and feedback, which they incorporate into their final document (**26-4027**).

An indirect measure of student learning is student progress toward licensure, which is tracked through our participation in the National Council of Architectural Registration Boards Integrated Path to Architectural Licensure

(IPAL). The BAC's IPAL participation integrates licensure requirements into our curricula, allowing us to measure progress toward licensure among participating students (**26-4012**).

The BAC's general education assessment of student learning occurs at the course level. Each general education course has a set of student learning outcomes that align with our overarching goals for student learning in the Liberal Studies component of our undergraduate curriculum (**26-4029**).

The BAC defines and demonstrates post-enrollment and post-graduation student success through mission-appropriate metrics. We use the National Association of Colleges and Employers (NACE) Graduate Outcomes Inventory as an indirect measure to quantify and demonstrate BAC graduates' success. This survey provides multiple data points regarding our recent graduates, along with national benchmark data (**26-4002**). We also access U.S. Department of Education College Scorecard data, which provides a direct quantitative assessment of the return on investment for BAC graduates in terms of salary.

EDUCATIONAL EFFECTIVENESS AND THE SUCCESS OF ALL STUDENTS: APPRAISAL

Assessment of Student Learning

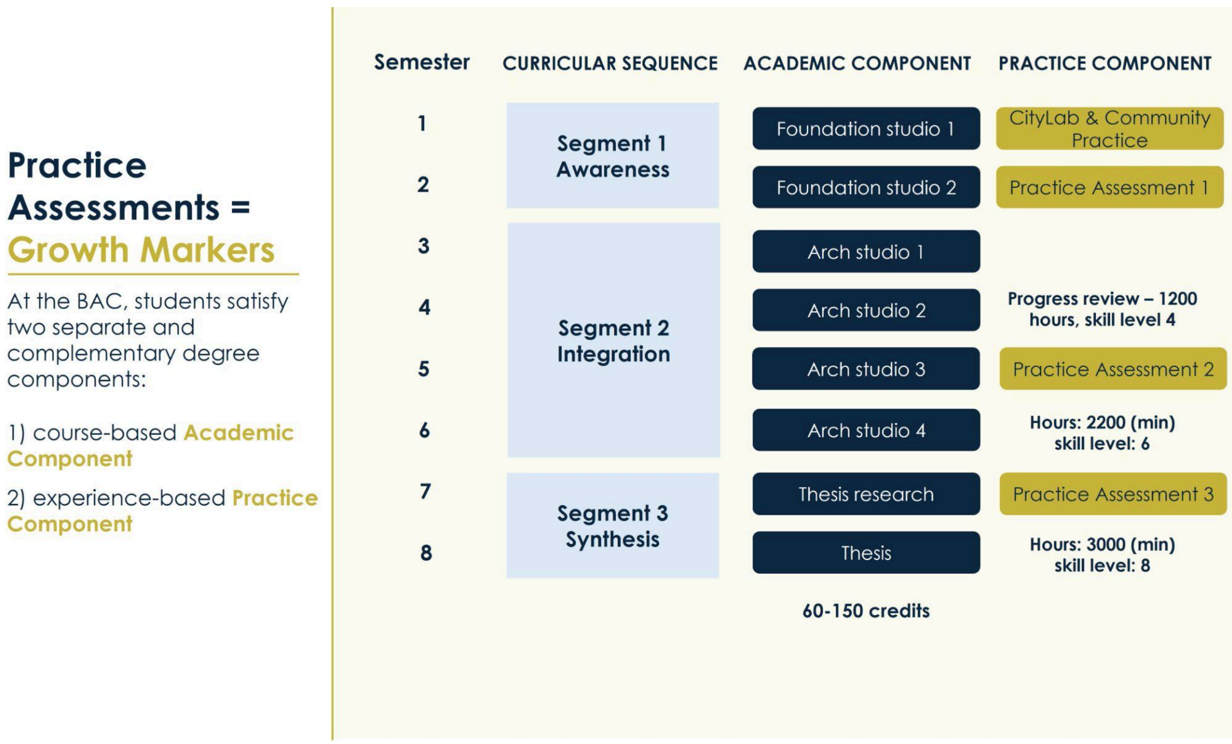
Assessment of student learning through the Practice Component continues to be one of the college's most prominent institutional assessment systems. Since implementation of the current Student Learning Contract in 2017, the BAC has collected longitudinal quantitative and qualitative data through Practice Assessment 1, 2, and 3 for all graduate and undergraduate BAC students. Individual Student Learning Contracts and student work on MAPsite demonstrate that all students consistently increase both documented Skill Levels and Practice Hours as they progress through the curriculum. This reflects the intentional scaffolding of academic learning and concurrent professional experience. Our data suggest that graduate students typically enter with greater prior professional experience and therefore demonstrate higher initial competency attainment and Practice Hours. In contrast, undergraduate students exhibit greater developmental growth across the three assessment milestones. Across both populations, faculty assessments, supervisor evaluations, student reflections, and MAPsite portfolio evidence consistently demonstrate increasing confidence, professional judgment, communication, collaboration, environmental stewardship, advocacy, and career wayfinding as students advance toward graduation.

Practice Assessment results are reviewed throughout the academic year at multiple institutional levels and are used to monitor both student learning and student progression. Weekly calibration meetings among Practice Assessment faculty support consistency in evaluation (**26-4021**). Annual Practice retreats analyze aggregate assessment results to identify longitudinal trends and opportunities for curricular improvement. The director of experiential learning reviews Practice progression data each semester in a series of regular meetings with the dean of practice, faculty, and the academic deans (**26-2144**; **26-2145**; **26-2146**).

A recent improvement in our review of Practice Assessment results is increased coordination between Practice Assessment and program-level Portfolio Review. To be eligible for Portfolio Review, students must demonstrate that their progress in the Practice component is consistent with their academic standing, including completion of required Practice Assessments, achievement of designated skill levels, and accumulation of appropriate Practice hours. Practice leadership and deans meet to review student progress data and determine eligibility for the program-based Portfolio Review, ensuring that students develop professionally and academically in parallel, consistent with the BAC's concurrent model of education (**26-2142**; **26-2143**).

Review of Practice Assessment data recently led directly to a significant improvement: Practice Assessments were moved one semester earlier within the curriculum, providing students with earlier feedback regarding Practice readiness and an additional semester to address deficiencies before reaching major academic milestones. We have found this proactive approach strengthens student progression by identifying barriers earlier and providing additional time for advising, Prior Practice evaluation, and career development interventions. Collectively, these multiple years of assessment results demonstrate that the Practice Component functions not only as a robust system for measuring institutional student learning outcomes but also as an effective mechanism for promoting student success, timely progression, and continuous improvement.

In 2022, the Practice Department began developing a process for improved aggregate review of results over multiple years. Our progress thus far includes converting the Student Learning Contract from a text-based PDF to an extractible data-based Excel spreadsheet to enable this aggregate review year over year for the 500+ students engaged in the Practice curriculum. In the future, we will have a Multi-Year Practice Assessment Dashboard that would include Practice Assessment summary tables and annual Practice Assessment reports that can be reviewed separately for undergraduate and graduate students.



The Practice Department directly assesses student learning through project deliverables, public presentations, and feedback from nonprofit and community partners, including video-recorded client reflections that capture the impact of student work and the quality of professional collaboration (26-2178; 26-2177; 26-2176). Our Gateway Office assesses student learning within community-engaged design projects through multiple direct and indirect measures to evaluate the effectiveness of these high-impact experiences (26-4004). Students complete structured pre- and post-experience reflections, including application essays that establish personal learning goals and a concluding "Letter to Future Fellows" that documents their growth, challenges, and advice for future participants (26-4025). Students participating in Gateway Office Fellowships also complete the Intercultural Development Inventory (IDI), providing an additional measure of growth in intercultural competence that aligns with the BAC's institutional commitment to collaboration, advocacy, and engagement with diverse communities (26-4026). Gateway Office leadership reviews these qualitative and quantitative assessment results to refine fellowship structures, mentoring, project selection, and reflection activities. Assessment results also demonstrate that

Gateway Office experiences serve as a pathway to professional opportunities, with several fellows subsequently obtaining employment or internships with nonprofit and community-based organizations connected to their fellowship experiences. While our tracking of these pathways is still anecdotal, we hope to formalize our data collection on these metrics moving forward.

We measured the impact of our Practice-supported career development resources in supporting student success in the Summer 2024 Practice Progress Survey (220 respondents). Responses indicate that the majority of our students actively use multiple layers of support, including advising, workshops, networking opportunities, job-search tools, and direct mentoring from faculty and peers. We also note that 69 percent of our not-yet-graduating students reported being employed during their studies, and 36 percent had management responsibilities. Average hourly wages were approximately $35/hour for graduate students and $22/hour for undergraduate students (**26-2180**). These data demonstrate to us that our students are advancing professionally while enrolled at the BAC, and that their experiences with the career development resources we provide align with our mission of providing a practice-integrated education. Many BAC students are working professionals, career changers, or first-generation college students; therefore, success is measured not only by traditional graduation metrics but by career advancement and the ability to sustain meaningful employment while completing their degree.

The BAC's participation in the National Council of Architectural Registration Boards Integrated Path to Architectural Licensure (IPAL) allows us to monitor participating students' progress to licensure. By reviewing these metrics, we can ensure, intervene, and provide support as needed so that BAC students remain on track for licensure (**26-4022**). Across the 27 participating institutions, the national average is 2 graduates per IPAL program. Since 2018 (the first graduating cohort), we are proud to note that the BAC has produced 30 graduates, significantly exceeding the national average (**26-4023**).

Program-level Portfolio Review is a critical component for assessing student learning in Architecture, and until this academic year, in Interior and Landscape Architecture. It is a curricular expectation that completing Segment II prepares the student for Segment III, and Portfolio Review at the conclusion of Segment II is the final check of student work to ensure this is the case. The dean and two education directors initially review each portfolio before being given to a faculty member to write the evaluation. If a student does not pass the Portfolio Review, they meet with their education director to revise their work to meet the BAC standard. Our Portfolio Review data over the last six years suggest that this is the case for approximately 16% of our students (**26-4007**).

Beginning in the 2025-26 academic year, and following a year-long evaluation, we changed our Portfolio Review process. Previously, students completed a Portfolio Review at the end of Segment I and again at the end of Segment II. Our review of the data suggests that over the last six years, 23 percent of our students did not pass Portfolio Review 1 (**26-4007**). Many BAC students struggled to balance practice and academic requirements, and preparing for Portfolio Review 1 was an additional outside-of-class and Practice commitment. Instead, we moved the content of Portfolio Review 1 to a new, third-semester undergraduate course: Portfolio Design. Moving this content to a credit-bearing course supports student progress without removing academic program content, and we hope that future data review reflects that this improvement contributes to undergraduate student retention.

Our 2026 School of Architecture's NAAB program accreditation review highlighted inconsistencies in their Portfolio Review evaluations. The Architecture faculty discussed these concerns and immediately changed their process to include only full-time faculty members from Architecture and Practice as reviewers. While labor-intensive for the full-time faculty, the evaluations completed in May and July of 2026 were more consistent as a result.

Until this academic year (2026-27), Portfolio Review was also completed by undergraduate and graduate students in Interior Architecture and Landscape Architecture. In both cases, feedback from their program accreditors led to discontinuing this curricular step beginning in Fall 2026. Our recently hired assistant vice president of faculty affairs & program assessment will work with the deans and education directors in those two schools to assess curricular effectiveness and identify an alternative within their academic programs.

Deans and education directors identify the points in their academic programs where student work demonstrates progress in their course of study and have established program-specific student learning assessments at these points. In many cases, these assessments align with the standards and competencies established by their program accrediting bodies (**26-2186**).

Assessment of student learning through Portfolio Review and Practice Assessment is a BAC strength (**26-4024**). We believe, however, that more work can be done to assess degree programs using data from both of these assessments, student and graduate surveys administered by Practice, scaffolded coursework, and additional qualitative and quantitative measures. This is an area for continued growth. With the hire of the assistant vice president of faculty affairs & program assessment, the BAC has opportunities to expand our already strong assessment of student learning and student success specific to our academic programs.

Assessment of student learning in Liberal Studies and History, Theory, and Criticism is often part of program assessment when a course is taught within that design program. Liberal Studies courses offered outside of academic programs are mapped to broader learning outcomes, but assessed at the course level. At the general education program level, our First Year Experience Committee has completed multiple curriculum reviews to improve course scaffolding and student experiences. These reviews are discussed in detail in Standard 2.

While we are assessing student learning in general education (Liberal Studies and History, Theory, and Criticism), it is not as cohesive as we would like. This is partially due to the BAC's unique curriculum structure. The growth in Academic Affairs since 2022 provides us with the leadership and committee structure (e.g., including our associate vice president for Academic Affairs & dean of First Year Experience and the First Year Experience Committee) to identify and improve assessment of student learning in general education.

STUDENT SUCCESS METRICS

***4.4 (previous 7.5) Following our 2021 Interim Report, NECHE requested that the BAC, in this self-study report, include an emphasis on "achieving its goals for enrollment, retention, and graduation" (NECHE Action Letter, June 27, 2022)*. Additional information is included in Standards 2 and 3.**

First-time, full-time undergraduates, the cohort used for IPEDS reporting, comprise a minority of BAC incoming undergraduates: an average of only 22 entering students each year. This small cohort results in high year-to-year variance in IPEDS data, as reflected in our NECHE data tables (**26-2280**). Our strategic plan's undergraduate retention goal includes *all* undergraduates new to the BAC, including transfer, part-time, and non-traditional students. We feel this is a more comprehensive measure of student success and is appropriate to the BAC context.

Consistent with our mission of supporting the success of all students, we recognize the importance of tracking data on our FTFT students' success. This helps us identify steps we can take that specifically support this important subset of our undergraduate students. For example, our Grading Ramp and other interventions discussed in Standard 2.

When we review our FTFT first-to-second-year retention rates since our last NECHE comprehensive evaluation, we are pleased to see a positive trend (**26-2290**). While our FTFT retention for the COVID year dipped significantly (Fall 2020 to Fall 2021), we have seen an overall and consistent increase in FTFT retention over the last nine years. The IPEDS provisional data released in January 2026 indicate a full-time retention rate of 75% and a part-time rate of 100% for our students who entered in Fall 2023 (**26-3097**). While we are pleased with the increases, we remain committed to making additional improvements based on our continued review of these data.

Operational review of data that influences student retention occurs on an ongoing basis in the Strategic Growth division. This includes a review of semester-to-semester persistence rate tracked across enrolled cohorts (**26-3098**); stop-out and leave of absence rates, including return rates for students who take approved leaves (**26-3098**). Just as our retention rates are on an upward trend, so are the graduation rates in our undergraduate programs: both FTFT and all undergraduates. From a 4 percent FTFT graduation rate in our 2016 Comprehensive Evaluation, our 2019 cohort (the latest cohort) reached 37 percent (**26-1084**).

Interpreting the BAC's undergraduate graduation data requires understanding our programs and our students. Our largest undergraduate program is the Bachelor of Architecture, requiring a minimum of 150 credits and at least five years of study - a floor established by the National Architectural Accrediting Board (NAAB). This requirement means that standard IPEDS metrics, designed around 120-credit four-year degrees, systematically undercount BAC graduation rates: an FTFT student who proceeds through our Architecture program without interruption cannot complete it in the four years that constitute 100% of normal time under IPEDS methodology.

To address this limitation, we track internal graduation rates for each degree, calculated against the program-appropriate time. The IPEDS and our internal rate methodologies also differ in their population scope: IPEDS reports graduation rates only for first-time, full-time (FTFT) students, a group that represents 29–46% of all new BAC undergraduates in recent cohorts. The BAC's internal rates are calculated for *all* new students, including part-time students, providing a more complete picture (**26-3099**). When we examine these data, the differences between IPEDS and internal rates in certain years (most notably 2024-25) reflect the different populations captured by each methodology. For example, in years when the internal data rate exceeds the IPEDS rate, our part-time and non-FTFT undergraduates graduate at rates exceeding those of FTFT students. Our internal, and what we consider more reliable, undergraduate graduation rates show meaningful improvement: from 27% for the 2014 cohort to 33-50% for more recent cohorts.

IPEDS also provides disaggregated graduation data for our 2018 FTFT cohort (**26-3095**). These data indicate that 43 percent of Pell Grant recipients - a population reflecting the BAC's access mission - graduate within six years. For the 2018 cohort, this was higher than the overall FTFT rate of 32% and substantially higher than the rate for non-Pell Stafford recipients (17%). This finding supports our open-admission model: students who receive need-based aid complete the BAC at rates equal to or higher than those of the general FTFT population. Areas for additional examination are, for example, that women graduate at nearly double the rate of men (40% vs. 22%), and that we have lower six-year completion rates among non-Pell Stafford recipients.

We are heartened by the improvements we have made in undergraduate retention and graduation since 2021. We know we cannot rely solely on IPEDS FTFT data, and building our data warehouse provides us with the tools we need to track all BAC students. Looking beyond 100% completion rates underscores that BAC undergraduates *are* completing their degrees, albeit on timelines that reflect their lives and the length of architecture programs. We are also gratified to see that, as post-COVID success measures trended downward across higher education, the BAC has maintained an overall upward trajectory in undergraduate retention and graduation rates. We know that in the short term, our lower FTFT retention from Fall 2020 to Fall 2021 will continue to affect graduation data for that cohort. However, with rising retention rates following 2020-21, we anticipate that six-year graduation rates will resume rising in 2026-27. Continuing this trajectory is a priority for the BAC.

Tracking the retention and graduation rates for our graduate students, who make up the majority of the BAC's enrollment, is also a priority. Many BAC graduate students move between full-time and part-time enrollment as their professional circumstances require, and we therefore calculate their graduation rates at 150% of each program's standard length. These rates show a clear upward trajectory over six years, rising from 55.3% in 2020-21 to 76.9% in 2025-26 (**26-3096**). The 76.9% graduation rate for the most recent year compares favorably with national benchmarks for graduate completion and reflects our capacity to support working adult graduate students. The Master of Architecture program represents our largest graduate enrollment and has consistently had graduation rates in the 65-80% range in recent years. Master of Design Studies graduation rates vary more widely, in part because of smaller cohort sizes.

