



June 21, 2017

Stephen Beal
President
Office of the President
California College of the Arts
1111 Eighth Street
San Francisco CA 94107-2247

t. 202.783.2007

f. 202.783.2822

e. info@naab.org

w. naab.org

Dear President Beal,

At their May 2017 meeting, the directors of the National Architectural Accrediting Board (NAAB) reviewed the Visiting Team Report (VTR) for the California College of the Arts.

On behalf of the Board, it gives me great pleasure to inform you that the **Bachelor and Master of Architecture** degree programs were granted eight-year terms of accreditation. The terms are effective January 1, 2017 and the programs are scheduled for their next visit for continuing accreditation in 2025.

Please be reminded that continuing accreditation is predicated on two reporting requirements:

- a) Annual Statistical Reports. These reports capture statistical information on the institution and the program. The next statistical report is due on or before November 30, 2017.
- b) Interim Progress Reports. Programs that receive an eight-year term of accreditation must submit an Interim Progress Report (IPR) two years after a visit and again five years after the visit. CCA's first interim progress report is due November 30, 2018. There is more information on the IPR process in Section 10 of the *NAAB 2015 Procedures for Accreditation*.

Finally, public dissemination of both the Architecture Program Report and the VTR is a Condition of accreditation. These documents must be made public electronically in their entirety. Please see Condition II.4.4 of the *2014 Conditions for Accreditation* and Section 5 of the *NAAB Procedures for Accreditation, 2015 Edition*.

On behalf of the NAAB and the visiting team, thank you for your support of accreditation in architectural education.

Very truly yours,

Judith Kinnard, FAIA
President

cc: Jonathan Massey, Dean ✓
Daniel Friedman, FAIA, Team Chair

Enc: Final Visiting Team Report



**California College of the Arts
Architecture Division**

2017 Visiting Team Report

Bachelor of Architecture (159 undergraduate credit hours)

Master of Architecture (undergraduate degree + 90 graduate credit hours)

The National Architectural Accrediting Board
February 8, 2017

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

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

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I. Summary of Visit

a. Acknowledgements and Observations

The team acknowledges the many courtesies of Dean Jonathan Massey, Program Chairs Mark Donohue and Nataly Gattegno, Assistant Director Dustin Smith, Program Managers Amanda Schwerin and Karina O'Neill, President Stephen Beal, and the California College of the Arts (CCA) Architecture Division's entire community—faculty, staff, students, and alumni. Care permeated every conversation and experience. The team agrees that this visit was a model for academic hospitality and commitment to the principles of educational assessment.

The visual arts and a vibrant urban context provide a rich backdrop for CCA's two professional curricula. Specialized programs and integrated initiatives—the Build Lab, the Digital Craft Lab, the Urban Works Agency, and the Experimental History project—enliven core instruction, strengthen community engagement, open new horizons of scholarship, and expand the scope of experimentation and material inquiry. Well-equipped and well-managed shop facilities and information resources fuel a robust and prodigious studio culture, which benefits from its juxtaposition to fine arts and design studios located across "The Nave." This broad, hybrid space supports circulation, exhibition, pin-ups, and performance, and serves as the heart of CCA's 120,000 square-foot campus building in San Francisco. All scheduled meetings on this visit attracted capacity attendance and focused participants. At the all-student meeting, the team invited the audience to offer single words to help characterize the CCA experience. Replies included "faculty," "freedom," "support," "open-mindedness," "exploration," "opportunity," "dynamics," "technology," "collaboration," "exchange," "inclusion," "precision," "events," "network," "family," "ethic," and "care."

b. Conditions Not Achieved

The B. Arch and M. Arch programs met all conditions.

II. Progress Since the Previous Site Visit

2009 Criterion A.7, Use of Precedents (B. Arch only): Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

Previous Team Report (2011): The team found that this criterion was not met in the B. Arch program. While evidence of Use of Precedents was given in the Studio 4 course and previous studio sequences, the team did not feel the evidence was substantial enough to demonstrate an Ability of students to use precedents as a design tool and subsequently to inform the design process. Specifically analytical skills as they relate to precedent studies was lacking in student work displayed.

2017 Visiting Team Assessment: This criterion is now **Met with Distinction** in SPC A.6 for both the B. Arch and M. Arch programs. The team found evidence of this in student work prepared for ARCHT 304, Architectural Studio 4; ARCHT 323, Architectural Analysis; MARCH 603, M. Arch Studio 3; and MARCH 633, Materials and Methods; and in ARCHT 532 and MARCH 632, Integrated Technology Systems. The substantive study and analysis of contemporary architectural projects in the Integrated Technology Systems courses is exemplary, as well as the general breadth and integration of precedents across both the undergraduate and graduate curricula. The team members noted that, across the curricula, students leverage precedents in the design of hybrid solutions that explore novel form and building performance.

2009 Criterion B.11, Building Services Systems Integration: *Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems*

Previous Team Report (2011): B. Arch: The team did not find evidence of student understanding of the application and performance of communication, security and fire protection. This condition is not met.

M. Arch: The team did not find evidence of student understanding of the application and performance of communication, security and fire protection. This condition is not met.

2017 Visiting Team Assessment: This criterion is now **Met** in SPC B.9 for both the B. Arch and M. Arch programs. The team found evidence of student understanding of the application and performance of communication, security, and fire protection systems at the prescribed B. Arch and M. Arch levels in ARCHT 508, Architectural Integrated Building Design Studio; MARCH 607, Architectural Integrated Building Design Studio; ARCHT 532, Integrated Technology Systems; and MARCH 632, Integrated Technology Systems.