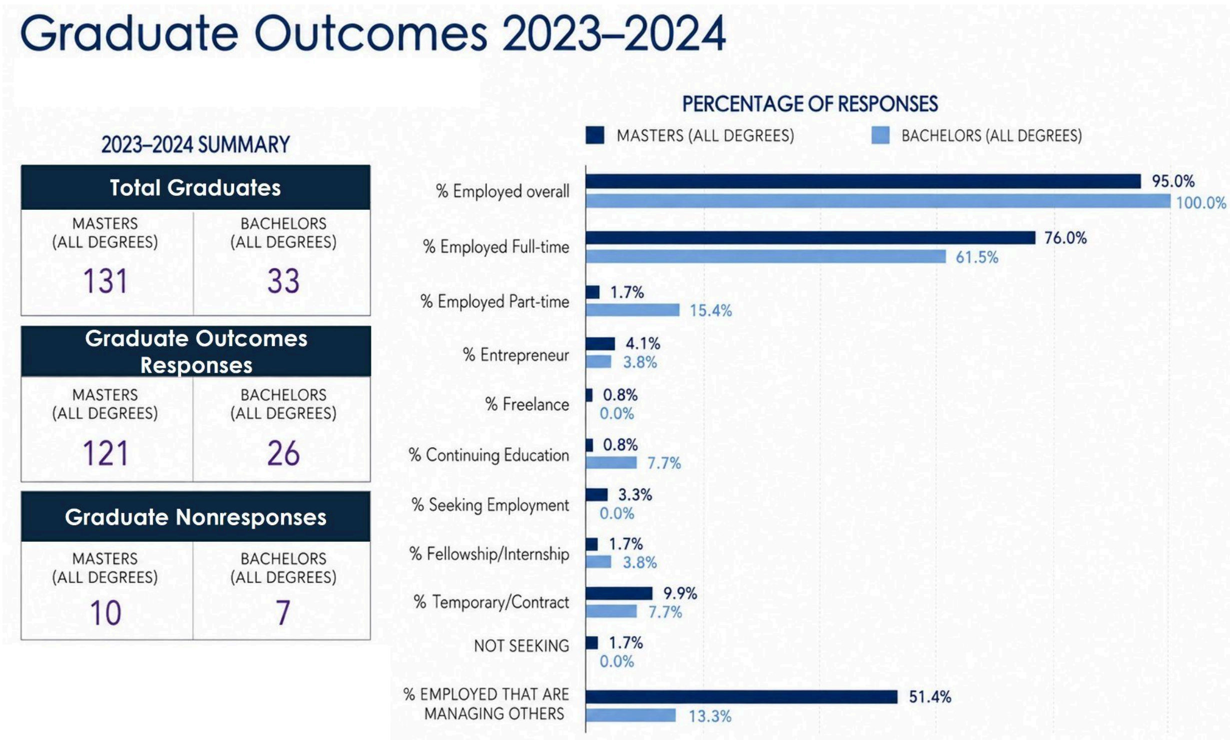
Looking beyond graduation, the BAC collects, analyzes, and reviews multiple measures of post-enrollment and post-graduation student success. Across the past three academic years, the BAC's Graduate Outcomes Inventory, administered to our most recent graduates by the BAC and linked to the NACE First Destinations Survey, has consistently demonstrated strong employment outcomes across our undergraduate and graduate programs (**26-2181**; **26-2182**). Employment rates for our graduates range from 95% to 98%, with a significant proportion securing full-time positions before graduation. These outcomes reflect the intentional integration of professional experience into the curriculum, in which students graduate not only with a degree but also with substantial documented practice experience and established professional networks. Our data indicate that the BAC exceeds national averages for employment at graduation, and just below half of our recent graduates are in managerial roles.

In addition to employment outcomes, students who complete a BAC degree out-earn graduates of many of the most selective architecture programs in the country, reminding us that the students we serve, when given the opportunity, are second to none. Current U.S. Department of Education College Scorecard data indicate that BAC architecture graduates who were Title IV aid recipients achieve median earnings of $82,268 (bachelor's) and $83,817 (master's) four years after graduation, ranking #2 and #4 in the nation, respectively (**26-4015**).

BAC graduates' federal loan repayment and cohort default rate data are publicly reported by the U.S. Department of Education and reviewed annually by the Financial Aid Office and senior leadership. Over the past 5 years the BAC's one-year default rate has dropped significantly from 3.2 in 2018 to 0 in 2022, while the three-year rate shifted from 3.8 in 2018 to 0 in 2021 (the most recent year for 3-year reporting).

Transfer-out rates are tracked through IPEDS reporting, and the Division of Strategic Growth monitors transfer destinations through the National Student Clearinghouse. The 2018 IPEDS cohort shows a transfer-out rate of 16 percent among first-time, full-time undergraduates.

In addition to the direct measures of student success we have discussed here, we have collected and analyzed data on our programming to support student success, including advising meetings and utilization of the Learning Resources Center. These are discussed in Standard 2.



As we discuss throughout this report, regular review and analysis of student success data by the Academic Affairs and Strategic Growth divisions has increased over the last five years. This led to subsequent improvements identified by these analyses. Our data warehouse dashboards for retention, financial aid effectiveness, academic progress, and student outcomes facilitate this review. Academic Affairs leadership regularly uses the following reports.

- Student Terms Pivot Table Report, which provides major, GPA, and transfer status
- Daily Enrollment Dashboards (for all programs)
- Program Retention (Fall-Spring and Fall-Fall retention data)
- Program On-Time Graduation
- Student-Program GPA

The availability of automated reports to relevant stakeholders ensures that decision-makers across the institution work from up-to-date, consistent data. This flexible data reporting tool allows leaders and stakeholders a level of control over access and reporting not previously available at the BAC. For example, school deans request and receive reports specific to their students; enrollment management and academic affairs staff receive retention, yield, and academic progress data; and financial aid staff receive aid effectiveness and SAP compliance data.

Oversight for student success data and analysis occurs within three standing committees of the Board of Trustees. The Academic Affairs Committee reviews retention, graduation rates, academic probation, GPA distribution, and program quality (26-1019). The Enrollment Management Committee reviews enrollment funnel data, retention, and financial aid effectiveness (26-1020). The Student Affairs Committee reviews data on student support services and student success indicators (26-1021).

To align data and analysis between the operations level and the board committee level, the provost & vice president for Academic Affairs serves as the executive liaison on the board's Academic Affairs Committee, and the vice president for Strategic Growth serves in that capacity on the Enrollment Management and Student Affairs Committees (**26-1022**).

PROJECTION

STANDARD FOUR: EDUCATIONAL EFFECTIVENESS AND THE SUCCESS OF ALL STUDENTS

Consistent with NECHE Standard 4, the College will continue to identify mission-appropriate goals for student learning and success; and, leveraging the significant progress demonstrated in this report, the BAC will continue integrating a strong collection of assessment practices into a comprehensive quality-assurance framework that demonstrates what students learn, whether all students are succeeding, where improvement is needed, and whether actions taken in response to evidence produce the intended results.

Mission-Appropriate Goals for Student Learning and Success.

The BAC will continue to ensure that its goals for student learning and student success are clearly defined, mission-appropriate, and measurable. The College will maintain alignment among institutional learning goals, program learning outcomes, course-level outcomes, and the competencies associated with Practice. The College will periodically review these goals and associated metrics to determine whether they continue to reflect the BAC's mission, and student populations, including the transfer, part-time, graduate, and nontraditional students who constitute significant portions of the BAC population.

Required federal measures, including first-time, full-time retention and graduation rates, will continue to be reported and evaluated. The BAC will supplement these measures with institutional metrics that more fully reflect its students and the length and structure of its professional programs.

Multiple Measures of Educational Effectiveness and Student Success.

The BAC will build upon its extensive use of quantitative and qualitative methods and direct and indirect measures to evaluate student learning and success. Practice Assessment will remain a central institution-wide measure of student learning within the BAC's distinctive model of concurrent education. The College will strengthen longitudinal and aggregate analysis of Practice Assessment results, including development of the planned Multi-Year Practice Assessment Dashboard, to track student development across a variety of assessment points.

Assessment of general education will be an area of particular attention. Building upon existing course-level assessment and the work of the First Year Experience Committee, will result in a more cohesive approach to assessing student learning across the undergraduate curriculum. As curricular revisions are implemented, the BAC will use appropriate evidence to determine whether the changes strengthen student learning, curricular progression, and educational effectiveness.

Systematic Collection, Analysis, and Use of Evidence.

The BAC will strengthen the systematic collection, analysis, and use of mission-appropriate evidence to identify and address areas for improvement. The College's enterprise data warehouse, institutional dashboards, student-success reporting, Academic Affairs data capacity, and a new assistant vice president of faculty affairs & program assessment provide a foundation for increasingly integrated analysis. Importantly, we expect to bring on a director of data analytics & institutional research in Fall 2026.

In this way, we will preserve the benefits of distributed responsibility for assessment while strengthening institutional coordination across functional areas. Where analysis identifies meaningful differences in outcomes, the College will investigate potential contributing factors, identify areas for improvement, and implement appropriate responses. Because many BAC cohorts and subpopulations are small, the College will use longitudinal analysis where appropriate to distinguish meaningful patterns from normal year-to-year variation.

Demonstrating Progress Toward Student Learning and Success Goals.

The College has presented meaningful improvement in several measures of student success and will continue these positive trajectories. We will continue to identify opportunities for further improvement. We have begun and will maintain sustained inquiry and evaluation to determine which factors are contributing to improvement and where additional action is warranted. Where evidence demonstrates effectiveness, the BAC will consider sustaining or expanding an intervention. Where evidence indicates limited effectiveness, the College will consider alternative approaches. Such findings will also inform institutional planning and resource allocation, so that investments in student learning and success are increasingly directed toward strategies supported by evidence.

Post-Enrollment and Post-Graduation Success.

The BAC will continue to define and demonstrate post-enrollment and post-graduation success as appropriate to mission-driven, access, practice-integrated professional design school. Employment, career advancement, earnings, professional licensure, combined with academic success measures will provide a comprehensive assessment of institutional effectiveness. Findings from post-enrollment and post-graduation assessment will be used to deepen our understanding of academic programs, Practice, advising, as well as efficacy in strategic planning, and mission alignment .

The College will continue to use the Graduate Outcomes Inventory, College Scorecard data, licensure information, loan-repayment data, and other appropriate institutional and external sources to evaluate the outcomes of BAC students and graduates. Where meaningful external benchmarks are available, the College will use them to place BAC outcomes in context. Given the centrality of Practice to the BAC's mission, the College will also strengthen its longitudinal understanding of students' professional development during and after enrollment. Where current evidence concerning longer-term professional pathways is anecdotal or incomplete, the College will determine whether more systematic collection is warranted.

Comprehensive Quality Assurance and Closing the Loop.

The BAC will strengthen the connections among the many assessment practices and data sources already in place throughout the institution, allowing the continued development of a comprehensive quality-assurance framework. The effectiveness of this framework will be demonstrated t by its usefulness in surfacing consequential questions about educational effectiveness and suggesting answers. Through sustained, evidence-based reflection and study, the BAC will demonstrate not only that its students learn and succeed, but why and how that success happens at the BAC, and identify which educational experiences and institutional supports actually create those outcomes.

An ongoing cycle of inquiry, action, and reassessment will enable the BAC to continually improve institutional effectiveness, student learning, and the educational outcomes.

STANDARD Five: Integrity, Transparency, and Public Disclosure

INTEGRITY

INTEGRITY: DESCRIPTION

The foundation of the Boston Architectural College's high ethical standards is our Campus Compact.

> *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.*

The Campus Compact is included in our Student, Faculty, and Employee Handbooks. The Compact's expectations of "mutual respect, civility, and ethical behavior" are also found within other BAC integrity policies and processes (**26-2192**; **26-2264**; **26-5025**). These include:

- BAC Community Principles of Interpersonal Responsibility
- Studio/Learning Culture Statement: Expectations for the BAC Learning Environment
- Professional Ethics and Whistleblower Policies
- Intellectual Property, Ownership of Student Work, Protection & Retention of Student Work, and Ownership of Instructional Materials Policies
- Academic Integrity Policy
- Conflict of Interest Policy
- Copyright and fair-use policy
- Drug, alcohol, and substance abuse policy

The BAC educates professionals in spatial design. We expect our students to adhere to the ethical standards of the professions for which we educate, including the American Institute of Architects Code of Ethics and Professional Conduct (**26-4014**), American Society of Landscape Architects Code of Professional Ethics (**26-5010**), and the International Interior Design Association Code of Ethics for Professional and Associate Member conduct (**26-5020**).

As we discussed in Standard 2, the College maintains an orderly and ethical recruitment and admissions program guided by our published policies, principles of equity and non-discrimination, and professional standards (**26-1061**). The Admissions Office is a member of the National Association for College Admission Counseling (NACAC) and is committed to its Guide to Ethical Practice in College Admission. Our registrar and admissions officers are members of the American Association of Collegiate Registrars and Admissions Officers, and their staff members are guided by AACRAO's Principles of Professional Ethics and Practice in academic and enrollment services. Our Financial Aid staff are members of the National Association of Student Financial Aid Administrators (NASFAA) and follow the NASFAA Statement of Ethical Principles and Code of Conduct (**26-2289**).

Integrity in the work of the Office of Institutional Advancement ensures that the BAC accepts, applies, and stewards gifts in a manner consistent with our Gift Policy**.** The Policy includes processes and policies pertaining to gift acceptance and solicitation, gift authorization, restricted and endowed funds, gift agreements and documentation, gift valuation, administration of the endowment, donor recognition, matching gifts, and donor-advised funds. The guide also includes sample gift agreements, fund administration forms, and gift acceptance forms (**26-5001**). In their work, the Office of Institutional Advancement follows the Statement of Ethics of the Council for Advancement and Support of Education (**26-5009**) and the Association of Fundraising Professionals' Code of Ethical Standards (**26-5018**).

Our Conflict of Interest Policy ensures high ethical standards for our employees and trustees with potential or real conflicts of interest. It is our policy that no college employee participates in a transaction or contract where there is a conflict of interest, and every employee has the responsibility to report a real or potential conflict of interest (**26-3086; 26-1002**). Integrity in the BAC's finances includes our annual external audit process (**26-3084**) and the Finance Department's policies and processes, as we discussed in detail in Standard 3.

The BAC's data security and infrastructure policies guide our commitment to ethical practices in managing Nonpublic Personal Information. These include our Data Encryption Policy, Secure Disposal of Nonpublic Personal Information (NPI) Policy, Privacy Statement, Incident Response Plan, and Vendor Management Policy. These and other policies and processes that ensure the integrity of our data security are described in detail in Standard 3.

All students, faculty, staff, administrators, and trustees are responsible for upholding the high ethical standards within the BAC's Campus Compact and other policies and processes, and our Board of Trustees Standing Committees have oversight to ensure this institutional integrity. The Academic Affairs Committee oversees the quality and integrity of each academic program, and the Audit and Risk Management Committee oversees the quality and integrity of the college's financial reports, the annual audit, and risk management matters (**26-1022**).

INTEGRITY: APPRAISAL

The Learning Resource Center provides resources to students and faculty to support students' academic integrity. The policy is included in course syllabi and the Student Handbook. Faculty members are introduced to the policy and processes in New Faculty Orientation. Faculty members report policy violations to the director of the Learning Resource Center and handle them in accordance with our policy. The director of the Learning Resource Center collects annual data on Academic Integrity Policy violations, and review of policy violations from AY2021-22 through AY2025-26 identifies a small number of violations, almost all of them first offenses. Across these five academic years, 5 violations have gone to the Campus Compact Review Board for formal action, consistent with our policy. We do recognize, however, that our data do not always include violations that individual faculty members have addressed on their own and did not reach the level of reporting them to the LRC (**26-2179**).

As we discussed in Standard 2, the BAC has historically supported academic freedom, albeit without a formal policy. This was recognized by the BAC and included in the 2021 NECHE review. A working group of core and adjunct faculty subsequently developed a draft academic freedom policy that the faculty approved in 2022 (**26-2053**). Our current provost, as part of her work to strengthen academic affairs, brought the draft policy back to the faculty in 2026 (**26-2194**). It is scheduled for a final vote during the first Full Faculty meeting of Fall 2026. Following faculty approval, the policy will move to the Cabinet for review and approval, and then to the Board of Trustees for their approval. Once approved, the policy will be publicly posted on our website.

Integrity in the BAC's finances is ensured by our annual independent audit (**26-3053; 26-3052; 26-3051; 26-3050; 26-3049**). As discussed in greater detail in Standard 3, our audited financial statements are presented to and reviewed by the College's administration and the Board of Trustees (**26-1025**). Audit results, including any findings or recommendations, are reviewed, and appropriate corrective actions are taken as needed.

To support integrity in technology use, all BAC full- and part-time staff complete mandatory security awareness training twice a year, and new hires complete onboarding training. The Fall 2025 cycle achieved 100 percent completion, and Spring 2026 a 96 percent rate (**26-3043**). Staff who fail phishing simulations or fall for real phishing attempts are required to complete additional remedial training. Our program has evolved through updated content reflecting the current threat landscape and increasingly realistic phishing simulations. An improvement we have planned is to expand the training program to include adjunct faculty and students.

Our Board of Trustees Standing Committees with oversight for institutional integrity meet four times each year (September, December, March, and June). The provost & vice president of Academic Affairs serves as the liaison to the Academic Affairs Committee (**26-5002**). The vice president for Finance & Administration serves as a liaison to the Audit and Risk Management Committee (**26-1048**).

TRANSPARENCY AND PUBLIC DISCLOSURE: DESCRIPTION

The BAC is committed to ensuring clear, accurate, timely, and sufficient representation of our academic programs and operations for current and prospective students, their families, and the public. The Communications and Marketing staff follows published processes to ensure accuracy on our website, the student portal, social media, in print materials, college publications, public statements, and press releases, to support all claims that are made. They uphold the Council for Advancement and Support of Education (CASE) Statement of Ethics and Principles of Practice for Communications and Marketing Professionals at Educational Institutions (**26-5009**).

Through the application of our policies and processes, the BAC makes accurate, up-to-date information publicly available to the public, our constituents, and the Commission through our website, including net price (**26-5016**), cost of attendance, BAC student loan repayment and default, BAC student debt, student success, including retention and graduation rates, and how a BAC degree benefits our students post-graduation (**26-5024**).

Our website is organized to help users easily locate institutional information and policies to support informed decision-making, with sections for current students, admitted students, faculty and staff, alumni, and design firms and BAC partners (**26-5015**). This includes a page devoted to programs we make available to the public (**26-5014**). To further facilitate access to important information, we provide a link in the bottom bar of each web page to the most frequently needed student policies (**26-1013**).

The BAC makes the current and previous academic catalogs available on our website and through the Student Portal (**26-5013; 26-2023**). The academic catalog includes information on all degree requirements, institutional policies and processes, cost of attendance, and a link to our net price calculator.