III. Compliance with the 2014 Conditions for Accreditation

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

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

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

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

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

2017 Analysis/Review: In 1907, CCA began as a guild that was dedicated to principles of the Arts and Crafts movement. In 1922, it moved to its present Oakland campus and, in 1936, adopted the name "California College of Arts and Crafts." The college expanded by opening its permanent San Francisco campus in 1999 and renamed itself "California College of the Arts" in 2003 to better reflect its breadth of programming beyond the fine arts. Since its inception, the college has fused practice and theory, art making, and civic engagement. The San Francisco Bay Area is the locus of much of this activity, and CCA—with its 2 campuses, 22 undergraduate degree programs, 13 graduate degree programs, 1,980 students, 550 faculty members, and a network of more than 19,000 alumni—is a leading educational resource in the region.

CCA manifests three leading strengths of the Bay Area: its preeminence in technological innovation, its commitment to ecological sustainability, and its passion for social justice. In CCA's current incarnation, its professional curricula in architecture emphasize an experimentally driven orientation to craft and materiality that integrates traditional and contemporary technologies in the design and production of novel, system-based, environmentally principled building and urban solutions within a full spectrum of scales and contexts.

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

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

2017 Analysis/Review: CCA's architecture programs are built around small classes with dedicated desks and workstations, which promote close interaction among students and faculty members and foster peer-to-peer teaching and learning, both during and outside the hours of formal instruction. CCA locates studio space close to shops, information technology, the library, and other departments, which enriches the atmosphere for inquiry and experimentation. A Junior Review in the third year of the B. Arch program and

a comparable Mid-Program Review in the second year of the M. Arch program challenge students to pull together an edited selection of their work and to reflect on what they have learned and what they hope to achieve during the remainder of their degree coursework. A broad spectrum of faculty members evaluates, discusses, and provides feedback. At the start of each academic year, CCA distributes its Studio Culture Policy, which is also available on program websites. This document provides the basis for a larger and ongoing conversation among students, faculty, staff, and professionals about the culture of the design studio, architecture programs, and practice. Talks, workshops, and panel discussions examine the culture of architecture and studio education on a regular basis.

In January 2015, during divisional convocation, student organization leaders partnered with faculty to conduct a REID exercise—a group process through which students used whiteboards, markers, sticky notes, and discussion to identify aspects of their educational experience that they would prefer to Retain, Enhance, Introduce, or Discard. The exercise generated a great deal of insight and further discussion, as well as a document mapping student perceptions of value, deficit, and opportunity in CCA's architecture programs. Program leadership used the document to identify and make short-term changes in the programs as well as longer-term plans for addressing some of the student concerns and aspirations. Throughout the visit, the team witnessed actively engaged studios, and conversations with students suggested healthy communication among learners, teachers, and administrators.

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

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

2017 Analysis/Review: As stated in the APR, diversity and inclusion are among CCA's highest values and attributes. In its meetings with the students, staff, faculty, and administration, the team noted diverse ethnicity, race, class, family educational achievement, national origin, gender, and sexuality among the students, staff, and administration. However, the faculty members lack the same breadth of diversity. The program's current NAAB Annual Statistical Report shows that, among the 142 B. Arch students, slightly less than half hail from foreign countries. The remaining students are a diverse and balanced mix of Asian, Hispanic/Latino, and white, with a smaller number of African American students. Gender appears to be balanced among the students.

The graduate student population has fewer foreign students and more white students than those of diverse ethnic and racial identity. Slightly more females are enrolled in the graduate program. The team noted that, among the 7 women and 9 men who participated in its meeting with student leaders, 7 were Hispanic, Indian, or African American; 3 were Asian; and 6 were white. Comparably diverse individuals populated the standing-room only all-student meeting.

The same Annual Statistical Report indicates that CCA now has 11 full-time tenured or tenure-track faculty: 2 professors (both male), 2 associate professors (both male), and 4 assistant professors (1 female and 3 males). In fall 2016, CCA hired 3 new full-time tenure-track assistant professors, who are not included in the Annual Statistical Report: 2 females and 1 male. In addition, CCA employs 11 ranked non-tenure-track (RNT) faculty, all part-time, based on the traditional assumption that the programs benefit from teaching practitioners. RNT faculty members include 4 part-time professors (2 female and 2 male), 5 part-time associate professors (all male), and 2 part-time assistant professors (1 male and 1 female). In total, therefore, CCA now has 11 full-time tenured or tenure-track faculty members (3 women and 8 men) and 11 part-time RNT faculty members (3 women and 8 men). Thus, the total number of full-

time tenured or tenure-track faculty and part-time (RNT) faculty includes 6 women and 16 men. Among the 42 adjunct faculty members, 15 are female and 27 are male.

Despite an institution-wide program promoting greater diversity in the CCA faculty, which is reported in the APR, the team noted this roughly 2-to-1 ratio of men to women among tenured/tenure-track, RNT, and adjunct faculty members.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.
- B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.
- C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.
- D. Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.
- E. Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment

2017 Analysis/Review:

Collaboration and Leadership. Collaboration and leadership are deeply embedded in CCA's culture. The team observed evidence of initiatives that support collaboration and leadership across all stakeholder groups. Academic and professional partnerships among faculty provide a model for collaborative practice. For example, faculty and local practitioners participated in a curated exhibit of drawings displayed in the college's gallery space. The faculty directs projects that focus on underserved populations in the community to bolster awareness of these populations and encourage cultural sensitivity.

The Integrative Building Design (IBD) and student IMPACT Awards programs exhibit strong examples of collaboration among students, as well as collaboration between students and industry professionals. Student leaders initiate events and projects and bring them to the student body with the support of the faculty, administration, and staff. The student leaders also spoke of a culture that invites beginning students to participate in making models in cooperation with upper-level students to strengthen and accelerate their own level of skill. Shared lab resources within the building provide opportunities for students from different degree programs to interact and collaborate. The team noted the potential for increased collaboration between the architecture programs and the other disciplines within the college.