In addition to the information available to students on the website and in the academic catalog, we launched a student portal in 2022 to provide a single access point for the resources and information students need throughout their academic experience. The portal provides quick access to core BAC platforms, including Moodle, student email, Student Forms, CloudLab, course information, campus news, and academic calendar updates. It also connects students to support services, including Office of Student Life resources, fabrication and technology services, practice hour submission, tutoring, and library resources. The portal is maintained by the IT Systems Administrators, with content managed by the Marketing team (**26-2023**).

The BAC publicly lists our accreditation status, including the status of each of our program accreditations (**26-5012**). We publish our complaint and public comment procedures (**26-5023**), transfer policies, including our articulation agreements (**26-5011**), program listings (**26-5008**), student services (**26-5007; 26-5006**), tuition and financial aid, including net price and total cost of education (**26-5005**), and our anti-discriminatory policies (**26-1013; 26-5004**).

We adhere to the Commission's policies and procedures, and those of our program accreditors. This includes timely reporting and communication of all accreditation matters. Our provost is the appointed Accreditation Liaison

Officer to NECHE, and the dean of each accredited school serves as the liaison to their accreditor. These academic leaders, working together and with the College President, oversee compliance with all accreditor expectations.

The BAC complies with state and federal legal requirements, including non-discriminatory policies and practices. Our Diversity Statement, Nondiscrimination Policy, Physical Safety, Sexual Harassment, and Hazing Policies are published in across Student, Faculty, and Employee Handbooks (**26-5021**). The BAC maintains legal counsel to guide the Board of Trustees, president, and executive leadership as needed in compliance matters. Our current Title IX coordinator is the associate vice president & dean of students.

We are committed to compliance with the Family Educational Rights & Privacy Act (FERPA). The FERPA policy is included in the Faculty, Employee, and Student Handbooks, which identify the categories of directory information (**26-2193; 26-5022**). The Student Handbook provides detailed information on requesting student records and on the process for students to contest the accuracy of their records (**26-2193**). The BAC's advising, registrar, information technology, and financial aid offices monitor our institutional compliance with the Family Educational Rights and Privacy Act (FERPA).

The BAC adheres to our Title IV Loan Conflict of Interest Policy and Code of Conduct, which is available to current and potential students, our employees, trustees, and the public on our website. College employees and officers with direct and indirect Title IV loan responsibilities receive annual notifications from the director of Student Financial Services. This includes, but is not limited to, employees in the Office of Financial Aid, the Office of the Bursar, senior administration, and members of the Board of Trustees with loan-related oversight.

In Standard 3, we discuss in detail our technology compliance with the Gramm-Leach-Bliley Act (GLBA), the Family Educational Rights and Privacy Act (FERPA), and Massachusetts 201 CMR 17.00. These policies and processes are documented in our Written Information Security Program (WISP) (**26-3039**) and in other institutional policies that comply with applicable legal requirements.

The BAC is authorized by the Commonwealth of Massachusetts Department of Higher Education to award undergraduate and graduate degrees in architecture, interior architecture, landscape architecture, and design studies. Massachusetts law requires our trustees to complete training at least once every four years and upon appointment. The BAC provides trustee training sessions that meet these requirements (**26-1005; 26-1029**).

TRANSPARENCY AND PUBLIC DISCLOSURE: APPRAISAL

The BAC is committed to transparency and accountability across our institutional functions.

Our Communications and Marketing staff are responsible for ensuring that accurate, up-to-date institutional evidence is available on the BAC website. This is supported through collaboration with offices across the College, including Academic Affairs, Student Life, Admissions, Financial Aid, Finance, Human Resources, and the Office of the President.

The BAC registrar is charged with ensuring the accuracy of program information and policies in our Academic Catalog. The registrar uses an annual review policy, in partnership with academic departments and administrative offices, that begins each April and concludes in July, so the updated catalog can be made available to current and prospective students each August.

Our commitment to accuracy and privacy in student records under FERPA is supported by faculty and staff training. The associate vice president & dean of students provides an overview of FERPA to all new faculty at each semester's New Faculty Orientation, and teaching assistants are trained on the privacy of student records (**26-5003**).

Our Title IX coordinator oversees the complaint process and completes all required reporting. We ensure that our faculty and staff members are aware of our Title IX process through annual onboarding and orientation.

5.5 (previous 6.5) Following our 2024 Progress Report, the NECHE Board requested that in addition to the information included in all self-studies, as well as the matters specified in our letter of June 27, 2022, the institution give emphasis, in the self-study prepared in advance of the Fall 2026 comprehensive evaluation, to its continued success in addressing [... an area] specified for attention in the Spring 2024 progress report: Achieving our diversity, equity, and inclusion goals (NECHE Action Letter, April 2, 2024).

At the BAC, equal opportunity in hiring and compliance with non-discriminatory policies and practices are more than legal requirements. As we have shared in previous NECHE reports, we believe that building a faculty that more closely reflects our student population will support a welcoming campus culture for all students. This is consistent with our mission.

As we have shared in previous NECHE reports, we have a strategic plan goal to increase the diversity of the BAC faculty. To this end, our strategic plan identifies goals for faculty diversity, and progress on these goals is regularly reported to the Board of Trustees (**26-3117**).

The Human Resources department regularly reviews and analyzes data on our faculty diversity and reports to the Cabinet, and faculty diversity goals in our current Strategic Plan (2020-2027) were developed in collaboration with Human Resources. Between 2021 and 2024, we experienced steady improvements in the diversity of our faculty as our 2024 Progress Report indicated. However, that trajectory has shifted and remains a challenge for the institution. Black/African American faculty have decreased slightly from 3.8% in 2021 to 3% in 2025-26. Hispanic faculty members have decreased from 6.9% to 6% of total faculty.

Steps we have taken in our hiring practices since 2021 include expanding our job postings to include locations accessed by underrepresented groups and recruiting outside the Boston area for adjunct faculty members to teach in our growing number of online programs.

Key to recruiting qualified and diverse faculty is supporting their career and research goals. To that end, we have increased funding for professional development that supports core faculty scholarship, research, and creative activities. In the 2025-26 academic year, school and departmental professional development funds were awarded to 23 recipients, each receiving $1,1100 (**26-2269**). These funds allowed faculty members to attend professional meetings, including the IDEC, BSLA, and AIA annual conferences; take professional development courses, like IDEO; upgrade their technology to improve online instruction; and pay license and membership fees**.** The remaining $4,700 was committed to Community Professional Development Funds. Proposals for the Community Funds were solicited from core and adjunct faculty, and funds were used for a teaching workshop with a pedagogy trainer and another expert in AI in the classroom. This event took place at the end of Spring 2026 (**26-2273**). Faculty Professional Development funds will continue to be awarded each year, with deans annually designating amounts for school and department professional development funds based on an allotment per individual, and community professional development funds awarded through a proposal process to benefit faculty institution-wide. These funds have expanded faculty access to industry meetings and teaching expertise, providing the necessary opportunities for professional growth that improve faculty performance and student experience.

We adhere to NECHE policies and procedures, and those of our program accreditors. Over the last five years, we have completed reports and responded to requests from NECHE and our program accreditors. In all cases, the BAC submitted these reports on time, and the NECHE Board accepted all reports. Our accreditation matters are regularly reviewed and monitored by the Board of Trustees Academic Affairs Committee (**26-2031**).

The IT Security team regularly audits permissions across our Nonpublic Personal Information (NPI)-holding systems to ensure that BAC employee access remains appropriate. Multi-factor authentication is required for all staff, faculty, and students and has reached 100% adoption institution-wide. User activity on NPI systems is continuously monitored and logged to detect unauthorized access or misuse. The process has matured over time through the adoption of a new risk management platform that allows for more robust documentation of each identified risk and maps findings directly to GLBA compliance requirements. Findings from past assessments have led to tangible security enhancements, as discussed in Standard 3. In the event of a data breach, the BAC maintains a documented notification process communicated to all relevant staff, ensuring a timely and coordinated response in compliance with GLBA and Massachusetts 93H requirements.

Our Board of Trustees Audit and Risk Management Committee oversees compliance with applicable legal requirements. The trustees include at least one credentialed, practicing lawyer in active membership at all times. At this time, the board has two members who meet this criterion. This trustee is always on the Audit & Risk Management Committee and the Governance Committee, so they can weigh in on or provide guidance on any legal issues that arise during meetings. They also lead the Board Governance and Fiduciary Responsibilities section of the Trustee Annual Training and participate in the NECHE Accreditation and State Financial Training Review during the training.

PROJECTION

STANDARD FIVE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

Building on the work outlined in this report, the BAC will continue to strengthen the institutional practices that demonstrate its commitment to integrity, transparency, ethical conduct, accountability, and responsibility to students and the public. Consistent with the expectations of NECHE Standard 5, the College will ensure that its policies, institutional representations, decision-making processes, and relationships with students, faculty, staff, governing bodies, accreditors, and external constituencies reflect its mission and are characterized by honesty, fairness, consistency, and transparency. During the next accreditation cycle, the BAC will place particular emphasis on evaluating not only whether appropriate policies and procedures exist, but also whether they are consistently implemented, clearly communicated, regularly reviewed, and effective in practice.

Institutional Integrity and Academic Freedom.

The BAC will continue to ensure that institutional policies and practices support academic freedom, academic integrity, freedom of inquiry and expression, and the ethical responsibilities associated with teaching, learning, scholarship, and institutional decision making. The College will complete the institutional approval process for its Academic Freedom Policy, beginning with the anticipated faculty vote in Fall 2026 and proceeding through Cabinet and Board of Trustees review and, finally, make it publicly available and communicated to appropriate constituencies.

More broadly, the College will periodically review policies related to academic and institutional integrity to ensure that they remain clear, current, consistently applied, and aligned with the College's mission and responsibilities as an accredited institution.

Information Security, Privacy, and Institutional Responsibility.

The BAC will continue to prioritize safeguarding institutional information and nonpublic personal information as well as to fulfill its responsibilities under applicable legal and regulatory requirements. Building on the increasing maturity of the College's risk-management processes, the BAC will extend security-awareness education to additional constituencies, including adjunct faculty and students, and continue deploying security assessments to identify and mitigate institutional vulnerabilities.

The College will use the results of assessments, audits, training participation, security incidents, and other relevant evidence to evaluate the effectiveness of its controls and determine where policies, practices, resources, or education should be strengthened.

Truthfulness, Accuracy, and Transparency in Institutional Representations.

The BAC will continue to ensure that its representations to students, prospective students, the public, governmental agencies, and accrediting bodies are accurate, current, complete, and not misleading. Communications and Marketing will continue to work collaboratively with academic and administrative offices to verify information presented through the College's website and other public communications. The registrar's annual review of the Academic Catalog will continue to provide a defined mechanism for reviewing academic programs, requirements, policies, costs, and other information necessary for students to make informed educational decisions. Particular attention will be paid to consistent, accessible and legible institutional publications to all constituencies.

Equity, Inclusion, and Fairness in Institutional Practices.

The BAC will continue to examine its policies, practices, and institutional outcomes in relation to its commitments to equity, inclusion, and fairness. To those ends, and because current faculty composition has not yet reached the College's 2027 strategic targets, the BAC will evaluate the effectiveness of its recruitment and outreach strategies and consider adjustments that will broaden and diversify applicant pools. The BAC will similarly continue investing in faculty professional development, scholarship, research, creative activity, professional practice, and teaching. The College will assess participation in and outcomes associated with these opportunities to determine whether this investment appropriately supports faculty effectiveness, professional growth, and the quality of students' educational experiences.

Governance, Compliance, and Institutional Accountability.

The BAC will maintain clear lines of responsibility and oversight for institutional integrity, accreditation, legal and regulatory compliance, financial accountability, information security, and public disclosure. The Board of Trustees and its committees will continue to exercise oversight within their respective areas of responsibility, while academic and administrative leadership will monitor compliance with NECHE requirements, specialized accreditation standards, and applicable governmental requirements.

The College will continue to communicate with NECHE and other accrediting bodies accurately and in a timely manner and will respond appropriately to findings, recommendations, and areas requiring institutional attention. Accreditation will continue to be understood not simply as a periodic compliance activity but as one component of the College's broader system of institutional accountability, self-evaluation, and improvement.

Systematic Review and Continuous Improvement.

During the next accreditation cycle, the BAC will strengthen the systematic review of the policies, procedures, communications, and institutional practices associated with Standard 5. Evidence from governance oversight, institutional assessment, compliance monitoring, strategic-plan reporting, policy review, stakeholder concerns, and risk-management activities, will be used to determine how and whether institutional policies and practices support our mission and goals. Where assessment identifies gaps between policy and practice, inconsistent application, insufficient communication, or emerging institutional risks, the College will identify appropriate corrective actions, assign responsibility, and evaluate subsequent results.

Through these efforts, the BAC will continue to demonstrate that integrity, transparency, fairness, and accountability are embedded in institutional decision making and operations. By systematically reviewing its policies and practices, evaluating their effectiveness, communicating accurately with its constituencies, and using evidence to make improvements, the College will sustain the institutional integrity and public responsibility expected of a NECHE-accredited institution.

APPENDICES

New England Commission of Higher Education
301 Edgewater Place, Suite 210, Wakefield, MA 01880
Tel: 781-425-7785 I neche.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 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. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	https://the-bac.edu/transfer-students
Print Publications	BAC Catalog
Self-study/Fifth-year Report Page Reference	33

2. **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 9.18.)

URL	https://the-bac.edu/compliance
Print Publications	BAC Catalog
Self-study/Fifth-year Report Page Reference	98

3. **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. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	https://the-bac.edu/compliance/policies-and-protocols
Self-study/Fifth-year Report Page Reference	

4. **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. (NECHE Policy 77.)

URL	https://the-bac.edu/compliance/accreditation
Print Publications	
Self-study Page Reference	5

The undersigned affirms that Boston Architectural College (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: [signature] Date: September 9, 2026

March 2016, June 2020, August 2021

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

	Fiscal Year ends - month & day: (/)	2 Years Prior (FY 2023)	1 Year Prior (FY 2024)	Most Recent Year FY2025	% Change 2 yrs-1 yr prior	% Change 1 y-most recent
	ASSETS (in 000s)					
?	Cash and Short Term Investments	$893	$1,485	$1,819	66.3%	22.5%
?	Cash held by State Treasurer	$0	$0	$0	-	-
?	Deposits held by State Treasurer	$0	$0	$0	-	-
?	Accounts Receivable, Net	$8,922	$8,675	$9,979	-2.8%	15.0%
?	Contributions Receivable, Net	$584	$555	$375	-5.0%	-32.4%
?	Inventory and Prepaid Expenses	$128	$240	$297	87.5%	23.8%
?	Long-Term Investments	$10,059	$11,079	$12,165	10.1%	9.8%
?	Loans to Students	$0	$0	$0	-	-
?	Funds held under bond agreement	$0	$0	$0	-	-
?	Property, plants, and equipment, net	$17,020	$15,910	$15,254	-6.5%	-4.1%
?	Other Assets	$205	$27	$76	-86.8%	181.5%
	Total Assets	**$37,811**	**$37,971**	**$39,965**	0.4%	5.3%
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	$1,408	$713	$1,184	-49.4%	66.1%
?	Deferred revenue & refundable advances	$8,639	$10,186	$11,965	17.9%	17.5%
?	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	$0	$0	$0	-	-
?	Refundable government advances	$0	$0	$0	-	-
?	Other long-term liabilities	$11,228	$10,675	$9,973	-4.9%	-6.6%
	Total Liabilities	**$21,275**	**$21,574**	**$23,122**	1.4%	7.2%
	NET ASSETS (in 000s)					
	Net Assets without donor restrictions					
	Institutional	**$6,747**	**$6,694**	**$6,451**	-0.8%	-3.6%
?	Foundation				-	-
	Total	**$6,747**	**$6,694**	**$6,451**	-0.8%	-3.6%
	Net Assets with donor restrictions					
	Institutional	**$9,789**	**$9,703**	**$10,392**	-0.9%	7.1%
?	Foundation				-	-
	Total	**$9,789**	**$9,703**	**$10,392**	-0.9%	7.1%
	Total Net Assets	**$16,536**	**$16,397**	**$16,843**	-0.8%	2.7%
	TOTAL LIABILITIES and NET ASSETS	**$37,811**	**$37,971**	**$39,965**	0.4%	5.3%

Please enter any explanatory notes related to the institution's Statement of Financial Position in the box below

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

	Fiscal Year ends - month& day: (/)	3 Years Prior (FY2023)	2 Years Prior (FY2024)	Most Recently Completed Year (FY 2025)	Current Year (FY 2026)	Next Year Forward (FY 2027)
	OPERATING REVENUES (in 000s)					
?	Tuition and fees	$18,122	$18,400	$21,258	$21,579	$22,000
?	Room and board	$0	$0	$0	$0	$0
?	Less: Financial aid	-$2,019	-$2,643	-$2,881	-$2,684	-$2,700
	Net student fees	$16,103	$15,757	$18,377	$18,895	$19,300
?	Government grants and contracts	$518	$314	$88	$159	$200
?	Private gifts, grants and contracts	$452	$843	$574	$1,379	$540
?	Other auxiliary enterprises	$0	$0	$0	$0	$0
	Endowment income used in operations					
?	Other revenue (specify): Bank interest, Workman's Co	$52	$69	$131	$127	$130
	Other revenue (specify): Investment return designated	$2,499	$355	$333	$308	$2,343
	Net assets released from restrictions		$0	$0	$0	
	Total Operating Revenues	**$19,624**	**$17,338**	**$19,503**	**$20,868**	**$22,513**
	OPERATING EXPENSES (in 000s)					
?	Instruction	$4,380	$4,589	$5,031	$5,000	$5,411
?	Research	$0	$0	$0	$0	$0
?	Public Service	$0	$0	$0	$0	$0
?	Academic Support	$3,522	$3,181	$1,852	$1,840	$1,991
?	Student Services	$3,028	$3,906	$4,869	$4,838	$5,236
?	Institutional Support	$9,052	$7,022	$7,975	$7,924	$8,576
	Fundraising and alumni relations	$262	$495	$489	$486	$527
?	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):					
	Other expenses (specify):					
	Total operating expenditures	**$20,244**	**$19,193**	**$20,216**	**$20,088**	**$21,741**
	Change in net assets from operations	**-$620**	**-$1,855**	**-$713**	**$780**	**$772**
	NON OPERATING REVENUES (in 000s)					
?	State appropriations (net)					
?	Investment return	**-$1,285**	**$1,082**	**$1,016**	**$1,797**	**$1,800**
?	Interest expense (public institutions)					
	Gifts, bequests and contributions not used in operations					
?	Other (specify): Endowment and Capital Contributions	**$0**	**$634**	**$141**	**$1,000**	**$1,100**
	Other (specify):					
	Other (specify):					
	Net non-operating revenues	**-$1,285**	**$1,716**	**$1,157**	**$2,525**	**$2,900**
	Income before other revenues, expenses, gains, or losses	**-$1,905**	**-$139**	**$444**	**$3,305**	**$3,672**

?	Capital appropriations (public institutions)					
?	Other (specify):					
	ASSETS	**-$1,905**	**-$139**	**$444**	**$3,305**	**$3,672**

Please enter any explanatory notes related to the institution's Statement of Revenues and Expenses in the box below

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2023)	2 Years Prior (FY2024)	Most Recently Completed Year (FY 2025)	Current Year Budget (FY 2026)	Next Year Forward (FY 2027)
Long-term Debt					
Beginning balance	$ 12,043	$ 11,491	$ 10,922	$ 10,337	$ 10,175
Additions	$ -	$ -	$ -	$ -	$ -
? Reductions	$ (552)	$ (569)	$ (585)	$ (163)	$ (170)
Ending balance	**$ 11,491**	**$ 10,922**	**$ 10,337**	**$ 10,174**	**$ 10,005**
Interest paid during fiscal year	$ (443)	$ (434)	$ (428)	$ (477)	$ (470)
Current Portion	$ 581	$ 603	$ 126	$ 134	$ 141
Bond Rating (if applicable)					
Debt to Assets Ratio Long-term Debt / Total Assets	30%	29%	26%	23%	23%

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the instituiton). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

BAC restructed the bonds at 6/26/2025.

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

Future borrowing plans (please describe).

Standard 7: Institutional Resources (Liquidity)

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2023)	2 Years Prior (FY2024)	Most Recently Completed Year (FY 2025)	Current Year (FY 2026)	Next Year Forward (FY 2027)
CASH FLOW					
Cash and Cash Equivalents beginning of year	$454	$794	$1,476	$1,811	$2,922
Cash Flow from Operating Activities	($1,651)	$374	$920	$3,406	$1,500
Cash Flow from Investing Activities	$2,543	$243	($7)	($2,387)	($1,250)
Cash Flow from Financing Activities	($552)	$65	($578)	$93	($650)
Cash and Cash Equivalents end of year	**$794**	**$1,476**	**$1,811**	**$2,923**	**$2,522**
LIQUIDITY RATIOS					
Current Assets	$10,303	$10,840	$12,355	$28,527	$30,000
Current Liabilities	$10,628	$11,502	$13,276	$23,931	$25,000
Current Ratio	**0.97**	**0.94**	**0.93**	**1.19**	**1.20**
Days Cash on Hand: Cash and Cash Equivalents ÷ ((Operating expenses - Noncash expenses) ÷ 365)					
PHYSICAL RESOURCES					
Deferred Mainteance	**$85**	**$87**	**$120**	**$180**	**$500**

Has the institution needed to liquidate any financial assets to fund operations? (Please describe.)

N/A

Has the institution made any endowment withdrawals that deviate from its spending policy? (Please describe.)

N/A

Has the institution needed to borrow against its endowment? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

N/A

Please describe the institution's plans for managing its deferred maintenance.

Currently, BAC is in the process of a building assesment. Assessment to be completed by November

Please enter any additional explanatory notes related to the intitiution's liquidity in the box below.

Standard 7: Institutional Resources
(Financial Aid)

		3 Years Prior (FY2023)	2 Years Prior (FY2024)	Most Recently Completed Year (FY 2025)	Current Year (FY 2026)	Next Year Forward (FY 2027)
	FISCAL YEAR ENDS month & day (/)					
	FINANCIAL AID					
	Source of funds					
	Unrestricted institutional	$1,843,563	$2,245,929	$2,409,891	$2,684,068	$2,833,047
	Federal, state and private grants	**$409,671**	**$490,133**	**$507,816**	**$651,489**	**$722,575**
	Restricted funds	**$175,356**	**$396,618**	**$470,971**	**$420,133**	**$450,000**
	Total	**$2,428,590**	**$3,132,680**	**$3,388,678**	**$3,755,690**	**$4,005,622**
	% Discount of tuition and fees	11.1%	14.4%	13.6%	13.6%	14.6%
?	% Unrestricted discount	10.2%	12.2%	11.3%	11.8%	12.6%
	Net Tutition Revenue per FTE	22,170	21,384	28,889	30,337	30,183
	Net Student Fees per FTE	$1,407	$321	$328	$322	$217
?	**FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**	2.0				

Provide any explanatory notes related to the institution's financial aid in the box below.

For fiscal year 2024, mandatory fees were drastically reduced which is why the Net Student Fees per FTE dropped. The FTE reporting with IPEDS sckews to a lower FTE due to Continuing Education students who take fewer credits.

BOSTON ARCHITECTURAL COLLEGE

Financial Statements as of
June 30, 2025
Together with
Independent Auditor's Report

Bonadio & Co., LLP
Accounting, Consulting & More

Bonadio & Co., LLP
Accounting, Consulting & More

INDEPENDENT AUDITOR'S REPORT

December 4, 2025

To the Board of Trustees of
Boston Architectural College:

Opinion

We have audited the accompanying financial statements of Boston Architectural College (a Massachusetts not-for-profit corporation) (the College), which comprise the statement of financial position as of June 30, 2025, and the related statements of activities and change in net assets, functional expenses. and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the College as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit 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. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the College and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the College's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

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(Continued)

INDEPENDENT AUDITOR'S REPORT
(Continued)

Auditor's Responsibilities for the Audit of the Financial Statements
Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit 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 College's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the College's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Report on Summarized Comparative Information
We have previously audited the College's 2024 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated January 7, 2025. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2024, is consistent, in all material respects, with the audited financial statements from which it has been derived.

(Continued)

INDEPENDENT AUDITOR'S REPORT
(Continued)

Report On Supplementary Information
Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information in Exhibit I is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*
In accordance with *Government Auditing Standards*, we have also issued our report dated December 4, 2025, on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely 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 effectiveness of the College's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.

Bonadio & Co., LLP

BOSTON ARCHITECTURAL COLLEGE

STATEMENT OF FINANCIAL POSITION
JUNE 30, 2025
(With Comparative Totals for 2024)

ASSETS

	2025	2024
CURRENT ASSETS:		
Cash and cash equivalents	$ 1,810,517	$ 1,475,532
Student accounts receivable, net of allowance for credit losses of $288,925 and $350,001 at 2025 and 2024, respectively	9,978,981	8,674,748
Current portion of pledges receivable	184,105	413,354
Other receivables	75,999	27,000
Prepaid expenses	296,881	239,835
Short-term investments	8,696	9,388
Total current assets	12,355,179	10,839,857
NON-CURRENT ASSETS:		
Pledges receivable, net	190,866	142,000
Long-term investments	12,165,163	11,079,499
Property and equipment, net	15,254,382	15,910,124
Total non-current assets	27,610,411	27,131,623
Total assets	$ 39,965,590	$ 37,971,480

LIABILITIES AND NET ASSETS

	2025	2024
CURRENT LIABILITIES:		
Accounts payable	$ 699,142	$ 288,106
Deferred revenue	11,964,948	10,185,699
Accrued expenses	485,277	424,525
Current portion of bonds payable, net	126,277	603,433
Total current liabilities	13,275,644	11,501,763
LONG-TERM LIABILITIES:		
Bonds payable, net	9,846,597	10,072,178
Total liabilities	23,122,241	21,573,941
NET ASSETS:		
Without donor restrictions	6,450,809	6,693,581
With donor restrictions	10,392,540	9,703,958
Total net assets	16,843,349	16,397,539
Total liabilities and net assets	$ 39,965,590	$ 37,971,480

The accompanying notes are an integral part of these statements.

BOSTON ARCHITECTURAL COLLEGE

STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2025
(With Comparative Totals for 2024)

	Without Donor Restrictions	With Donor Restrictions	Total 2025	Total 2024
OPERATING REVENUES:				
Tuition and fees, net of institutional assistance and scholarships of $2,880,862 and $2,642,547 in 2025 and 2024, respectively	$ 18,377,558	$ -	$ 18,377,558	$ 15,757,531
Private contributions	441,650	132,356	574,006	842,980
Government and private grants	49,008	38,842	87,850	314,041
Investment return designated for operations	87,398	245,805	333,203	355,003
Other revenue	130,999	-	130,999	68,549
Net assets released from restrictions	457,090	(457,090)	-	-
Total operating revenues	19,543,703	(40,087)	19,503,616	17,338,104
OPERATING EXPENSES:				
Program services	11,751,166	-	11,751,166	11,675,800
Management and general	7,974,712	-	7,974,712	7,021,950
Fundraising	489,219	-	489,219	494,563
Total operating expenses	20,215,097	-	20,215,097	19,192,313
Changes in net assets from operating activities	(671,394)	(40,087)	(711,481)	(1,854,209)
NON-OPERATING ACTIVITIES:				
Investment return, net of amounts designated for operations	253,622	762,545	1,016,167	1,082,498
Change in donor intent	175,000	(175,000)	-	-
Endowment and capital contributions	-	141,124	141,124	633,723
Total non-operating activities	428,622	728,669	1,157,291	1,716,221
CHANGE IN NET ASSETS	(242,772)	688,582	445,810	(137,988)
NET ASSETS - beginning of year	6,693,581	9,703,958	16,397,539	16,535,527
NET ASSETS - end of year	$ 6,450,809	$ 10,392,540	$ 16,843,349	$ 16,397,539

The accompanying notes are an integral part of these statements.

BOSTON ARCHITECTURAL COLLEGE

STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2025
(With Comparative Totals for 2024)

	Program Services						Total	
	Instructional	Student Services	Academic Support	Total	Management and General	Fundraising	2025	2024
Salaries and benefits	$ 3,135,778	$ 2,396,203	$ 806,671	$ 6,338,652	$ 6,000,133	$ 391,983	$ 12,730,768	$ 12,294,469
Supplies and services	735,466	619,506	835,808	2,190,780	1,470,510	70,388	3,731,678	3,525,613
Occupancy	363,273	978,412	146,819	1,488,504	182,750	12,679	1,683,933	1,335,069
Depreciation	591,247	389,524	46,607	1,027,378	238,656	10,524	1,276,558	1,370,208
Credit losses	-	350,000	-	350,000	-	-	350,000	218,173
Interest and amortization	204,790	134,919	16,143	355,852	82,663	3,645	442,160	448,781
	$ 5,030,554	$ 4,868,564	$ 1,852,048	$ 11,751,166	$ 7,974,712	$ 489,219	$ 20,215,097	$ 19,192,313

The accompanying notes are an integral part of these statements.

BOSTON ARCHITECTURAL COLLEGE

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2025
(With Comparative Totals for 2024)

	2025	2024
CASH FLOW FROM OPERATING ACTIVITIES:		
Change in net assets	$ 445,810	$ (137,988)
Adjustments to reconcile change in net assets to net cash flow from operating activities:		
Provision for credit losses	350,000	218,173
Contributions restricted for endowment and capital	(141,124)	(633,723)
Net realized and unrealized gains on investments	(1,342,705)	(1,433,312)
Depreciation	1,276,558	1,370,208
Amortization of bond issuance costs	16,142	16,142
Changes in:		
Student accounts receivable	(1,654,233)	29,359
Pledges receivable	180,383	28,237
Other receivables	(48,999)	177,801
Prepaid expenses	(57,046)	(111,967)
Accounts payable	54,969	(581,236)
Deferred revenue	1,779,249	1,546,841
Accrued expenses	60,752	(114,232)
Net cash flow from operating activities	919,756	374,303
CASH FLOW FROM INVESTING ACTIVITIES:		
Purchases of investments	-	(29,836)
Proceeds from sale of investments	257,733	532,368
Purchases of property and equipment	(264,749)	(259,989)
Net cash flow from investing activities	(7,016)	242,543
CASH FLOW FROM FINANCING ACTIVITIES:		
Proceeds from contributions restricted for endowment and capital	141,124	633,723
Repayment of bonds payable, net	(585,090)	(568,933)
Payment of bond issuance costs	(133,789)	-
Net cash flow from financing activities	(577,755)	64,790
CHANGE IN CASH AND CASH EQUIVALENTS	334,985	681,636
CASH AND CASH EQUIVALENTS - beginning of year	1,475,532	793,896
CASH AND CASH EQUIVALENTS - end of year	$ 1,810,517	$ 1,475,532
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION:		
Cash paid for interest	$ 427,751	$ 433,630
Capital expenditures in accounts payable	$ 356,067	$ -

The accompanying notes are an integral part of these statements.

1. THE ORGANIZATION

Founded in 1889, the Boston Architectural College (the College) is committed to providing excellence in design education grounded in practice and accessibility to diverse communities. The College is New England's largest, independent, not-for-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 Commission of Higher Education, the National Architectural Accrediting Board, the Council for Interior Design Accreditation, and the Landscape Architectural Accreditation Board.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis 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 (GAAP).

Financial Reporting
The College classifies its activities into the following net asset categories:

- Net assets without donor restrictions are available to support the College's operations.

- Net assets with donor restrictions have been limited by donors by either a specific time, purpose, or perpetual restriction, and also include investment earnings on perpetually restricted endowment funds not yet appropriated by the Board of Trustees. When appropriation is made by the Board of Trustees or a donor restriction expires, that is, when a stipulated time restriction ends or a purpose restriction is met, net assets with donor restrictions are reclassified as net assets without donor restrictions and reported in the statement of activities and change in net assets as net assets released from restrictions.

Revenue is reported as an increase in net assets without donor restrictions unless use of the related assets is limited by donor-imposed restrictions. Expenses are reported as decreases in net assets without donor restrictions. Gains and losses on non-endowment investments and other assets or liabilities are reported as increases or decreases in net assets without donor restriction unless their use is restricted by explicit donor stipulation.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Operations

The statement of activities and change in net assets present the change in net assets of the College from operating and non-operating activities. Operating revenues and expenses relate primarily to educational programs provided by the College and auxiliary sales and service revenue. Utilization of endowment investment income under the College's spending policy is considered operating revenue. Non-operating activity reflects all other activity, including but not limited to, the investment return, net of the amount appropriated under the Board of Trustees' approved spending formula, contributions for endowment and plant purposes, as well as other activities outside the normal course of operations for the College.

Cash and Cash Equivalents

Cash and cash equivalents include all highly liquid debt instruments with original maturities of three months or less and include bank deposits and money market funds. At times, the College may maintain funds in excess of amounts insured by the Federal Depository Insurance Corporation. The College has not experienced any losses in such accounts and management believes they are not exposed to any significant credit risk with respect to cash and cash equivalents.

Contributions and Grants

Contributions and grants, including unconditional promises to give, are recognized as revenue in the period received or pledged. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met. Contributions of assets other than cash are recorded at their estimated fair value at the date of gift.

Contributions and grants are recorded as net assets without donor restrictions or net assets with donor restrictions, depending on the existence and/or nature of any donor-imposed restrictions. Contributions that are restricted by the donor are reported as an increase in net assets without donor restrictions if the restriction expires in the reporting period in which the contribution is recognized. All other donor-restricted contributions are reported as an increase in net assets with donor restrictions, depending on the nature of restriction.

Unconditional pledges are recognized at their estimated net present value, net of an allowance for uncollectible receivables. Management periodically reviews the sufficiency of the allowance for uncollectible pledges and other receivables, taking into consideration current economic conditions, its historical losses and specific amounts outstanding, and makes adjustments to the allowance as considered necessary. As of June 30, 2025 and 2024, the College determined no allowance for uncollectible amounts was considered necessary.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Tuition and Fees Revenues and Student Accounts Receivable

Revenue from contracts with students is recognized in the fiscal year in which the academic programs are delivered. The College recognizes tuition and fees in the period in which the College satisfies its performance obligation by transferring services to students. The College's performance obligation relative to tuition and fees is a bundled obligation to provide instruction for students over the stated period of the contract (i.e., the academic term), along with any additional services as outlined in academic programs. The College establishes tuition and fees contracts with students upon the earliest of receipt of their enrollment deposit to secure a place in a future academic term, registration for classes, a signed financial responsibility agreement, or similar consent by the student. Students who withdraw completely on or before the scheduled drop/add deadline of the academic term may receive a full refund in accordance with the College's refund policy. Refunds issued reduce the amount of revenue recognized. At June 30, 2025 and 2024, due to the timing of each academic semester, there was no variable consideration recorded related to refunds.

Student revenues are charged and collected on a term by term basis. The College expects to collect established payments due under student contracts, less any College funded student financial aid. All scholarships and grants awarded to students are applied to tuition first, up-to the amount of tuition for the student, with the remaining amount to be applied to room and board, if any. Amounts that remain uncollected at the end of the term are included as student accounts receivable. The College records an allowance for credit losses based on prior collection experience, current and future economic conditions and a review of existing receivables. Accounts for which no payments have been received for a period of time, which varies by the nature of the receivable, are considered delinquent and written-off or sent to collections, as appropriate. As of July 1, 2023, the beginning balance of student accounts receivable was $8,922,280, net of allowance for credit losses of $628,232.

Revenue from net tuition and fees accounted for approximately 94% and 91% of the College's operating revenues in 2025 and 2024, respectively.

Deferred Revenue

Deferred revenue represents unearned income related to academic courses and programs related to the subsequent academic year. Student deposits are required payments by students who will be attending the College in the next academic year and are recognized as revenues upon satisfaction of the related performance obligation.

Revenue related to summer sessions that span across fiscal years is recognized within the fiscal year in which the program is predominantly concluded. In addition, the College records student deposits and prepayments for the fall semester. As of June 30, 2025, 2024, and 2023 there was approximately $12,158,000, $9,467,000, and $8,639,000 respectively, of remaining performance obligations under open service contracts, which were included in deferred revenue in the accompanying statement of financial position that will be recognized in operating revenues during the subsequent fiscal year.

Prepaid Expenses

Prepaid expenses consist of amounts paid for expenses not yet incurred.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Investments

Investments consist of money market and mutual funds stated at fair value based on quoted market prices in active markets.

Investment securities are exposed to various risks, such as interest rate, market, economic conditions, world affairs, and credit risks. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and those changes could materially affect the amounts reported in the accompanying financial statements.

Endowment

The College's endowment consists of investments that are managed to achieve a maximum long-term total return. The College's Board of Trustees has authorized a policy permitting the use of total returns at a rate (spending rate) of up to 5.00% of the 12-quarter rolling average market value of the endowment portfolio on the last day of the preceding calendar year for current operations. The remainder is retained to support operations of future years. This policy is designed to preserve the value of the portfolio in real terms (after inflation) and provide a predictable flow of funds to support operations.