The common core curriculum presents an opportunity to strengthen this crossover with other majors to support research and provide a strong and diverse design foundation for architecture students.

Design. Required coursework demonstrates a multi-stage and iterative design process that is exercised at convincingly high levels of complexity at both the graduate and undergraduate levels. Design solutions exhibit commendable attention to contemporary theoretical and social issues, and to the form-generating potential of new technologies. Studio projects and work flowing from the Build Lab and Digital Craft Lab illustrate breathtaking diversity in scope, scale, craft, and morphology. CCA's design work is generally rigorous, risk-loving, experimental, and attentive to the material requirements of production.

Professional Opportunity. Only 15 percent of the CCA faculty are full-time professors, which results in a high percentage of teaching staff who are registered architects and are practicing in the Bay Area. This professional practice model, with connections to offices and actual projects in both Oakland and San Francisco, informs the Architecture Division at every level. Guest lecturers, faculty exhibits, and real-world projects were evident throughout the lecture halls, studios, and labs. The Professional Practice courses express the importance of licensure and professional activism within the division. The Architectural Experience Coordinators are proactive with students as they advise them on portfolio preparation and networking to find internship opportunities, and foster early establishment of an NCARB record for AXP students. Overall, the faculty's creative engagement at the boundaries between practice and education is the strongest element of professional opportunity in CCA's architecture programs.

Stewardship of the Environment. The team found evidence that satisfied this perspective in the coursework, faculty research, and campus planning initiatives that were underway at the time of the visit. At the B. Arch level, ample evidence of student achievement in environmental stewardship was found in student work prepared for ARCHT 508, Architectural Integrated Building Design Studio; ARCHT 303, Architectural Studio 3; and ARCHT 534, Building Energy. At the M. Arch level, the team found evidence of student achievement in this perspective in MARCH 607, Architectural Integrated Building Design Studio; MARCH 602, M. Arch Studio 2; and MARCH 603, M. Arch Studio 3, Spring 2015 and Spring 2016.

Team findings verified the APR's claims that sustainability was at the forefront of CCA's thinking regarding campus planning. The APR states that detailed programming studies and workshops have focused on strategies for attaining net zero energy status, for moving the college's studio practices away from toxic materials and processes, and for reducing water consumption and the carbon footprint through innovative design strategies and multimodal transportation planning. Through campus planning and curricular innovation, the college aims at creating an institution that continues to lead in environmental stewardship, according to the APR. Both the existing 120,000 square-foot campus building in San Francisco and the proposed 90,000 square-foot "Back Lot" addition to this campus reflect investments in high-performing energy conservation technology and carbon-conscious social practices.

Community and Social Responsibility. Team findings verified the APR's claim that the themes of CCA's 2010–2020 Dream Big Strategic Plan and Academic Pathways planning project emphasize community engagement and social responsibility in several primary ways. Initiatives such as the unit reduction implemented this year in the B. Arch program aim at better serving students' interests by reducing the time and cost of completing their degrees, according to the APR. Moreover, the CCA student IMPACT Awards program, among other initiatives, effectively ensures institution-wide investments in social responsibility and community engagement.

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

2017 Analysis/Review: According to the APR, CCA and the Architecture Division operate under CCA's Dream Big Strategic Plan, which features five organizing principles: a fundamental commitment to social justice and entrepreneurship; increased demographic and curricular diversity; intensified creative and intellectual discourse in the national and global contexts; a strong campus and institutional culture supported by strong local, national, and global networks; and increased resources supporting ingenuity and innovation. CCA developed these themes with sustained input from alumni, donors, faculty, staff, students, parents, and trustees. The President's Senior Cabinet, which includes the divisional deans, regularly assesses progress on the strategic plan and reports on it internally and to the Board of Trustees. The strategic plan also frames three major college-wide academic initiatives: a reduction in the number of required units for undergraduate degree completion; campus unification efforts; and the Academic Pathways planning project, which identifies seven key themes: the San Francisco Bay Area; risk and experimentation; social justice; technological Innovation and critique; hybridity and interdisciplinarity; external education; and collaborative communities. The team found that the Architecture Division productively integrates these strategic and aspirational objectives within its administrative structure, faculty development, student recruitment and advising efforts, and curricula.

I.1.6 Assessment:

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

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

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

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

2017 Analysis/Review: Following its 2011 NAAB accreditation visit, CCA articulated a pathway to monitor, advise, and encourage program adjustments based on the assessment of student success. The team found evidence of this in the all-faculty review of student work: undergraduate student portfolio reviews in the junior year (attached to an awards program) and comparable graduate student portfolio evaluations. In some cases, faculty guided students to "remedial" studio coursework to ensure advancement in the subsequent academic semester. This process strengthened academic collegiality across the program. Meeting notes provided by the Architecture Executive Committee and Architecture Curriculum Committees also exhibited evidence of continuous self-assessment. These committees provide regular forums for self-assessment among the architecture faculty and the administrative leadership. Additional insights are provided in collaboration with industry partners and outside reviewers who are involved in both formal and informal design studio reviews. The team observed an institution-wide culture of assessment, e.g., CCA has Faculty Assessment Coordinators within each academic unit. Additionally, CCA provided a comprehensive chart outlining its assessment protocols.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

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

[X] Demonstrated

2017 Team Assessment: In its meetings with faculty members, student leaders, administrative staff, and program chairs, the team found that student services, student academic advising and career guidance, and support for faculty development comport with the descriptions in the APR. Since its last accreditation visit, CCA has evolved into an institution with a more diverse faculty, which integrates ranked non-tenure-track (RNT) faculty members (typically practitioners) with an increase in the number of traditional tenure-track and tenured faculty members. Some disjuncture has emerged over issues of faculty status, workload, and compensation, but meetings with the president concerning faculty equity suggested that there were continuing efforts to resolve imbalances. A senior adjunct professor serves as the Architect Licensing Advisor for the B. Arch program, and a tenured associate professor, who is the associate chair of graduate architecture, serves as the Architect Licensing Advisor for the M. Arch program. Both professors integrate licensure advising into their career and internship advising, which includes presentations, meetings, and individual student appointments. They also make an annual presentation on licensing and AXP to B. Arch and M. Arch students, typically with an NCARB representative as a guest.