Fair Value

The College uses various valuation techniques in determining fair value. Observable inputs are inputs that market participants would use in pricing the asset or liability developed based on market data obtained from sources independent of the College. Unobservable inputs are inputs that reflect the College's estimates about the assumptions market participants would use in pricing the asset or liability based on the best information available in the circumstances. These inputs are segregated into three levels based on the reliability of inputs as follows:

- Level 1 - Valuations are based on quoted prices in active markets for identical assets or liabilities that the College has the ability to access. Valuation adjustments are not applied to Level 1 instruments. Since valuations are based on quoted prices that are readily and regularly available in an active market, valuation of these products does not entail a significant degree of judgment.

- Level 2 - Valuations are based on quoted prices in markets that are not active or for which all significant inputs are observable, directly or indirectly.

- Level 3 - Valuations are based on inputs that are unobservable and significant to the overall fair value measurement.

The availability of observable inputs can vary and is affected by a wide variety of factors. To the extent that valuation is based on models or inputs that are less observable or unobservable in the market, the determination of fair value requires more judgment. Accordingly, the degree of judgment exercised by the College in determining fair value is greatest for instruments categorized in Level 3. In certain cases, the inputs used to measure fair value may fall into different levels of the fair value hierarchy. In such cases, for disclosure purposes the level in the fair value hierarchy within which the fair value measurement in its entirety falls is determined based on the lowest level input that is significant to the fair value measurement in its entirety.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Property and Equipment

Property and equipment are stated at cost at the date of purchase or, for donated assets, at fair value at the date of donation, less accumulated depreciation. Depreciation is calculated using the straight-line method over the lesser of the estimated useful lives of the assets or the lease term. The useful lives range from 5 to 45 years. The College's policy is to capitalize property and equipment acquired in excess of $25,000. Impairment losses are recognized when the carrying value of an asset exceeds its fair value. The College regularly assesses all of its long-lived assets for impairment. There was no impairment loss recognized for the years ended June 30, 2025 and 2024.

Allocation of Certain Expenses

The statement of functional expenses presents expenses by both functional and natural classification. Certain categories of expenses are attributable to one or more program or supporting functions, and as a result it is necessary to allocate these expenses amongst the functional categories. These expenses include benefits which are allocated by the related salaries, as well as overhead and maintenance, depreciation, technology, interest, and insurance, which are allocated by square footage occupied by each function. All remaining expense categories are directly charged.

Tax Status

The College has been recognized by the Internal Revenue Service as an organization exempt from income taxes pursuant to Section 501(c)(3) of the Internal Revenue Code. The College has also been classified as an organization that is not a private foundation.

Advertising

The College charges the cost of advertising to expense as incurred. Advertising expense for the years ended June 30, 2025 and 2024 was $605,725 and $591,947, respectively.

Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results could differ from those estimates.

Reclassifications

Certain reclassifications have been made to the financial statements for the year ended June 30, 2024. These reclassifications are for comparative purposes only and have no effect on net assets or change in net assets as originally reported.

3. LIQUIDITY AND AVAILABILITY OF RESOURCES

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, are comprised of the following at June 30:

	2025	2024
Cash and cash equivalents	$ 1,810,517	$ 1,475,532
Student accounts receivable	9,978,981	8,674,748
Current portion of pledges receivable	184,105	413,354
Other receivables	75,999	27,000
Expected Board-approved endowment appropriation	405,000	393,471
	$ 12,454,602	$ 10,984,105

3. LIQUIDITY AND AVAILABILITY OF RESOURCES (Continued)

Endowment funds consist of donor-restricted endowments and funds designated by the Board as endowment. Income from donor-restricted endowments is restricted for specific purposes, with the exception of the amounts available for general use. Donor-restricted endowment funds are not available for general expenditure. The College considers all expenditures related to its ongoing activities of providing financial support through scholarships and grants, and institutional support, to be general expenditures.

As part of its liquidity management plan, the College structures financial assets to be available as general expenditures, liabilities, and other obligations become due. In addition, the College invests cash in excess of daily requirements in an overnight repurchase account. To help manage unanticipated liquidity needs, a committed line of credit of $1,000,000 could be drawn upon.

4. PLEDGES RECEIVABLE

Pledges receivable as of June 30, 2025 are expected to be collected as follows during the years ending June 30:

2026	$ 184,105
2027	62,000
2028	57,000
2029	56,866
2030	10,000
Thereafter	5,000
	$ 374,971

One pledge comprised approximately 27% of pledges receivable at June 30, 2025 and two pledges comprised approximately 66% of pledges receivable at June 30, 2024.

5. STUDENT ACCOUNTS RECEIVABLE AND CURRENT EXPECTED CREDIT LOSSES

Changes in the allowance for credit losses for the years ended June 30 were as follows:

	2025	2024
Balance July 1	$ 350,001	$ 628,232
Write-offs	(411,076)	(496,404)
Provisions	350,000	218,173
Balance June 30	$ 288,925	$ 350,001

6. INVESTMENTS

Investments are stated at fair value and consisted of the following at June 30:

	2025	2024
Money market funds	$ 743,377	$ 711,233
Treasury inflation protected mutual fund	296,887	280,820
Bond index mutual fund	3,152,151	2,972,650
Stock index mutual fund	7,981,444	7,124,184
	$ 12,173,859	$ 11,088,887

7. FAIR VALUE MEASUREMENTS

The following were measured at fair value on a recurring basis using the following input levels at June 30, 2025:

	Level 1	Level 2	Level 3	Total
Money market fund	$ 743,377	$ -	$ -	$ 743,377
Treasury inflation protected mutual fund	296,887	-	-	296,887
Bond index mutual fund	3,152,151	-	-	3,152,151
Stock index mutual fund	7,981,444	-	-	7,981,444
	$ 12,173,859	$ -	$ -	$ 12,173,859

The following were measured at fair value on a recurring basis using the following input levels at June 30, 2024:

	Level 1	Level 2	Level 3	Total
Money market fund	$ 711,233	$ -	$ -	$ 711,233
Treasury inflation protected mutual fund	280,820	-	-	280,820
Bond index mutual fund	2,972,650	-	-	2,972,650
Stock index mutual fund	7,124,184	-	-	7,124,184
	$ 11,088,887	$ -	$ -	$ 11,088,887

8. PROPERTY AND EQUIPMENT

Property and equipment consisted of the following at June 30:

	2025	2024
Land and improvements	$ 5,522,337	$ 5,522,337
Buildings and improvements	25,860,355	25,860,355
Furniture, fixtures and equipment	6,059,418	5,956,212
	37,442,110	37,338,904
Less: Accumulated depreciation	(23,921,542)	(22,644,984)
Plus: Construction in progress	1,733,814	1,216,204
	$ 15,254,382	$ 15,910,124

9. BONDS PAYABLE

Bonds payable consisted of the following at June 30:

	2025	2024
Series 2012 Massachusetts Finance Agency Revenue Bonds in the amount of $5,800,000. During 2025, the bonds were refinanced, bearing an interest rate of 4.89% with monthly payments of principal and interest of $21,797. The refinanced bonds are calculated on a 30-year amortization with a lump sum balloon payment due in June 2035.	$ 4,078,188	$ 4,237,510
Series 2017 Massachusetts Finance Agency Revenue Bonds in the amount of $9,365,668. During 2025, the bonds were refinanced, bearing an interest rate of 4.39% with monthly payments of principal and interest of $31,546. The refinanced bonds are calculated on a 30-year amortization with a lump sum balloon payment due in June 2035.	6,259,035	6,684,803
	10,337,223	10,922,313
Less: Current portion	(162,712)	(603,433)
Less: Unamortized deferred financing costs	(364,349)	(246,702)
	$ 9,810,162	$ 10,072,178

9. BONDS PAYABLE (Continued)

Future principal maturities of bonds payable are as follows for the years ending June 30:

	Principal	Deferred Financing Costs	Total
2026	$ 162,712	$ (36,435)	$ 126,277
2027	170,425	(36,435)	133,990
2028	177,231	(36,435)	140,796
2029	186,909	(36,435)	150,474
2030	195,773	(36,435)	159,338
Thereafter	9,444,173	(182,174)	9,261,999
	$ 10,337,223	$ (364,349)	$ 9,972,874

The bonds are secured by land, buildings, and equipment, and certain revenues. The College must also meet certain covenants to maintain compliance with the loan agreements, including a restriction on new debt. On June 30, 2025, the College determined it was in compliance with these covenants.

10. LINE OF CREDIT

The College carries an unsecured line of credit with a maximum borrowing of $1,000,000. Amounts borrowed bear interest at 2.0% over the secured overnight financing rate (5.33% and 4.45% at June 30, 2025 and 2024, respectively. There were no amounts outstanding at June 30, 2025 and 2024.

11. NET ASSETS AND NET ASSETS RELEASED FROM RESTRICTIONS

Net assets were restricted for the following purposes at June 30:

	2025	2024
Scholarships	$ 5,387,555	$ 4,750,318
Capital improvements	1,251,904	1,338,811
Instruction and institutional support	641,423	598,641
Strategic initiatives	25,000	-
To be maintained in perpetuity	3,086,658	3,016,188
	$ 10,392,540	$ 9,703,958

Net assets were released from donor restrictions by satisfying the restricted purpose as follows during the years ended June 30:

	2025	2024
Scholarships	$ 357,400	$ 398,681
Capital improvements	7,694	7,274
Instruction and institutional support	91,996	38,758
	$ 457,090	$ 444,713

11. NET ASSETS AND NET ASSETS RELEASED FROM RESTRICTIONS (Continued)

In 2025 and 2024, the College reclassified $175,000 and $1,618,527, respectively, from net assets with donor restrictions to net assets without donor restrictions based on a change in donor intent.

12. ENDOWMENT

The College's endowment consisted of the following at June 30, 2025:

	Without Donor Restriction	With Donor Restriction-Time/Purpose	With Donor Restriction-Perpetual	Total
Donor restricted funds	$ -	$ 5,879,426	$ 3,086,658	$ 8,966,084
Board designated funds	3,220,143	-	-	3,220,143
	$ 3,220,143	$ 5,879,426	$ 3,086,658	$ 12,186,227

The College's endowment consisted of the following at June 30, 2024:

	Without Donor Restriction	With Donor Restriction-Time/Purpose	With Donor Restriction-Perpetual	Total
Donor restricted funds	$ -	$ 5,291,880	$ 3,016,188	$ 8,308,068
Board designated funds	2,790,184	-	-	2,790,184
	$ 2,790,184	$ 5,291,880	$ 3,016,188	$ 11,098,252

Changes in endowment net assets for the year ended June 30, 2025 was as follows:

	Without Donor Restrictions	With Donor Restrictions	Total
Endowment net assets, at July 1, 2024	$ 2,790,184	$ 8,308,068	$ 11,098,252
Net appreciation	337,357	1,008,350	1,345,707
Contributions	5,000	70,471	75,471
Amounts appropriated for expenditure	(87,398)	(245,805)	(333,203)
Reclassifications	175,000	(175,000)	-
Endowment net assets, at June 30, 2025	$ 3,220,143	$ 8,966,084	$ 12,186,227

12. ENDOWMENT (Continued)

Changes in endowment net assets for the year ended June 30, 2024 was as follows:

	Without Donor Restrictions	With Donor Restrictions	Total
Endowment net assets, at July 1, 2023	$ 1,057,867	$ 8,943,897	$ 10,001,764
Net appreciation	149,502	1,263,240	1,412,742
Contributions	-	38,749	38,749
Amounts appropriated for expenditure	(35,712)	(319,291)	(355,003)
Reclassifications	1,618,527	(1,618,527)	-
Endowment net assets, at June 30, 2024	$ 2,790,184	$ 8,308,068	$ 11,098,252

Interpretation of Relevant Law

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 donors' intended purpose of the endowment fund, stipulated or otherwise.

Spending Policy and How the Investment Objectives Relate to Spending Policy

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 net assets with donor restrictions until approved for expenditure by the College. Earnings on endowment funds that have not yet been specifically approved for expenditure, but will be, must be classified as net assets with donor restrictions until approved for expenditure by the College. The College believes that its total return spending policy meets UPMIFA requirements.

Return Objectives and Risk Parameters

The College’s primary investment objective for the endowment assets is to earn a total return (net of fees), within prudent levels of risk, sufficient to provide income for the College’s operating expenses while preserving the value of the portfolio. The College’s secondary investment objective is to attain long-term growth of the portfolio, subject to the endowment’s risk tolerance.

Strategies Employed for Achieving Objectives

The College's Board of Trustees classifies donor-restricted funds and earnings thereon in accordance with applicable state law. Endowment fund assets are appropriated for expenditure in accordance with the directions and/or intent of the donor. The goal of the College’s endowment spending and distribution policy is to preserve the purchasing power of the endowment and provide predictable support of operations and scholarships.

12. ENDOWMENT (Continued)

Funds with Deficiencies

From time to time, the fair values of endowment fund assets may, due to unfavorable market fluctuations, fall below the level that donors require to be retained for a perpetual duration. The decline below the required perpetual duration, commonly referred to as underwater, is reported as losses within net assets with donor restrictions. The Board of Trustees has interpreted UPMIFA to permit spending from underwater endowments in accordance with prudent measures required under law. At June 30, 2024, the fair value of the fund with deficiencies was approximately $380,000. The original value of the fund with deficiencies was approximately $415,000, resulting in the underwater fund of approximately $35,000 at June 30, 2024. At June 30, 2025, there were no funds with deficiencies.

13. RETIREMENT BENEFITS

The College is a sponsor of a 403(b) Plan (the Plan). The Plan covers all eligible employees. During the years ended June 30, 2025 and 2024, total related retirement plan expense was approximately $343,000 and $327,000. Any employer funding is at the sole discretion of the College.

14. CONTINGENCIES, COMMITMENTS AND UNCERTAINTIES

Legal

Pending or threatened lawsuits arise as part of the ordinary course of operations. In the opinion of management, no litigation is pending or threatened that would materially affect the College’s financial position.

Employment Agreement

The College has an employment contract with the College’s President. The College’s contract with the President provides for a payment of nine months salary upon termination if certain conditions are met.

Commitments

The College has a contract for a restoration project in an amount not to exceed approximately $1,800,000. At June 30, 2025, there was approximately $1,200,000 remaining on the commitment.

15. DEPARTMENT OF EDUCATION REQUIRED DISCLOSURES

Related Parties

From time to time, members of the College’s Board of Trustees and the senior management team may be directly or indirectly associated with companies conducting business with the College. Among other things, the College’s conflict of interest policy does not permit members of the Board of Trustees or its committees to participate in any decision in which a member (or any of their immediate family members) has a material financial interest. The College requires members of the Board of Trustees and the senior management team to complete an annual disclosure of significant financial interests in, or employment or consulting relationships with, entities who conduct business with the College. When such financial interests or relationships are disclosed, procedures are taken to assess and address the actual or perceived conflict in order to protect the best interests of the College and to ensure compliance with relevant conflict of interest laws or policy. Management has determined that the College did not have any material related party transactions in 2025 or 2024.

15. DEPARTMENT OF EDUCATION REQUIRED DISCLOSURES (Continued)

Related Parties (Continued)

The U.S. Department of Education requires the disclosure of the nature of identified related party transactions. The University's related party transactions as of and for the year ended June 30, 2025 were as follows:

Related Party	Location	Nature	Revenue	Asset	Pledge Payment
Samira Ahmadi	Boston, MA	Gift	$ 5,474	$ -	$ -
James Barrett	Newton, MA	Gift	$ 25,200	$ -	$ -
Joshua Best	East Aurora, NY	Gift	$ 3,500	$ -	$ -
Anddie Chan-Patera	Boston, MA	Gift	$ 520	$ -	$ -
Valerie Fletcher	Boston, MA	Gift	$ 11,480	$ -	$ -
Cynthia Keliher	Boston, MA	Gift	$ 540	$ -	$ -
Lee Kennedy	Duxbury, MA	Gift	$ 2,700	$ -	$ -
Katia Lucic	Brookline, MA	Gift	$ 1,620	$ -	$ -
David Manfredi	Boston, MA	Pledge+Gift	$ 15,400	$ 10,000	$ -
Liz Minnis	Newton, MA	Gift	$ 2,187	$ -	$ -
Judith Nitsch	Weston, MA	Pledge	$ -	$ 99,866	$ 25,134
Srinivas Reddy	Wellesley, MA	Gift	$ 1,080	$ -	$ -
Inez Stewart	Baltimore, MD	Gift	$ 6,000	$ -	$ -
Richard Strout	Plymouth, MA	Gift	$ 250	$ -	$ -
Kevin Sullivan	Boston, MA	Gift	$ 500	$ -	$ -
Marilyn Swartz-LLoyd	Boston, MA	Pledge+Gift	$ 65,227	$ 65,000	$ 20,000
John Swift	Boston, MA	Gift	$ 5,628	$ -	$ -
Kishore Varanasi	Cambridge, MA	Gift	$ 1,080	$ -	$ -
Bridget Wallace	Boston, MA	Pledge+Gift	$ 1,296	$ 108	$ -
Gianfranco Zaccai	Needham, MA	Pledge	$ 10,000	$ 10,000	$ -
Maria Chapian	Waltham, MA	Gift	$ 108	$ -	$ -
Mahesh Daas	Wellesley, MA	Pledge+Gift	$ 4,000	$ -	$ 1,000
James Ryan	Danvers, MA	Gift	$ 1,094	$ -	$ -
Sarah Howard	Worcester, MA	Pledge+Gift	$ 10,844	$ 10,000	$ 54

15. DEPARTMENT OF EDUCATION REQUIRED DISCLOSURES (Continued)

Financial Responsibility Supplemental Schedule

The following information is required by the U.S. Department of Education as supplemental support for Exhibit I - Financial Responsibility Supplemental Schedule for the year ended June 30, 2025:

Unsecured related party receivables	$	184,974
Components of land, buildings, and equipment, net:		
Land, buildings, and equipment, net, pre-implementation	$	12,439,633
Land, buildings, and equipment, net, post-implementation without outstanding debt for original purchase		1,080,940
Construction in progress		1,733,814
	$	15,254,387
Components of total revenues and gains:		
Total operating revenues	$	19,543,703
Change in donor intent		175,000
Investment return, net of amounts designated for operations		253,622
	$	19,972,325

15. SUBSEQUENT EVENTS

Subsequent events have been evaluated through December 4, 2025, which is the date the financial statements were available to be issued.

Bonadio & Co., LLP
Accounting, Consulting & More

INDEPENDENT AUDITOR'S 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*

December 4, 2025

To the Board of Trustees of
Boston Architectural College:

We have audited, 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, the financial statements of Boston Architectural College (a Massachusetts not-for-profit corporation) (the College), which comprise the statement of financial position as of June 30, 2025, and the related statements of activities and change in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 4, 2025.