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

Physical resources include, but are not limited, to the following:

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

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] Described

2017 Team Assessment: CCA's San Francisco campus offers its students, faculty, and staff an enviable breadth of physical resources. Commodious, naturally lit, and open-plan studio spaces provide dedicated workstations for each student and offer faculty maximum flexibility. The making-spaces consist of a broad range of labs, shops, and equipment—including both analog and digital tools—staffed by dedicated technicians and managers clearly committed to providing quality student support. The library space is naturally lit, welcoming, and comfortable, and provides additional spaces for co-curricular learning. All of these spaces support the overarching ethos of the Architecture Division and its deeply shared commitment to fabrication, craft, experimentation, and material inquiry. The spaces and resources available to students are amply described in the APR. The team noted the exemplary design and freshness of CCA's facilities. All spaces are accessible.

The APR stated that recently developed student housing projects, such as the Harriet Street Residences and the Panoramic Apartments, are being supplemented with additional student housing projects currently under review by the Planning Department. The team noted the commitment by the administration toward the constant improvement of the campus, which has been demonstrated most clearly in the planned expansion of the San Francisco campus onto the "Back Lot." This expansion will result in the relocation of the Oakland campus to San Francisco, which will consolidate the two campuses. The expansion project exemplifies an institution that is committed to the value of good design, not simply as an expression of its physical requirements and identity, but also as a vital contribution to urban integrity. CCA's faculty and administration cooperate closely in the planning and discussions surrounding the project, and seem equally mindful of the "Back Lot" as a unique learning opportunity.

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

[X] Demonstrated

2017 Team Assessment: In its meetings with program administrators and the CCA president, the team confirmed the funding descriptions and budget figures reported in the APR and found that the Architecture Division has appropriate funding to support faculty and staff salaries, program operations, extracurricular activities and events, a formidable equipment inventory, and faculty development. The CCA leadership and board determine the Architecture Division's annual budget centrally, based on consultation with the divisional dean. Nearly \$1 million in contributions accumulated since 2011 augment these centrally administered funds, providing support for student scholarships and special programs.

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

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

[X] Demonstrated

2017 Team Assessment: The San Francisco campus houses CCA's Simpson Library, which serves as the primary information resource for the architecture programs, the Design Division, and the graduate programs in all subject areas. The Simpson Library's architecture holdings emphasize contemporary design—monographs on individual architects and practices, building types, and key theoretical and critical works—in addition to historical material that provides sufficient context for understanding contemporary developments. The collection boasts over 60,000 volumes tailored to the architecture curricula, with an acquisitions policy that seeks to accommodate current course offerings and special faculty requests. Team meetings with library staff verified the descriptions of the resources in the APR. The San Francisco campus also houses the Materials Resource Center, which provides access to samples of innovative and currently manufactured materials used in architecture; landscape architecture; and interior, industrial, and fashion design. The Meyer Library on the Oakland campus is the original library of the college and has collections dating back to 1907. This library houses a 44,000-volume

collection concentrating on the fine arts, humanities, and sciences. It maintains 102 current periodical subscriptions, several special collections, and the CCA/C Archives, which consist of traditional archival materials—microfiche files, historical documents, records, and reproductions—related to the college from its inception to the present day. Regular courier service allows paged materials to be transferred between the two libraries daily. Online access to the library collections is through the library website. This site provides access to the library catalogue and links to the library's database subscriptions.

I.2.5 Administrative Structure and Governance:

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

[X] Described

2017 Team Assessment: The APR describes the administrative structure and governance model of the Architecture Division and CCA in detail. Meetings with senior administrative officers and faculty members confirmed the effectiveness of the Architecture Division's governance model. The team observed an energetic administrative team committed to openness, transparency, effective communication, support, collaboration, and respect. These qualities describe all levels of administrative service, and palpably strengthen faculty and student confidence in both divisional and institutional leadership.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

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

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds evidence of achievement at the B. Arch level in student work prepared for ARCHT 422, Architectural Theory; ARCHT 419, Professional Practice; ARCHT 304, Architectural Studio 4; and ARCHT 508, Architectural Integrated Building Design Studio.

The team finds evidence of achievement at the M. Arch level in student work prepared for MARCH 623, Architectural Research Seminar; MARCH 622, Architectural Theory; and MARCH 607, Architectural Integrated Building Design Studio, Fall 2015 and Fall 2016. This work includes appropriate samples of effective expository writing in the form of papers and coursework, as well as team-based topical presentations.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds evidence of achievement at the B. Arch level in student work prepared for ARCHT 303, Architectural Studio 3; ARCHT 304, Architectural Studio 4; and ARCHT 508, Architectural Integrated Building Design Studio, Spring 2015 and Spring 2016.

The team finds evidence of achievement at the M. Arch level in student work prepared for MARCH 603, M. Arch Studio 3 and MARCH 607, Architectural Integrated Building Design Studio.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds evidence of achievement at the B. Arch level in student work prepared for ARCHT 508, Architectural Integrated Building Design Studio.

At the M. Arch level, evidence was found in student work prepared for MARCH 607, Architectural Integrated Building Design Studio. The team finds further evidence in other courses, including ARCHT 333, Materials and Methods and MARCH 633, Materials and Methods.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds evidence of achievement at the B. Arch level in student work prepared for ARCHT 508, Architectural Integrated Building Design Studio; ARCHT 303, Architectural Studio 3; and ARCHT 304, Architectural Studio 4.

The team finds evidence of achievement at the M. Arch level in student work prepared for in MARCH 607, Architectural Integrated Building Design Studio; MARCH 603, M. Arch Studio 3, Spring 2015 and Spring 2016; and MARCH 609, Thesis Studio.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds evidence of achievement at the B. Arch level in student work prepared for ARCHT 508, Architectural Integrated Building Design Studio, Spring 2015, Spring 2016, and Fall 2016, and ARCHT 304, Architectural Studio 4, Spring 2016.

The team finds evidence of achievement at the M. Arch level in student work prepared for MARCH 607, Architectural Integrated Building Design Studio, Spring 2015, Spring 2016, and Fall 2016; and MARCH 603, M. Arch Studio 3, Fall 2016.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds that this criterion is **Met with Distinction** at the B. Arch level in student work prepared for ARCHT 304, Architectural Studio 4; ARCHT 323, Architectural Analysis; and ARCHT 532, Integrated Technology Systems.

The team finds that this criterion is **Met with Distinction** at the M. Arch level in student work prepared for MARCH 603, M. Arch Studio 3; MARCH 633, Materials and Methods; and MARCH 632, Integrated Technology Systems. Student work in these two Integrated Technology Systems courses exhibits convincing analysis and examination of contemporary architectural projects, as well as depth and breadth in the effective application of precedents.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds evidence of achievement at the B. Arch level in student work prepared for ARCHT 220, Architectural History 1 and ARCHT 222, Architectural History 2.

The team finds evidence of achievement at the M. Arch level in student work and short, weekly 100-word student "blog posts" prepared for MARCH 620, Architectural History 1 (Global Architecture and Urbanism 1400–1875) and MARCH 625, Architectural History 2 (Global Modernities).

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds evidence of achievement at the B. Arch level in student work prepared for ARCHT 304, Architectural Studio 4, Spring 2016, and ARCHT 508, Architectural Integrated Building Design Studio.

The team finds evidence of achievement at the M. Arch level in MARCH 603, M. Arch Studio 3, Fall 2016, and MARCH 607, Architectural Integrated Building Design Studio. Design projects in these undergraduate and graduate studios address affordable housing, aging, single mothers, child care, and a museum for Latino experience, among other relevant themes.

Realm A. General Team Commentary: Overall, course documentation exhibits effective engagement with the principles and expectations in Realm A. Evidence includes effective graphic communication and writing skills; effective design inquiry, research, process, and application in spatial and formal composition at multiple scales; and effective integration of theoretical, historical, and social issues explored through diverse building morphologies, which are consistently informed by the thoughtful analysis of architectural and urban precedents.

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

Student learning aspirations for this realm include:

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

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds evidence of achievement at the B. Arch level in student work prepared for ARCHT 508, Architectural Integrated Building Design Studio; ARCHT 303, Architectural Studio 3; and ARCHT 534, Building Energy.

The team finds evidence of achievement at the M. Arch level in student work prepared for MARCH 607, Architectural Integrated Building Design Studio; MARCH 602, M. Arch Studio 2; and MARCH 603, M. Arch Studio 3, Spring 2015 and Spring 2016.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds evidence of achievement at the B. Arch level in student work prepared for ARCHT 508, Architectural Integrated Building Design Studio, Spring 2015, Spring 2016, and Fall 2016, and ARCHT 303, Architectural Studio 3, Fall 2016.

The team finds evidence of achievement at the M. Arch level in student work prepared for MARCH 607, Architectural Integrated Building Design Studio, Spring 2015, Spring 2016, and Fall 2016, and MARCH 603, M. Arch Studio 3, Fall 2016.

B.3 Codes and Regulations: *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds evidence of student achievement at the prescribed level in the B. Arch program in student work prepared for ARCHT 508, Architectural Integrated Building Design Studio in the studio projects reports; ARCHT 303, Architectural Studio 3; and ARCHT 202, Architectural Studio 2, Fall 2015 and Fall 2016.

The team finds evidence of student achievement at the M. Arch level in the student work prepared for MARCH 607, Architectural Integrated Building Design Studio, in the studio projects reports, and MARCH 603, M. Arch Studio 3, in the life-safety plug-in assignment, Fall 2015 and Fall 2016. The team notes that the quality of student achievement depends on the type of project assigned for the Architectural Integrated Building Design Studio. This criterion is particularly well met in the museum project.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds evidence of achievement at the B. Arch level in student work prepared for ARCHT 508, Architectural Integrated Building Design Studio; in models prepared for ARCH 333, Materials and Methods, Fall 2015 and Fall 2016; and in student work prepared for ARCHT 532, Integrated Technology Systems, Spring 2015 and Spring 2016.

The team finds evidence of achievement at the M. Arch level in student work prepared for MARCH 607, Architectural Integrated Building Design Studio, Fall 2015 and Fall 2016; in models prepared for MARCH 633, Materials and Methods, Fall 2015 and Fall 2016; and in student work prepared for MARCH 632, Integrated Technology Systems, Spring 2015 and Spring 2016. The high quality and detail of section drawings and models is consistent, supplemented by lectures.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds evidence of achievement at the B. Arch level in student work prepared for ARCHT 331, Structures, and for ARCHT 508, Architectural Integrated Building Design Studio; in models prepared for ARCH 333, Materials and Methods, Fall 2015 and Fall 2016; and in student work prepared for ARCHT 532, Integrated Technology Systems, Spring 2015 and Spring 2016.