Report on 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) as a basis for designing 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 audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

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INDEPENDENT AUDITOR'S 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*
(Continued)

Report on Compliance and Other Matters
As part of obtaining reasonable assurance about whether the College's financial statements are free from 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 financial statements. 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 organization'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 organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Bonadio & Co., LLP

BOSTON ARCHITECTURAL COLLEGE

FINANCIAL RESPONSIBILITY SUPPLEMENTAL SCHEDULE
JUNE 30, 2025

PRIMARY RESERVE RATIO

	Expendable Net Assets		Financial Statement Location
=	**Net assets without donor restrictions**	6,450,809	Statement of Financial Position - Net Assets Without Donor Restriction
+	**Net assets with donor restrictions**	10,392,540	Statement of Financial Position - Net Assets With Donor Restriction
-	**Annuities with donor restrictions**	-	N/A
-	**Unsecured related party receivable**	184,974	Notes to Financial Statements - Note 15, Department of Education Required Disclosures
-	**Net assets with donor restrictions in perpetuity**	3,086,658	Notes to Financial Statements - Note 11, Net Assets and Net Assets Released from Restrictions
	Land, buildings, and equipment, net (includes construction in progress):		
	Land, buildings, and equipment pre-implementation	12,439,633	Notes to Financial Statements - Note 15, Department of Education Required Disclosures
	Land, buildings, and equipment post-implementation with outstanding debt for original purchase	-	N/A
	Land, buildings, and equipment post-implementation without outstanding debt for original purchase	1,080,940	Notes to Financial Statements - Note 15, Department of Education Required Disclosures
	Construction-in-progress	1,733,814	Notes to Financial Statements - Note 15, Department of Education Required Disclosures
-	**Total land, buildings, and equipment, net**	15,254,387	
	Lease right-of-use asset:		
	Lease right-of-use asset, post-implementation	-	N/A
-	**Total lease right-of-use asset**	-	
+	**Post-employment and defined benefit pension liabilities**	-	N/A
	Long-term debt - for long term purposes, not to exceed total land, buildings, and equipment, net:		
	Long-term debt - for long term purposes pre-implementation	9,972,874	Notes to Financial Statements - Note 9, Bonds Payable, Net
	Long-term debt - for long term purposes post-implementation	-	N/A
	Line of credit for construction in progress	-	N/A
+	**Total long-term debt - for long term purposes**	9,972,874	
	Lease right-of-use liability:		
	Lease right-of-use liability, post-implementation	-	N/A
+	**Total lease right-of-use liability**	-	
	Expendable Net Assets:	8,290,204	

	Total Expenses and Losses:		
=	Total expenses without donor restrictions	20,215,097	Statement of Activities and Change in Net Assets - Total Operating Expenses
+	Non-operating and net Investment losses	-	N/A
-	Net investment losses without donor restrictions	-	N/A
-	Pension-related changes other than net periodic costs	-	N/A
	Total Expenses and Losses:	20,215,097	

The accompanying notes are an integral part of this schedule.

BOSTON ARCHITECTURAL COLLEGE Exhibit I

FINANCIAL RESPONSIBILITY SUPPLEMENTAL SCHEDULE
JUNE 30, 2025
(Continued)

EQUITY RATIO

Modified Net Assets		Financial Statement Location
= **Net assets without donor restrictions**	6,450,809	Statement of Financial Position - Net Assets Without Donor Restriction
+ **Net assets with donor restrictions**	10,392,540	Statement of Financial Position - Net Assets With Donor Restriction
- **Unsecured related party receivable**	184,974	Notes to Financial Statements - Note 15, Department of Education Required Disclosures
Modified Net Assets:	16,658,375	

Modified Assets		
= **Total assets**	39,965,590	Statement of Financial Position - Total Assets
- **Unsecured related party receivable**	184,974	Notes to Financial Statements - Note 15, Department of Education Required Disclosures
Modified Assets:	39,780,616	

NET INCOME RATIO

		Financial Statement Location
Change in Net Assets Without Donor Restrictions	(242,772)	Statement of Activities and Change in Net Assets - Change in Net Assets Without Donor Restriction
Total Revenues and Gains	19,972,325	Notes to Financial Statements - Note 15, Department of Education Required Disclosures

The accompanying notes are an integral part of this schedule.

BOSTON ARCHITECTURAL COLLEGE

Financial Statements as of
June 30, 2025
Together with
Independent Auditor's Report

Bonadio & Co., LLP
Accounting, Consulting & More

Bonadio & Co., LLP
Accounting, Consulting & More

INDEPENDENT AUDITOR'S REPORT

December 4, 2025

To the Board of Trustees of
Boston Architectural College:

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Boston Architectural College (a Massachusetts not-for-profit corporation) (the College), which comprise the statement of financial position as of June 30, 2025, and the related statements of activities and change in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements present fairly, in all material respects, the financial position of the College as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit 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. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the College and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the College's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

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(Continued)

INDEPENDENT AUDITOR'S REPORT
(Continued)

Auditor's Responsibilities for the Audit of the Financial Statements
Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit 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 College's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the College's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Report on Summarized Comparative Information
We have previously audited the College's 2024 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated January 7, 2025. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2024, is consistent, in all material respects, with the audited financial statements from which it has been derived.

(Continued)

INDEPENDENT AUDITOR'S REPORT
(Continued)

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 4, 2025, on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely 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 effectiveness of the College's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.

Bonadio & Co., LLP

BOSTON ARCHITECTURAL COLLEGE

STATEMENT OF FINANCIAL POSITION
JUNE 30, 2025
(With Comparative Totals for 2024)

	2025	2024
ASSETS		
CURRENT ASSETS:		
Cash and cash equivalents	$ 1,810,517	$ 1,475,532
Student accounts receivable, net of allowance for credit losses of $288,925 and $350,001 at 2025 and 2024, respectively	9,978,981	8,674,748
Current portion of pledges receivable	184,105	413,354
Other receivables	75,999	27,000
Prepaid expenses	296,881	239,835
Short-term investments	8,696	9,388
Total current assets	12,355,179	10,839,857
NON-CURRENT ASSETS:		
Pledges receivable, net	190,866	142,000
Long-term investments	12,165,163	11,079,499
Property and equipment, net	15,254,382	15,910,124
Total non-current assets	27,610,411	27,131,623
Total assets	$ 39,965,590	$ 37,971,480
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES:		
Accounts payable	$ 699,142	$ 288,106
Deferred revenue	11,964,948	10,185,699
Accrued expenses	485,277	424,525
Current portion of bonds payable, net	126,277	603,433
Total current liabilities	13,275,644	11,501,763
LONG-TERM LIABILITIES:		
Bonds payable, net	9,846,597	10,072,178
Total liabilities	23,122,241	21,573,941
NET ASSETS:		
Without donor restrictions	6,450,809	6,693,581
With donor restrictions	10,392,540	9,703,958
Total net assets	16,843,349	16,397,539
Total liabilities and net assets	$ 39,965,590	$ 37,971,480

The accompanying notes are an integral part of these statements.

BOSTON ARCHITECTURAL COLLEGE

STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2025
(With Comparative Totals for 2024)

	Without Donor Restrictions	With Donor Restrictions	Total 2025	Total 2024
OPERATING REVENUES:				
Tuition and fees, net of institutional assistance and scholarships of $2,880,862 and $2,642,547 in 2025 and 2024, respectively	$ 18,377,558	$ -	$ 18,377,558	$ 15,757,531
Private contributions	441,650	132,356	574,006	842,980
Government and private grants	49,008	38,842	87,850	314,041
Investment return designated for operations	87,398	245,805	333,203	355,003
Other revenue	130,999	-	130,999	68,549
Net assets released from restrictions	457,090	(457,090)	-	-
Total operating revenues	19,543,703	(40,087)	19,503,616	17,338,104
OPERATING EXPENSES:				
Program services	11,751,166	-	11,751,166	11,675,800
Management and general	7,974,712	-	7,974,712	7,021,950
Fundraising	489,219	-	489,219	494,563
Total operating expenses	20,215,097	-	20,215,097	19,192,313
Changes in net assets from operating activities	(671,394)	(40,087)	(711,481)	(1,854,209)
NON-OPERATING ACTIVITIES:				
Investment return, net of amounts designated for operations	253,622	762,545	1,016,167	1,082,498
Change in donor intent	175,000	(175,000)	-	-
Endowment and capital contributions	-	141,124	141,124	633,723
Total non-operating activities	428,622	728,669	1,157,291	1,716,221
CHANGE IN NET ASSETS	(242,772)	688,582	445,810	(137,988)
NET ASSETS - beginning of year	6,693,581	9,703,958	16,397,539	16,535,527
NET ASSETS - end of year	$ 6,450,809	$ 10,392,540	$ 16,843,349	$ 16,397,539

The accompanying notes are an integral part of these statements.

BOSTON ARCHITECTURAL COLLEGE

STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2025
(With Comparative Totals for 2024)

	Program Services						Total	
	Instructional	Student Services	Academic Support	Total	Management and General	Fundraising	2025	2024
Salaries and benefits	$ 3,135,778	$ 2,396,203	$ 806,671	$ 6,338,652	$ 6,000,133	$ 391,983	$ 12,730,768	$ 12,294,469
Supplies and services	735,466	619,506	835,808	2,190,780	1,470,510	70,388	3,731,678	3,525,613
Occupancy	363,273	978,412	146,819	1,488,504	182,750	12,679	1,683,933	1,335,069
Depreciation	591,247	389,524	46,607	1,027,378	238,656	10,524	1,276,558	1,370,208
Credit losses	-	350,000	-	350,000	-	-	350,000	218,173
Interest and amortization	204,790	134,919	16,143	355,852	82,663	3,645	442,160	448,781
	$ 5,030,554	$ 4,868,564	$ 1,852,048	$ 11,751,166	$ 7,974,712	$ 489,219	$ 20,215,097	$ 19,192,313

The accompanying notes are an integral part of these statements.

BOSTON ARCHITECTURAL COLLEGE

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2025
(With Comparative Totals for 2024)

	2025	2024
CASH FLOW FROM OPERATING ACTIVITIES:		
Change in net assets	$ 445,810	$ (137,988)
Adjustments to reconcile change in net assets to net cash flow from operating activities:		
Provision for credit losses	350,000	218,173
Contributions restricted for endowment and capital	(141,124)	(633,723)
Net realized and unrealized gains on investments	(1,342,705)	(1,433,312)
Depreciation	1,276,558	1,370,208
Amortization of bond issuance costs	16,142	16,142
Changes in:		
Student accounts receivable	(1,654,233)	29,359
Pledges receivable	180,383	28,237
Other receivables	(48,999)	177,801
Prepaid expenses	(57,046)	(111,967)
Accounts payable	54,969	(581,236)
Deferred revenue	1,779,249	1,546,841
Accrued expenses	60,752	(114,232)
Net cash flow from operating activities	919,756	374,303
CASH FLOW FROM INVESTING ACTIVITIES:		
Purchases of investments	-	(29,836)
Proceeds from sale of investments	257,733	532,368
Purchases of property and equipment	(264,749)	(259,989)
Net cash flow from investing activities	(7,016)	242,543
CASH FLOW FROM FINANCING ACTIVITIES:		
Proceeds from contributions restricted for endowment and capital	141,124	633,723
Repayment of bonds payable, net	(585,090)	(568,933)
Payment of bond issuance costs	(133,789)	-
Net cash flow from financing activities	(577,755)	64,790
CHANGE IN CASH AND CASH EQUIVALENTS	334,985	681,636
CASH AND CASH EQUIVALENTS - beginning of year	1,475,532	793,896
CASH AND CASH EQUIVALENTS - end of year	$ 1,810,517	$ 1,475,532
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION:		
Cash paid for interest	$ 427,751	$ 433,630
Capital expenditures in accounts payable	$ 356,067	$ -

The accompanying notes are an integral part of these statements.

1. THE ORGANIZATION

Founded in 1889, the Boston Architectural College (the College) is committed to providing excellence in design education grounded in practice and accessibility to diverse communities. The College is New England's largest, independent, not-for-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 Commission of Higher Education, the National Architectural Accrediting Board, the Council for Interior Design Accreditation, and the Landscape Architectural Accreditation Board.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis 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 (GAAP).

Financial Reporting
The College classifies its activities into the following net asset categories:

- Net assets without donor restrictions are available to support the College's operations.

- Net assets with donor restrictions have been limited by donors by either a specific time, purpose, or perpetual restriction, and also include investment earnings on perpetually restricted endowment funds not yet appropriated by the Board of Trustees. When appropriation is made by the Board of Trustees or a donor restriction expires, that is, when a stipulated time restriction ends or a purpose restriction is met, net assets with donor restrictions are reclassified as net assets without donor restrictions and reported in the statement of activities and change in net assets as net assets released from restrictions.

Revenue is reported as an increase in net assets without donor restrictions unless use of the related assets is limited by donor-imposed restrictions. Expenses are reported as decreases in net assets without donor restrictions. Gains and losses on non-endowment investments and other assets or liabilities are reported as increases or decreases in net assets without donor restriction unless their use is restricted by explicit donor stipulation.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Operations

The statement of activities and change in net assets present the change in net assets of the College from operating and non-operating activities. Operating revenues and expenses relate primarily to educational programs provided by the College and auxiliary sales and service revenue. Utilization of endowment investment income under the College's spending policy is considered operating revenue. Non-operating activity reflects all other activity, including but not limited to, the investment return, net of the amount appropriated under the Board of Trustees' approved spending formula, contributions for endowment and plant purposes, as well as other activities outside the normal course of operations for the College.

Cash and Cash Equivalents

Cash and cash equivalents include all highly liquid debt instruments with original maturities of three months or less and include bank deposits and money market funds. At times, the College may maintain funds in excess of amounts insured by the Federal Depository Insurance Corporation. The College has not experienced any losses in such accounts and management believes they are not exposed to any significant credit risk with respect to cash and cash equivalents.

Contributions and Grants

Contributions and grants, including unconditional promises to give, are recognized as revenue in the period received or pledged. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met. Contributions of assets other than cash are recorded at their estimated fair value at the date of gift.

Contributions and grants are recorded as net assets without donor restrictions or net assets with donor restrictions, depending on the existence and/or nature of any donor-imposed restrictions. Contributions that are restricted by the donor are reported as an increase in net assets without donor restrictions if the restriction expires in the reporting period in which the contribution is recognized. All other donor-restricted contributions are reported as an increase in net assets with donor restrictions, depending on the nature of restriction.

Unconditional pledges are recognized at their estimated net present value, net of an allowance for uncollectible receivables. Management periodically reviews the sufficiency of the allowance for uncollectible pledges and other receivables, taking into consideration current economic conditions, its historical losses and specific amounts outstanding, and makes adjustments to the allowance as considered necessary. As of June 30, 2025 and 2024, the College determined no allowance for uncollectible amounts was considered necessary.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Tuition and Fees Revenues and Student Accounts Receivable

Revenue from contracts with students is recognized in the fiscal year in which the academic programs are delivered. The College recognizes tuition and fees in the period in which the College satisfies its performance obligation by transferring services to students. The College's performance obligation relative to tuition and fees is a bundled obligation to provide instruction for students over the stated period of the contract (i.e., the academic term), along with any additional services as outlined in academic programs. The College establishes tuition and fees contracts with students upon the earliest of receipt of their enrollment deposit to secure a place in a future academic term, registration for classes, a signed financial responsibility agreement, or similar consent by the student. Students who withdraw completely on or before the scheduled drop/add deadline of the academic term may receive a full refund in accordance with the College's refund policy. Refunds issued reduce the amount of revenue recognized. At June 30, 2025 and 2024, due to the timing of each academic semester, there was no variable consideration recorded related to refunds.

Student revenues are charged and collected on a term by term basis. The College expects to collect established payments due under student contracts, less any College funded student financial aid. All scholarships and grants awarded to students are applied to tuition first, up-to the amount of tuition for the student, with the remaining amount to be applied to room and board, if any. Amounts that remain uncollected at the end of the term are included as student accounts receivable. The College records an allowance for credit losses based on prior collection experience, current and future economic conditions and a review of existing receivables. Accounts for which no payments have been received for a period of time, which varies by the nature of the receivable, are considered delinquent and written-off or sent to collections, as appropriate. As of July 1, 2023, the beginning balance of student accounts receivable was $8,922,280, net of allowance for credit losses of $628,232.

Revenue from net tuition and fees accounted for approximately 94% and 91% of the College's operating revenues in 2025 and 2024, respectively.

Deferred Revenue

Deferred revenue represents unearned income related to academic courses and programs related to the subsequent academic year. Student deposits are required payments by students who will be attending the College in the next academic year and are recognized as revenues upon satisfaction of the related performance obligation.

Revenue related to summer sessions that span across fiscal years is recognized within the fiscal year in which the program is predominantly concluded. In addition, the College records student deposits and prepayments for the fall semester. As of June 30, 2025, 2024, and 2023 there was approximately $12,158,000, $9,467,000, and $8,639,000 respectively, of remaining performance obligations under open service contracts, which were included in deferred revenue in the accompanying statement of financial position that will be recognized in operating revenues during the subsequent fiscal year.

Prepaid Expenses

Prepaid expenses consist of amounts paid for expenses not yet incurred.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Investments

Investments consist of money market and mutual funds stated at fair value based on quoted market prices in active markets.

Investment securities are exposed to various risks, such as interest rate, market, economic conditions, world affairs, and credit risks. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and those changes could materially affect the amounts reported in the accompanying financial statements.

Endowment

The College's endowment consists of investments that are managed to achieve a maximum long-term total return. The College's Board of Trustees has authorized a policy permitting the use of total returns at a rate (spending rate) of up to 5.00% of the 12-quarter rolling average market value of the endowment portfolio on the last day of the preceding calendar year for current operations. The remainder is retained to support operations of future years. This policy is designed to preserve the value of the portfolio in real terms (after inflation) and provide a predictable flow of funds to support operations.

Fair Value

The College uses various valuation techniques in determining fair value. Observable inputs are inputs that market participants would use in pricing the asset or liability developed based on market data obtained from sources independent of the College. Unobservable inputs are inputs that reflect the College's estimates about the assumptions market participants would use in pricing the asset or liability based on the best information available in the circumstances. These inputs are segregated into three levels based on the reliability of inputs as follows:

- Level 1 - Valuations are based on quoted prices in active markets for identical assets or liabilities that the College has the ability to access. Valuation adjustments are not applied to Level 1 instruments. Since valuations are based on quoted prices that are readily and regularly available in an active market, valuation of these products does not entail a significant degree of judgment.

- Level 2 - Valuations are based on quoted prices in markets that are not active or for which all significant inputs are observable, directly or indirectly.

- Level 3 - Valuations are based on inputs that are unobservable and significant to the overall fair value measurement.