The team finds evidence of achievement at the M. Arch level in student work prepared for MARCH 631, Structures; in models prepared for MARCH 607, Architectural Integrated Building Design Studio, Fall 2015 and Fall 2016, and for MARCH 633, Materials and Methods, Fall 2015 and Fall 2016; and in student work prepared for MARCH 632, Integrated Technology Systems, Spring 2015 and Spring 2016.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds evidence of student achievement at the prescribed level in the B. Arch program in student work prepared for ARCHT 534, Building Energy, Fall 2015 and Fall 2016, and for ARCH 532, Integrated Technology Systems.

The team finds evidence of student achievement at the prescribed level in the M. Arch program in student work prepared for MARCH 634, Building Energy, Fall 2015 and Fall 2016, and for MARCH 632, Integrated Technology Systems. For both the B. Arch and M. Arch programs, the Building Energy and the Integrated Technology Systems courses are required to completely fulfill the requirements of the criterion. The team also finds that elements of this criterion for both programs are successfully incorporated into studio work produced for the ARCHT 508 and MARCH 607 Architectural Integrated Building Design Studios.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds evidence of student achievement at the B. Arch level in student work prepared for ARCHT 333, Materials and Methods, and for ARCHT 532, Integrated Technology Systems. Both courses are required to completely satisfy this criterion.

The team finds evidence of student achievement at the M. Arch level in student work prepared for MARCH 633, Materials and Methods, and for MARCH 632, Integrated Technology Systems. Both courses are required to completely fulfill the requirements of this criterion. The team also finds that both undergraduate and graduate students successfully incorporated elements of building envelope systems and assemblies in their work for the ARCHT 508 and MARCH 607 Architectural Integrated Building Design Studios.

B.8 Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products,

components, and assemblies based on their inherent performance, including environmental impact and reuse.

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds that this criterion is **Met with Distinction** at both the B. Arch and M. Arch levels in student work prepared for the ARCHT 333 and MARCH 633 Materials and Methods courses. Student work includes scale models of newsworthy architectural precedents, which blend multiple important criteria. The work exhibits a robust understanding of the behavior of materials and the construction methods through which those materials are used. Models are well built and exhibit a high level of comprehensive understanding.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds evidence of student achievement at the B. Arch level in student work prepared for ARCHT 532, Integrated Technology Systems, Spring 2015 and Spring 2016.

The team finds evidence of student achievement at the M. Arch level in student work prepared for MARCH 632, Integrated Technology Systems, Spring 2015 and Spring 2016. The team notes commendable efforts to explore the generative potential of building systems in work produced for the ARCHT 508 and MARCH 607 Architectural Integrated Building Design Studios.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds evidence of student achievement at the B. Arch level in student work prepared for ARCHT 419, Professional Practice, Fall 2015 and Fall 2016; and for ARCHT 534 Building Energy, Fall 2015 and Fall 2016.

The team finds evidence of student achievement at the M. Arch level in student work prepared for MARCH 619, Professional Practice, Spring 2015 and Spring 2016; and for MARCH 634, Building Energy, Fall 2015 and Fall 2016. The team finds evidence of student understanding of operational costs in the Building Energy courses in the form of quizzes and presentations.

Realm B. General Team Commentary: Overall, course documentation exhibits effective engagement with the principles and expectations in Realm B. Evidence includes an effective understanding of building systems, technical documentation, building performance, and cost. The team notes the novel integration

of architectural precedents in the Building Technology sequence and exceptionally effective use of models to explore technical details, building envelopes, morphology, and structural systems.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

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

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds that this criterion is **Met with Distinction** at the B. Arch level in student work prepared for ARCHT 508, Architectural Integrated Building Design Studio; ARCHT 303, Architectural Studio 3; and ARCHT 534, Building Energy.

The team finds that this criterion is **Met with Distinction** at the M. Arch level in MARCH 607, Architectural Integrative Building Design Studio; MARCH 602, M. Arch Studio 2; and MARCH 603, M. Arch Studio 3, Spring 2015 and Spring 2016. Both the B. Arch and M. Arch programs show evidence of deep and consistent research, investigation, and design inquiry, especially in the jointly taught Architectural Integrated Building Design Studios. Evidence in the student work also suggests the effective translation of historical and theoretical analysis within a design context.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds that this criterion is **Met with Distinction** at the B. Arch level in student work prepared for ARCHT 508, Architectural Integrated Building Design Studio; ARCHT 303, Architectural Studio 3; and ARCHT 534, Building Energy.

The team finds that this criterion is **Met with Distinction** at the M. Arch level in student work prepared for MARCH 602, M. Arch Studio 2; MARCH 603, M. Arch Studio 3; and MARCH 607, Architectural Integrated Building Design Studio, Spring 2015 and Spring 2016, especially in the jointly taught Architectural Integrated Building Design Studio progress books and in documented interactions with industry partners and project consultants. The approach to this criterion suggests a novel and highly effective method for documenting student ability in integrated building design.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds that this criterion is **Met with Distinction** at the B. Arch level in student work prepared for ARCHT 508, Architectural Integrated Building Design Studio; ARCHT 303, Architectural Studio 3; and ARCHT 534, Building Energy.

The team finds that this criterion is **Met with Distinction** at the M. Arch level in student work prepared for MARCH 607, Architectural Integrated Building Design Studio; MARCH 602, M. Arch Studio 2; and MARCH 603, M. Arch Studio 3, Spring 2015 and Spring 2016. The team notes exceptional substance, novelty, achievement, and merit in this area.

Realm C. General Team Commentary: The team finds that Realm C is **Met with Distinction** in its entirety, based on the novel integration of the B. Arch and M. Arch Architectural Integrated Building Design Studios, ARCHT 508 and MARCH 607, respectively. The undergraduate and graduate IBD Studios undertake common programs and projects working in separate teams, which allows an extraordinary productive framework to develop for the continuous assessment of design, communication, and research skills, as well as technical understanding. IBD Studio teams prepare comprehensive project books that utilize an organizational model based on design development and construction drawings, which document each phase of a project, from preliminary program analysis and precedent study through the evaluation of building systems and performance.

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

Student learning aspirations for this realm include:

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

D.1 **Stakeholder Roles in Architecture:** *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds evidence of student achievement at the B. Arch level in student work prepared for ARCHT 419, Professional Practice, Fall 2015 and Fall 2016; and for ARCHT 508, Architectural Integrated Building Design Studio, Fall 2016 and Spring 2016.

The team finds evidence of student achievement at the M. Arch level in student work prepared for MARCH 619, Professional Practice, Spring 2015 and 2016, and for MARCH 607, Architectural Integrated Building Design Studio, Spring 2016 and Fall 2016. Lecture slides and assignment sheets substantiate understanding of this criterion.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds evidence of student achievement at the B. Arch level in student work prepared for ARCHT 419, Professional Practice, Fall 2015 and Fall 2016.

The team finds evidence of student achievement at the M. Arch level in student work prepared for MARCH 619, Professional Practice, Spring 2015 and Spring 2016. The team finds satisfactory documentation in lecture slides and assignment sheets.

D.3 Business Practices: *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds evidence of student achievement at the B. Arch level in student work prepared for ARCHT 419, Professional Practice, Fall 2015 and Fall 2016.

The team finds evidence of student achievement at the M. Arch level in student work prepared for MARCH 619, Professional Practice, Spring 2015 and 2016. The team finds satisfactory documentation in lecture slides and assignment sheets. The team also acknowledges the Architecture Division's leadership in the institution-wide, collaborative, student IMPACT Awards program, which benefits San Francisco-area communities in need, and which flows from the requirements of this course.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds evidence of student achievement at the B. Arch level in student work prepared for ARCHT 419, Professional Practice, Fall 2015 and Fall 2016.

The team finds evidence of student achievement at the M. Arch level in student work prepared for MARCH 619, Professional Practice, Spring 2015 and Spring 2016. The team finds satisfactory documentation in lecture slides and assignment sheets.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team finds evidence of student achievement at the B. Arch level in student work prepared for ARCHT 419, Professional Practice, Fall 2015 and Fall 2016.

The team finds evidence of student achievement at the M. Arch level in student work prepared for MARCH 619, Professional Practice, Spring 2015 and Spring 2016. The team notes that most of the faculty members maintain a professional practice in addition to teaching.

Realm D. General Team Commentary: In CCA's student IMPACT Awards program, teams led by the Architecture Division have won nine awards since 2011, the most of any CAA division. This program is an annual \$10,000 competition that funds multi-disciplinary student proposals for public-interest projects. All nine of the winning projects issued from the undergraduate and graduate Professional Practice courses. The team acknowledges the Architecture Division's highly engaged and entrepreneurial community design efforts.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

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

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the Higher Learning Commission (formerly the North Central Association of Colleges and Schools); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2017 Team Assessment: [The Western Association of Schools and Colleges \(WASC\) Senior Colleges and University Commission accredits CCA, as the Bachelor of Architecture and Master of Architecture pages of the CCA website clearly note. WASC recently completed a visit in 2016, and the 2016 WASC Commission Action Letter is currently posted on the CCA website: <https://www.cca.edu/about/administration/academic-affairs/WASC>](#)

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

The B. Arch, M. Arch, and/or D. Arch are titles used exclusively with NAAB-accredited professional degree programs.

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

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

[X] Met

2017 Team Assessment: [Through meetings with program administrators and faculty—and through the aggregate documentation of the team room and the APR—the team verified that CCA's B. Arch and M. Arch degrees meet NAAB conditions and criteria for professional degrees and curriculum.](#)

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

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

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2017 Team Assessment: The team found evidence in the APR and in the binder on admissions requirements and transfer application review criteria that was provided in the team room. Team members reviewed sample applications and found helpful descriptions of the admissions process in the APR (pp. 59-60). In addition, they reviewed the SPC Matrix as part of the process of reviewing course equivalency requirements for admission. Transfer students who apply to the B. Arch program submit a full admissions packet, which the undergraduate chair and the architectural program advisor review for course placement. These administrators evaluate transfer credits and place the transcript into a General Studies or Professional Studies category. They also review course syllabi and content for equivalency.

The APR states that, if an articulation agreement does not exist between a college and the CCA for specific courses that a transfer student is seeking credit for, course descriptions and/or syllabi and work samples may be required for evaluation. The evaluation is conducted by the faculty teaching the courses or by the course coordinator responsible for that curricular stream to ensure that there is content equivalency and that General Education Requirements and Student Performance Criteria are being met per the B. Arch SPC Matrix. The M. Arch degree program is a professional degree program for students with a non-professional Bachelor's degree. The full 3-year curriculum includes all the SPC. Using transcripts, course descriptions, and work samples, administrators evaluate students who have a pre-professional degree to determine "advanced standing" and course content equivalency.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Met

2017 Team Assessment: The exact language required is found on the CCA website under "Accreditation," which is a section of the "Curriculum" pages for both the B. Arch and M. Arch programs.

II.4.2 Access to NAAB Conditions and Procedures:

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

The 2014 NAAB Conditions for Accreditation

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

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2017 Team Assessment: The architecture program pages of the CCA website conspicuously publish NAAB accreditation: NAAB gets top billing under the section entitled "Curriculum," for both the B. Arch and M. Arch programs. Under the heading "NAAB Conditions and Procedures," the site offers links to the 2009 and 2014 *NAAB Conditions for Accreditation*, and the 2012 *NAAB Procedures for Accreditation*.