The availability of observable inputs can vary and is affected by a wide variety of factors. To the extent that valuation is based on models or inputs that are less observable or unobservable in the market, the determination of fair value requires more judgment. Accordingly, the degree of judgment exercised by the College in determining fair value is greatest for instruments categorized in Level 3. In certain cases, the inputs used to measure fair value may fall into different levels of the fair value hierarchy. In such cases, for disclosure purposes the level in the fair value hierarchy within which the fair value measurement in its entirety falls is determined based on the lowest level input that is significant to the fair value measurement in its entirety.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Property and Equipment
Property and equipment are stated at cost at the date of purchase or, for donated assets, at fair value at the date of donation, less accumulated depreciation. Depreciation is calculated using the straight-line method over the lesser of the estimated useful lives of the assets or the lease term. The useful lives range from 5 to 45 years. The College's policy is to capitalize property and equipment acquired in excess of $25,000. Impairment losses are recognized when the carrying value of an asset exceeds its fair value. The College regularly assesses all of its long-lived assets for impairment. There was no impairment loss recognized for the years ended June 30, 2025 and 2024.

Allocation of Certain Expenses
The statement of functional expenses presents expenses by both functional and natural classification. Certain categories of expenses are attributable to one or more program or supporting functions, and as a result it is necessary to allocate these expenses amongst the functional categories. These expenses include benefits which are allocated by the related salaries, as well as overhead and maintenance, depreciation, technology, interest, and insurance, which are allocated by square footage occupied by each function. All remaining expense categories are directly charged.

Tax Status
The College has been recognized by the Internal Revenue Service as an organization exempt from income taxes pursuant to Section 501(c)(3) of the Internal Revenue Code. The College has also been classified as an organization that is not a private foundation.

Advertising
The College charges the cost of advertising to expense as incurred. Advertising expense for the years ended June 30, 2025 and 2024 was $605,725 and $591,947, respectively.

Use of Estimates
The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results could differ from those estimates.

Reclassifications
Certain reclassifications have been made to the financial statements for the year ended June 30, 2024. These reclassifications are for comparative purposes only and have no effect on net assets or change in net assets as originally reported.

3. LIQUIDITY AND AVAILABILITY OF RESOURCES

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, are comprised of the following at June 30:

	2025	2024
Cash and cash equivalents	$ 1,810,517	$ 1,475,532
Student accounts receivable	9,978,981	8,674,748
Current portion of pledges receivable	184,105	413,354
Other receivables	75,999	27,000
Expected Board-approved endowment appropriation	405,000	393,471
	$ 12,454,602	$ 10,984,105

3. LIQUIDITY AND AVAILABILITY OF RESOURCES (Continued)

Endowment funds consist of donor-restricted endowments and funds designated by the Board as endowment. Income from donor-restricted endowments is restricted for specific purposes, with the exception of the amounts available for general use. Donor-restricted endowment funds are not available for general expenditure. The College considers all expenditures related to its ongoing activities of providing financial support through scholarships and grants, and institutional support, to be general expenditures.

As part of its liquidity management plan, the College structures financial assets to be available as general expenditures, liabilities, and other obligations become due. In addition, the College invests cash in excess of daily requirements in an overnight repurchase account. To help manage unanticipated liquidity needs, a committed line of credit of $1,000,000 could be drawn upon.

4. PLEDGES RECEIVABLE

Pledges receivable as of June 30, 2025 are expected to be collected as follows during the years ending June 30:

2026	$ 184,105
2027	62,000
2028	57,000
2029	56,866
2030	10,000
Thereafter	5,000
	$ 374,971

One pledge comprised approximately 27% of pledges receivable at June 30, 2025 and two pledges comprised approximately 66% of pledges receivable at June 30, 2024.

5. STUDENT ACCOUNTS RECEIVABLE AND CURRENT EXPECTED CREDIT LOSSES

Changes in the allowance for credit losses for the years ended June 30 were as follows:

	2025	2024
Balance July 1	$ 350,001	$ 628,232
Write-offs	(411,076)	(496,404)
Provisions	350,000	218,173
Balance June 30	$ 288,925	$ 350,001

6. INVESTMENTS

Investments are stated at fair value and consisted of the following at June 30:

	2025	2024
Money market funds	$ 743,377	$ 711,233
Treasury inflation protected mutual fund	296,887	280,820
Bond index mutual fund	3,152,151	2,972,650
Stock index mutual fund	7,981,444	7,124,184
	$ 12,173,859	$ 11,088,887

7. FAIR VALUE MEASUREMENTS

The following were measured at fair value on a recurring basis using the following input levels at June 30, 2025:

	Level 1	Level 2	Level 3	Total
Money market fund	$ 743,377	$ -	$ -	$ 743,377
Treasury inflation protected mutual fund	296,887	-	-	296,887
Bond index mutual fund	3,152,151	-	-	3,152,151
Stock index mutual fund	7,981,444	-	-	7,981,444
	$ 12,173,859	$ -	$ -	$ 12,173,859

The following were measured at fair value on a recurring basis using the following input levels at June 30, 2024:

	Level 1	Level 2	Level 3	Total
Money market fund	$ 711,233	$ -	$ -	$ 711,233
Treasury inflation protected mutual fund	280,820	-	-	280,820
Bond index mutual fund	2,972,650	-	-	2,972,650
Stock index mutual fund	7,124,184	-	-	7,124,184
	$ 11,088,887	$ -	$ -	$ 11,088,887

8. PROPERTY AND EQUIPMENT

Property and equipment consisted of the following at June 30:

	2025	2024
Land and improvements	$ 5,522,337	$ 5,522,337
Buildings and improvements	25,860,355	25,860,355
Furniture, fixtures and equipment	6,059,418	5,956,212
	37,442,110	37,338,904
Less: Accumulated depreciation	(23,921,542)	(22,644,984)
Plus: Construction in progress	1,733,814	1,216,204
	$ 15,254,382	$ 15,910,124

9. BONDS PAYABLE

Bonds payable consisted of the following at June 30:

	2025	2024
Series 2012 Massachusetts Finance Agency Revenue Bonds in the amount of $5,800,000. During 2025, the bonds were refinanced, bearing an interest rate of 4.89% with monthly payments of principal and interest of $21,797. The refinanced bonds are calculated on a 30-year amortization with a lump sum balloon payment due in June 2035.	$ 4,078,188	$ 4,237,510
Series 2017 Massachusetts Finance Agency Revenue Bonds in the amount of $9,365,668. During 2025, the bonds were refinanced, bearing an interest rate of 4.39% with monthly payments of principal and interest of $31,546. The refinanced bonds are calculated on a 30-year amortization with a lump sum balloon payment due in June 2035.	6,259,035	6,684,803
	10,337,223	10,922,313
Less: Current portion	(162,712)	(603,433)
Less: Unamortized deferred financing costs	(364,349)	(246,702)
	$ 9,810,162	$ 10,072,178

9. BONDS PAYABLE (Continued)

Future principal maturities of bonds payable are as follows for the years ending June 30:

	Principal	Deferred Financing Costs	Total
2026	$ 162,712	$ (36,435)	$ 126,277
2027	170,425	(36,435)	133,990
2028	177,231	(36,435)	140,796
2029	186,909	(36,435)	150,474
2030	195,773	(36,435)	159,338
Thereafter	9,444,173	(182,174)	9,261,999
	$ 10,337,223	$ (364,349)	$ 9,972,874

The bonds are secured by land, buildings, and equipment, and certain revenues. The College must also meet certain covenants to maintain compliance with the loan agreements, including a restriction on new debt. On June 30, 2025, the College determined it was in compliance with these covenants.

10. LINE OF CREDIT

The College carries an unsecured line of credit with a maximum borrowing of $1,000,000. Amounts borrowed bear interest at 2.0% over the secured overnight financing rate (5.33% and 4.45% at June 30, 2025 and 2024, respectively. There were no amounts outstanding at June 30, 2025 and 2024.

11. NET ASSETS AND NET ASSETS RELEASED FROM RESTRICTIONS

Net assets were restricted for the following purposes at June 30:

	2025	2024
Scholarships	$ 5,387,555	$ 4,750,318
Capital improvements	1,251,904	1,338,811
Instruction and institutional support	641,423	598,641
Strategic initiatives	25,000	-
To be maintained in perpetuity	3,086,658	3,016,188
	$ 10,392,540	$ 9,703,958

Net assets were released from donor restrictions by satisfying the restricted purpose as follows during the years ended June 30:

	2025	2024
Scholarships	$ 357,400	$ 398,681
Capital improvements	7,694	7,274
Instruction and institutional support	91,996	38,758
	$ 457,090	$ 444,713

11. NET ASSETS AND NET ASSETS RELEASED FROM RESTRICTIONS (Continued)

In 2025 and 2024, the College reclassified $175,000 and $1,618,527, respectively, from net assets with donor restrictions to net assets without donor restrictions based on a change in donor intent.

12. ENDOWMENT

The College's endowment consisted of the following at June 30, 2025:

	Without Donor Restriction	With Donor Restriction-Time/Purpose	With Donor Restriction-Perpetual	Total
Donor restricted funds	$ -	$ 5,879,426	$ 3,086,658	$ 8,966,084
Board designated funds	3,220,143	-	-	3,220,143
	$ 3,220,143	$ 5,879,426	$ 3,086,658	$ 12,186,227

The College's endowment consisted of the following at June 30, 2024:

	Without Donor Restriction	With Donor Restriction-Time/Purpose	With Donor Restriction-Perpetual	Total
Donor restricted funds	$ -	$ 5,291,880	$ 3,016,188	$ 8,308,068
Board designated funds	2,790,184	-	-	2,790,184
	$ 2,790,184	$ 5,291,880	$ 3,016,188	$ 11,098,252

Changes in endowment net assets for the year ended June 30, 2025 was as follows:

	Without Donor Restrictions	With Donor Restrictions	Total
Endowment net assets, at July 1, 2024	$ 2,790,184	$ 8,308,068	$ 11,098,252
Net appreciation	337,357	1,008,350	1,345,707
Contributions	5,000	70,471	75,471
Amounts appropriated for expenditure	(87,398)	(245,805)	(333,203)
Reclassifications	175,000	(175,000)	-
Endowment net assets, at June 30, 2025	$ 3,220,143	$ 8,966,084	$ 12,186,227

12. ENDOWMENT (Continued)

Changes in endowment net assets for the year ended June 30, 2024 was as follows:

	Without Donor Restrictions	With Donor Restrictions	Total
Endowment net assets, at July 1, 2023	$ 1,057,867	$ 8,943,897	$ 10,001,764
Net appreciation	149,502	1,263,240	1,412,742
Contributions	-	38,749	38,749
Amounts appropriated for expenditure	(35,712)	(319,291)	(355,003)
Reclassifications	1,618,527	(1,618,527)	-
Endowment net assets, at June 30, 2024	$ 2,790,184	$ 8,308,068	$ 11,098,252

Interpretation of Relevant Law
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 donors' intended purpose of the endowment fund, stipulated or otherwise.

Spending Policy and How the Investment Objectives Relate to Spending Policy
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 net assets with donor restrictions until approved for expenditure by the College. Earnings on endowment funds that have not yet been specifically approved for expenditure, but will be, must be classified as net assets with donor restrictions until approved for expenditure by the College. The College believes that its total return spending policy meets UPMIFA requirements.

Return Objectives and Risk Parameters
The College’s primary investment objective for the endowment assets is to earn a total return (net of fees), within prudent levels of risk, sufficient to provide income for the College’s operating expenses while preserving the value of the portfolio. The College’s secondary investment objective is to attain long-term growth of the portfolio, subject to the endowment’s risk tolerance.

Strategies Employed for Achieving Objectives
The College's Board of Trustees classifies donor-restricted funds and earnings thereon in accordance with applicable state law. Endowment fund assets are appropriated for expenditure in accordance with the directions and/or intent of the donor. The goal of the College’s endowment spending and distribution policy is to preserve the purchasing power of the endowment and provide predictable support of operations and scholarships.

12. ENDOWMENT (Continued)

Funds with Deficiencies

From time to time, the fair values of endowment fund assets may, due to unfavorable market fluctuations, fall below the level that donors require to be retained for a perpetual duration. The decline below the required perpetual duration, commonly referred to as underwater, is reported as losses within net assets with donor restrictions. The Board of Trustees has interpreted UPMIFA to permit spending from underwater endowments in accordance with prudent measures required under law. At June 30, 2024, the fair value of the fund with deficiencies was approximately $380,000. The original value of the fund with deficiencies was approximately $415,000, resulting in the underwater fund of approximately $35,000 at June 30, 2024. At June 30, 2025, there were no funds with deficiencies.

13. RETIREMENT BENEFITS

The College is a sponsor of a 403(b) Plan (the Plan). The Plan covers all eligible employees. During the years ended June 30, 2025 and 2024, total related retirement plan expense was approximately $343,000 and $327,000. Any employer funding is at the sole discretion of the College.

14. CONTINGENCIES, COMMITMENTS AND UNCERTAINTIES

Legal

Pending or threatened lawsuits arise as part of the ordinary course of operations. In the opinion of management, no litigation is pending or threatened that would materially affect the College's financial position.

Employment Agreement

The College has an employment contract with the College's President. The College's contract with the President provides for a payment of nine months salary upon termination if certain conditions are met.

Commitments

The College has a contract for a restoration project in an amount not to exceed approximately $1,800,000. At June 30, 2025, there was approximately $1,200,000 remaining on the commitment.

15. SUBSEQUENT EVENTS

Subsequent events have been evaluated through December 4, 2025, which is the date the financial statements were available to be issued.

Bonadio & Co., LLP
Accounting, Consulting & More

INDEPENDENT AUDITOR'S 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*

December 4, 2025

To the Board of Trustees of
Boston Architectural College:

We have audited, 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, the financial statements of Boston Architectural College (a Massachusetts not-for-profit corporation) (the College), which comprise the statement of financial position as of June 30, 2025, and the related statements of activities and change in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 4, 2025.

Report on 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) as a basis for designing 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 audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

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INDEPENDENT AUDITOR'S 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*
(Continued)

Report on Compliance and Other Matters
As part of obtaining reasonable assurance about whether the College's financial statements are free from 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 financial statements. 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 organization'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 organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Bonadio & Co., LLP

From:	Kelsey Dempsey
To:	Maria Chapian
Subject:	2025 Management Letter
Date:	Tuesday, September 8, 2026 4:22:48 PM

Good afternoon,

We are writing to confirm that, in connection with our audit of Boston Architectural College for the year ended June 30, 2025, our firm did not issue a management letter. Accordingly, there is no management letter to provide for the 2025 audit.

Please feel free to contact us if you have any questions or require any additional information.

Thank you,
Kelsey

Kelsey Dempsey, *CPA* | *Principal*

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E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: 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 most recent program review (gen. ed. + each degree program)
At the institutional level:	These are mission-level committments, found in all BAC materials (catalog, recruitment, handbooks, etc.) BAC Catalog https://the-bac.edu/info-for/current-students/registrar/bac-catalog	Recruitment and admission of diverse student body. Designation as Hispanic Serving Institution. Rates of retention, persistence and graduation. Professional portfolio reviews. Student rates of employment while enrolled and after graduation. Performance on national licensure exams. Assessment of submissions for Graduate Exhibit. Graduate professional attainment five years post graduation. Practice assessments.	Education Directors, Deans, review program outcomes. Suggest changes where needed. Submit to Curriculum Committee. In all cases our assessment processes are in-progress across the academic year. Programs are assessed by external professional assessors as well as internally (non-professional programs). Results are shared with Provost, VP of Strategic Growth and Cabinet when appropriate.	Additional student support personnel in Beekeepers and student advocates. Changing approach to Financial Aid awards, which now follow student across entire time at the BAC and have increased 25% over five years. Shifting names of Financial Aid offices to be more welcoming to students. Instituting Grading Ramp, Attendance tracking and a focused attention to the First Year Experience with a new Dean of First Year Experience and a FYE Standing Committee. A new Assistant Director of Foundation Studies to focus on early studio effectiveness. Added Academic Affairs Data Analyst and Coordinator to track and analyze progress. Increased legibility of Foundation and Liberal Studies curricula. Director of Foundation Student support focuses on cohort creation. Scaffolded co-curricular programming and student employment opportunities: Orientation Leaders, Beekeepers, Community Fellows.	Fall 2025 - Fall 2026
For general education if an undergraduate institution:	BAC Website https://the-bac.edu/areas-of-study/liberal-studies BAC Catalog https://the-bac.edu/info-for/current-students/registrar/bac-catalog	1. Full Gen Ed program review every two years	1. Associate VP of Academic Affairs & Dean, FYE reviews student grades, student work, student evaluations, course learning goals, and holds assessment meetings with faculty.	- Redeveloped the program-level learning outcomes for Liberal Studies - Expanded arts offerings - Expanded math and natural science offerings - FND1002 Critical Reading and Research 2: Assignments have been revised to better reflect the genre and skills required for a design professional. - Removed SSH1099 Independent Study Seminar due to redundancies across courses - Implemented two-year curriculum review cycle	2026

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

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 most recent program review (gen. ed. + each degree program)
List each degree program: 1. Bachelor of Architecture	BAC Website https://the-bac.edu/academic-programs/bachelor-of-architecture BAC Catalog https://the-bac.edu/info-for/current-students/registrar/bac-catalog	1. Academic portfolio review at the end of Segment 2 2. Three Practice Assessments during degree progress 3. Year-long degree (capstone) project 4. Review of Practice progression data 5. NAAB Accreditation self-study	1. Portfolio Review: Each portfolio is assessed by committee of Dean of the School of Architecture, Director of Advanced Architecture, and Director of Special Projects. 2. Practice Assessment: Practice faculty meet with each student during three Practice Assessments to evaluate their practice learning demonstrated in their MAPsite e-portfolio; an individual Practice Plan is created by the students and also reviewed by faculty with each student. 3. Degree project: Faculty and external critics provide feedback at milestone reviews 4. Practice data: Director of Experiential Learning reviews Practice progression data each semester in meetings with Dean of Practice and academic deans.	- Removed Portfolio Review-1, added 3-credit Portfolio Design course - FND1006 City Lab: Distilled course requirements to focus on activities that most directly support course learning outcomes and prepare students for future coursework. - Increased number of global architecture HTC (History, Theory, Criticism) elective offerings - Adjusted content of foundation-level representation courses - Better alignment of learning goals and assignments across multiple sections of the same course (ARC1002; ARC1003; HTC2003) - Curricular improvements to ARC1003 to better prepare students for ARC1004 and Portfolio Review. - Increased coordination between Practice Assessment and Portfolio Review - Portfolio Review process changed to include only full-time faculty members - Evidence of practice learning now provided using a graphic rubric ('Student Learning Contract') an e-portfolio ('MAPsite') that stay with the student during their entire degree progression. - Practice Assessment 2 and 3 sequence moved one semester earlier to avoid conflicts with final Degree Project semester.	2026
2. Bachelor of Design Studies	BAC Website https://the-bac.edu/academic-programs/bachelor-of-design-studies BAC Catalog https://the-bac.edu/info-for/current-students/registrar/bac-catalog	1. Academic portfolio review at the end of Segment 2 2. Two Practicum reviews during degree progress 3. Year-long degree (capstone) project	1. Portfolio Review: Each portfolio is reviewed by at least two reviewers. 2. Degree project: Faculty and external critics provide feedback at milestone reviews.	- FND1006 City Lab: Distilled course requirements to focus on activities that most directly support course learning outcomes and prepare students for future coursework. - Adjusted content of foundation-level representation courses	n/a

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 most recent program review (gen. ed. + each degree program)
3. Bachelor of Interior Architecture	BAC Website https://the-bac.edu/academic-programs/bachelor-of-interior-architecture BAC Catalog https://the-bac.edu/info-for/current-students/registrar/bac-catalog	1. Three Practice Assessments during degree progress 2. Year-long degree (capstone) project 3. Review of Practice progression data 4. CIDA Accreditation self-study	1. Practice Assessment: Practice faculty meet with each student during three Practice Assessments to evaluate their practice learning demonstrated in their MAPsite e-portfolio; an individual Practice Plan is created by the students and also reviewed by faculty with each student. 2. Degree project: Faculty and external critics provide feedback at milestone reviews 3. Practice data: Director of Experiential Learning reviews Practice progression data each semester in meetings with Dean of Practice and academic deans.	- Portfolio reviews removed from the curriculum - FND1006 City Lab: distilled course requirements to focus on activities that most directly support course learning outcomes and prepare students for future coursework. - Adjusted content of foundation-level representation courses - Incorporating global context throughout program courses - Strengthening Furniture, Fixtures, & Equipment (FF&E) in studio courses - Evidence of practice learning now provided using a graphic rubric ('Student Learning Contract') and e-portfolio ('MAPsite') that stay with the student during their entire degree progression. - Practice Assessment 2 and 3 sequence moved one semester earlier to avoid conflicts with final Degree Project semester.	2025
4. Bachelor of Landscape Architecture	BAC Website https://the-bac.edu/academic-programs/bachelor-of-landscape-architecture BAC Catalog https://the-bac.edu/info-for/current-students/registrar/bac-catalog	1. Practice assessment with LA Practice Coordinator every semester 2. Practice Clearance review 3. Year-long degree (capstone) project 4. LAAB Accreditation self-study	1. LA Practice Coordinator meets with each student every semester to review learning in the Practice setting 2. LA Practice Coordinator works with students to complete Practice Portfolio at completion of required Practice hours. Portfolio is reviewed by the LA Practice Coordinator and Director of the School of Landscape Architecture. 3. Degree project: Faculty and external critics provide feedback at milestone reviews	- Portfolio reviews removed from the curriculum. - FND1006 City Lab: Distilled course requirements to focus on activities that most directly support course learning outcomes and prepare students for future coursework. - Adjusted content of foundation-level representation courses	2024
5. Bachelor of Science in Architecture	BAC Website https://the-bac.edu/academic-programs/bachelor-of-science-in-architecture BAC Catalog https://the-bac.edu/info-for/current-students/registrar/bac-catalog	1. Two Practice Assessments during degree progress 2. Year-long degree (capstone) project	1. Practice Assessment: Practice faculty meet with each student during two Practice Assessments to evaluate their practice learning demonstrated in their MAPsite e-portfolio; an individual Practice Plan is created by the students and also reviewed by faculty with each student. 2. Degree project: Faculty and external critics provide feedback at milestone reviews	- FND1006 City Lab: Distilled course requirements to focus on activities that most directly support course learning outcomes and prepare students for future coursework. - Adjusted content of foundation-level representation courses - Better alignment of learning goals and assignments across multiple sections of the same course (ARC1002; ARC1003; HTC2003) - ARC1003 curricular improvements better preparing students for ARC1004. - Increased number of global architecture HTC (History, Theory, Criticism) elective offerings - Evidence of practice learning now provided using a graphic rubric ('Student Learning Contract') an e-portfolio ('MAPsite') that stay with the student during their entire degree progression.	Curriculum for this program is 85% same as the Bachelor of Architecture, so benefits from that program's review in 2026.

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 most recent program review (gen. ed. + each degree program)
6. Master of Architecture	BAC Website https://the-bac.edu/academic-programs/master-of-architecture BAC Catalog https://the-bac.edu/info-for/current-students/registrar/bac-catalog	1. Academic portfolio review at the end of Segment 2 2. Three Practice Assessments during degree progress 3. Year-long thesis sequence 4. Review of Practice progression data 5. NAAB Accreditation self-study	1. Portfolio Review: Each portfolio is assessed by committee of Dean of the School of Architecture, Director of Advanced Architecture, and Director of Special Projects. 2. Practice Assessment: Practice faculty meet with each student during three Practice Assessments to evaluate their practice learning demonstrated in their MAPsite e-portfolio; an individual Practice Plan is created by the students and also reviewed by faculty with each student. 3. Thesis sequence: Faculty and external critics provide feedback at milestone reviews 4. Practice data: Director of Experiential Learning reviews Practice progression data each semester in meetings with Dean of Practice and academic deans.	- Removed Portfolio Review-1 - First semester studio credit load increased from 3 to 5 - Adjusted content of foundation-level representation courses - Better alignment of learning goals and assignments across multiple sections of the same course (ARC3307; ARC3308; HTC2003) - ARC3308 curricular improvements better preparing students for ARC3309 and Portfolio Review. - Increased number of global architecture HTC (History, Theory, Criticism) elective offerings - Evidence of practice learning now provided using a graphic rubric ('Student Learning Contract') an e-portfolio ('MAPsite') that stay with the student during their entire degree progression. - Practice Assessment 2 and 3 sequence moved one semester earlier to avoid conflicts with final Degree Project semester.	2026
7. Master of Design Studies	BAC Website https://the-bac.edu/areas-of-study/design-studies BAC Catalog https://the-bac.edu/info-for/current-students/registrar/bac-catalog	1. Two-semester thesis or degree project sequence 2. Periodic self-study	1. Faculty and external critics provide feedback at milestone reviews 2. Self-study: Overseen by the Dean of the School of Design Studies. Learning goals and student outcomes (work and grades) reviewed by the dean and the director of each program (DHH, HP, SD, RED.) RED self-study reviewed by two external reviewers.	- Program goals for MDS/Real Estate Development revised to include socially responsibly and resilient design practices. - MDS/Human Health updated learning goals. - MDS/Historic Preservation mapped student learning outcomes more closely throughout program, align with program goals.	2021-22
8. Master of Interior Architecture	BAC Website https://the-bac.edu/academic-programs/master-of-interior-architecture BAC Catalog https://the-bac.edu/info-for/current-students/registrar/bac-catalog	1. Three Practice Assessments during degree progress 2. Three-semester thesis sequence 3. Review of Practice progression data 4. CIDA Accreditation self-study	1. Practice Assessment: Practice faculty meet with each student during three Practice Assessments to evaluate their practice learning demonstrated in their MAPsite e-portfolio; an individual Practice Plan is created by the students and also reviewed by faculty with each student. 2. Thesis sequence: Faculty and external critics provide feedback at milestone reviews 3. Practice data: Director of Experiential Learning reviews Practice progression data each semester in meetings with Dean of Practice and academic deans.	- Portfolio reviews removed from the curriculum. - First semester studio credit load increased from 3 to 5 - Adjusted content of foundation-level representation courses - Incorporating global context throughout program courses - Strengthening Furniture, Fixtures, & Equipment (FF&E) in studio courses - Evidence of practice learning now provided using a graphic rubric ('Student Learning Contract') an e-portfolio ('MAPsite') that stay with the student during their entire degree progression. - Practice Assessment 2 and 3 sequence moved one semester earlier to avoid conflicts with final Degree Project semester.	2025

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

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 most recent program review (gen. ed. + each degree program)
9. Master of Landscape Architecture	BAC Website https://the-bac.edu/academic-programs/master-of-landscape-architecture BAC Catalog https://the-bac.edu/info-for/current-students/registrar/bac-catalog	1. Practice assessment with LA Practice Coordinator every semester 2. Practice Clearance review 3. Two-semester thesis sequence 4. LAAB Accreditation self-study	1. LA Practice Coordinator meets with each student every semester to review learning in the Practice setting 2. LA Practice Coordinator works with students to complete Practice Portfolio at completion of required Practice hours. Portfolio is reviewed by the LA Practice Coordinator and Director of the School of Landscape Architecture. 3. Faculty and external critics provide feedback at milestone reviews	Major curriculum redesign including: - Portfolio reviews removed from the curriculum - First semester studio credit load increased from 3 to 5 - Content adjusted in Foundation-level representation courses - Credit load of each design studio increased from 3 to 6	2024
10. Master of Science in Interior Architecture	BAC Catalog https://the-bac.edu/info-for/current-students/registrar/bac-catalog	1. Two-semester thesis sequence	1. Thesis sequence: Faculty and external critics provide feedback at milestone reviews	No significant changes since 2021 report	n/a

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART B. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

1. Professional, specialized, State, or programmatic accreditations currently held by the instititution (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.)*	5. Date and nature of next scheduled review.
National Architecture Accrediting Board	2018	Increase consistency in portfolio reviews re: health, safety and welfare. Alignment of learning across sections of same course.	Student and Program criteria integrated with institutional strategic planning and assessment; professional and disciplinary values; institutional mission alignment; consistency with institution-level metrics and assessment.	Awaiting Action Letter expected November 2026. SER submitted Fall 2026; Site visit Spring 2026.
Landscape Architecture Accrediting Board	2024	Increased full-time faculty to maintain two programs increased adminstrative support, and faculty professional development. Increase number of design studio credits.	Student achievement, public disclosure, faculty resources, faculty credentials, environmental, social economic design impacts	Site visit: October 2026
Commission for Interior Design Accreditation	2025	Increase number of faculty with NCIDQ qualification. Incoporate Global context throughout program. Strengthen Furniture, Fixtures & Equipment studios.	Human-centered design, diversity, sustainability, technical knowledge, professional practice acumen and values.	Program Analysis Report 2028

List of Supporting Documents

BAC NECHE Self-Study, 2026

Standard One: Mission, Organization, Governance, and Planning

- BAC Bylaws (26-1001)
- BAC Board of Trustees Conflict of Interest Disclosure Form (26-1002)
- AGB Consultants Board Assessment Tool (26-1003)
- Board of Trustees Self-Assessment Survey Results (26-1004)
- Board of Trustees Fiduciary Training (26-1005)
- New Trustee Information Form (26-1006)
- Trustee Handbook 2025 (26-1008)
- Trustee Recruitment Tracker (26-1009)
- Faculty Handbook AY26-27 (26-1011)
- BAC Bylaws - Article VII: Committees (26-1022)
- Campus Update 2025 (26-1026)
- Trustee Leadership Conference (26-1030)
- Board of Trustees Meeting Minutes (26-1031)
- Board of Trustees Meeting (26-1033)
- Annual Board of Trustees Meeting (26-1034)
- Periscope Advisory Proposal for Board of Trustees Self-Assessment (26-1035)
- Periscope Proposal for Second Board of Trustees Self-Assessment, Governance Committee, and Board of Trustees Meeting (26-1036)
- Approval of the Mission Statement 2005 and Invitation to Faculty with Mission (26-1037)
- Job Description of the Chief of Staff to the President (26-1041)
- Job Description of the Chief of Staff to the President with DEI Role Highlighted (26-1042)
- President's Direct Reports (26-1043)
- All Staff Meeting Agendas from January-July 2026 (26-1044)
- List Members of E-Hive (26-1045)
- List of Members of President's Academic Innovation Team with Agendas and Summaries for May and June 2026 (26-1046)
- BAC Course Catalog, Academic Year 2026-2027 (26-1053)
- BAC Course Catalog, Academic Year 2026-2027 (26-1054)
- BAC Webpage 'Accreditation' (26-1057)
- BAC Applying as an Undergrad (26-1058)
- BAC 320 Newbury St 60th Anniversary Capital Campaign Video (26-1059)

- Position Profile for the President of the BAC (26-1060)
- How to Apply to the BAC (26-1061)
- BAC Webpage Online Offerings (26-1062)
- BAC Webpage McCormick Gallery (26-1063)
- BAC Webpage BAC Lecture Series (26-1064)
- BAC Webpage Pre-College (26-1065)
- BAC Webpage Info for Gateway Community Partners (26-1066)
- BAC Webpage Giving to the BAC (26-1067)
- BAC Webpage The BAC Buzz (26-1068)
- Position Announcement Director of Institutional Research (26-1069)
- BAC Webpage President Mahesh Daas Reappointed to Second Term (26-1070)
- BAC Webpage Alumni Advisory Council (26-1071)
- BAC Webpage Board of Trustees (26-1072)
- US Department of Education College Scorecard Hispanic Serving Institution Designation (26-1073)
- 2026-2028 BAC Alumni Advisory Council Members (26-1074)
- BAC Organization Chart (26-1075)
- Analytics Maturity Project (26-1076)
- ZogoTech Data Warehouse Project Charter (26-1077)
- DEI Guidance 2025 (26-1080)
- Cliff and Curve for PAInT (26-1081)
- BAC Strategic Plan (26-1083)
- Excerpt from the President's Annual Address to the Board (26-1085)
- Meeting of the Board of Trustees, Acceptance of Strategic Plan (26-1086)
- National Architecture Accreditation Board Visiting Team Report (26-2015)
- Undergraduate Students by Age (26-2018)
- Job Description for Interim Data Analyst and Coordinator (26-2160)
- Graduate Outcomes Survey Summary 2022-2024 (26-2181)
- BAC Course Catalog, Academic Year 2026-2027 (26-2195)
- BAC Employee Handbook (26-2196)
- List of Title III Institutions (26-2213)
- Agendas for Full-Faculty Meetings (26-2245)
- Adjunct Faculty Committee Members (26-2247)
- Adjunct Faculty Committee Final Proposal (26-2249)
- Adjunct Faculty Committee Design and Planning (26-2272)
- CloudLab Amazon Web Services - Student Engagement Analytics (26-3019)
- Practice Component (26-4003)

Standard Two: The Academic Program, Faculty, and Students

- Curriculum Committee Handbook (26-1010)
- Faculty Handbook AY26-27 (26-1011)
- Students Awarded Future100 from Metropolis Magazine, 2021-2026 (26-1015)
- "Design Educator of the Year" Award from the American Society of Interior Designers New England Chapter (26-1016)
- Academic Affairs Committee Presentations and Minutes, 2025-2026 (26-1019)
- Enrollment Management and Marketing Committee Presentations and Minutes, 2025-2026 (26-1020)
- BAC Bylaws - Article VII: Committees (26-1022)
- BAC Strategic Plan (26-1028)
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- BAC Undergraduate and Graduate Degrees 2026-27 (26-1049)
- Funding for Student Learning and Support FY23-FY26 (26-1050)
- BAC Course Catalog, Academic Year 2026-2027 (26-1054)
- NECHE Data Dashboard - Faculty and Staff (26-1055)
- US Department of Education College Scorecard Hispanic Serving Institution Designation (26-1073)
- Liberal Studies Program Learning Outcomes (26-1082)
- 2026 Student Success Report (26-1084)
- General Education Curriculum Requirements (26-2002)
- English Proficiency Requirement on BAC Website (26-2003)
- Interior Architecture Advisory Board Member List (26-2004)
- Interior Architecture Advisory Board Invitation (26-2005)
- Masters of Design Studies Real Estate Development Program Review (26-2006)
- Masters of Design Studies Sustainable Design Program Review Draft (26-2008)
- Institutional Financial Aid (26-2009)
- Enrollment Data by Program (26-2010)
- Elective Credits by Program (26-2011)
- Job Description - Assistant Vice President of Faculty Affairs and Program Assessment (26-2012)
- New Faculty Orientation, Spring 2026 (26-2013)
- Academic Affairs Newsletters, July 2023-April 2026 (26-2014)
- National Architecture Accreditation Board Visiting Team Report (26-2015)
- Adjunct and Core Faculty Degrees, Fall 2025-Spring 2026 (26-2016)
- Landscape Architecture Accreditation Board Visiting Team Report (26-2017)
- Undergraduate Students by Age (26-2018)
- Student Portal Welcome Page (26-2023)
- Student Handbook, Description of Student Advocates (26-2025)

- Liberal Studies and History, Theory, and Criticism Review Schedule (26-2027)
- Liberal Studies, History, Theory, and Criticism, and Digital Media, Design Media Review Schedule (26-2028)
- Faculty Expectations Group Draft Final Report (26-2029)
- Job Posting for Liberal Studies Adjunct Faculty (26-2030)
- Graduate Foundation Improvement (26-2032)
- Architecture History, Theory, and Criticism Course Review (26-2034)
- Curricular Assessment, Foundation Representation Courses (26-2035)
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- Grading Ramp Assessment (26-2038)
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- Proposed Statement of Academic Freedom at the BAC (26-2053)
- Academic Affairs Organization Chart (26-2054)
- National Architecture Accreditation Board Visiting Team Report (26-2055)
- School of Architecture Invitation to Advisory Board (26-2086)
- List of Visiting Critics by Course (26-2087)
- Masters of Design Studies in Real Estate Development Curriculum Map (26-2089)
- Council for Interior Design Accreditation Decision Letter (26-2101)
- Council for Interior Design Accreditation Visiting Team Report (26-2104)
- Interior Architecture Advisory Board Agenda Topics 2023-2026 (26-2108)
- Graduate Foundation Course Sequence (26-2109)
- Undergraduate Foundation Course Sequence (26-2110)
- Transfer Students vs. Non-Transfer Graduation Rates (26-2111)
- Foundation Student Support Committee Members List (26-2112)
- Learning Resource Center Usage Data 2020-2026 (26-2113)
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- Advising Notes by Year - AY20-21-AY25-26 (partial) (26-2115)
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- Director of Student Services and Registrar Job Description (26-2119)
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- Landscape Architecture Accreditation Board Letter of Action for Bachelor of Landscape Architecture (26-2130)
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- Landscape Architecture Thesis Research and Thesis Studio (26-2132)
- Interior Architecture Thesis Handbook, Thesis 1 Syllabus, and Thesis 2 Syllabus (26-2133)
- Landscape Architecture Accreditation Board Visiting Team Report (26-2134)
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