II.4.3 Access to Career Development Information:

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

[X] Met

2017 Team Assessment: In addition to providing personal academic advising and counseling for students and alumni, CCA's Career Development Department hosts an annual Career Expo, a private job fair aimed specifically at CCA's emerging student population of artists, writers, designers, and thinkers, as well as potential employers. The Expo attracts nearly 80 recruiters each year, 25 percent of which are architecture firms. Additional career services are provided by CCA Works, an exclusive job board for the CCA community.

The Career Development Department is working on two projects to improve student career development. Salesforce CRM software was recently introduced to integrate resources and knowledge bases for better student support and outcomes. Salesforce will provide a more robust picture of hiring timelines and job placement for CCA architecture students. The software will also allow for more consistent communication within CCA departments and a better sharing of resources. In addition, the Career Development Department is working on an initiative for the college to facilitate the review of policies and practices with a view toward finding the best way to support students and alumni throughout their careers. The Architecture Division has set up opportunities for students to meet with alumni mentors and has posted a series of online tools and resource books that focus on career development.

II.4.4 Public Access to APRs and VTRs:

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

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

[X] Met

2017 Team Assessment: Under "NAAB Reports" on the CCA website, the college lists the APRs and VTRs, including the 2012 Interim Progress Report and Annual Report; the 2011 Final Decision Letter from the NAAB granting 6 years of accreditation to both architecture programs; the 2010 Architecture Program Report; and the 2011 Visiting Team Report. The team found links to the documents on the following website page: <https://www.cca.edu/academics/barch/curriculum/accreditation>

II.4.5 ARE Pass Rates:

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

[X] Met

2017 Team Assessment: The team found evidence of the pass rates through links located on the following website page: <https://www.cca.edu/academics/graduate/march/curriculum/accreditation>

II.4.6 Admissions and Advising:

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

This documentation must include the following:

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

[X] Met

2017 Team Assessment: This information is easily found and clearly presented on the CCA Architecture Division website: <https://www.cca.edu/academics/architecture>. Additional links provide details on undergraduate and graduate program admissions, financial aid opportunities, admissions and recruitment

¹ This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

events and planning, and virtual tours of the campus and CCA resources. See for example:
<https://www.cca.edu/admissions>

II.4.7 Student Financial Information:

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

[X] Met

2017 Team Assessment: The team found that student financial aid information is clearly accessible on the CCA website, with active links to more detailed information and the relevant administrative offices. The information includes general data on the process of obtaining financial aid, financial aid details for both undergraduates and graduates, and the cost of attendance.

PART THREE (III): ANNUAL AND INTERIM REPORTS

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

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

[X] Met

2017 Team Assessment: The APR (p. 60) includes a link to "Annual Statistical Reports," which augments documents assembled in advance of the team visit and reviewed on site during the visit.

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

[X] Met

2017 Team Assessment: The APR (p. 60) includes a link to "Interim Progress Reports," which augments documents assembled in advance of the team visit and reviewed on site during the visit.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

The Architecture Division met the following SPC with distinction in both the B. Arch and M. Arch programs:

- A.6 Use of Precedents
- B.8 Building Materials and Assemblies
- C.1 Research
- C.2 Evaluation and Decision Making
- C.3 Integrative Design

Appendix 2. Team SPC Matrix

CGA ARCHITECTURE BARCH. NAAB MATRIX KEY Ability In Course Curriculum Understanding In Course Curriculum Demonstration Class DESIGN STUDIOS	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
	Professional Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	History & Global Culture	Cultural Diversity & Social Equity	Pre-Design	Site Design	Codes & Regulations	Technical Documentation	Structural Systems	Environmental Systems	Bldg Envelope Systems & Assemblies	Building Service Systems	Financial Considerations	Research	Integrated Evaluations & Decision-Making Process	integrative Design	Stakeholder Roles in Architecture	Project Management	Business Practices	Legal Responsibilities	Professional Conduct	
Arch. Studio 1 [ARCHT 201]																										
Arch. Studio 2 [ARCHT 202]											X															
Arch. Studio 3 [ARCHT 303]		X	X						X	X	X									X	X					
Arch. Studio 4 [ARCHT 304]	X	X		X	X	X		X																		
Arch. Adv Studio [ARCHT 507]																										
Arch. IBD Studio [ARCHT 508]	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X		X	X	X	X				
DM DESIGN MEDIA																										
DM1 [ARCHT 211]																										
DM2 [ARCHT 212]																										
DM3 [ARCHT 311]																										
BT BUILDING TECHNOLOGY																										
Materials and Methods [ARCHT Structures [ARCHT 331]						X					X	X	X	X	X				X	X						
Building Energy [ARCHT 534]													X				X		X		X					
Int. Tech. Systems [ARCHT 532]						X					X	X	X	X	X	X										
HT HISTORY & THEORY																										
Arch. History 1 [ARCHT 220]						X																				
Arch. History 2 [ARCHT 221]						X																				
Arch. Analysis [ARCHT 323]																										
Arch. Theory [ARCHT 422]																										
PROFESSIONAL PRACTICE																										
Professional Practice [ARCHT Internship [ARCHT 398]	X	X														X						X	X	X	X	X
COLLEGE-WIDE REQS																										
Core Studios 1 - 4																										
English 1 & 2																										
Intro. to the Arts 1 & 2																										
Math / Physics [SCIMA 204]																										
Advanced Geometry																										
Foundations In Critical Studies																										
Cultural History																										
Social Science / Philosophy																										
Literature																										
Diversity Studies Sem [DIVSM																										
Diversity Studies Studio																										
Interdisciplinary Studio																										
Visual Studies Seminar																										
Methods Seminar																										

**CCA ARCHITECTURE
 MARCH. NAAB MATRIX
 KEY**
 Ability In
 Course Curriculum
 Understanding In Course
 Curriculum
 Demonstration Class
DESIGN STUDIOS


	A.1 Professional Communication Skills	A.2 Design Thinking Skills	A.3 Investigative Skills	A.4 Architectural Design Skills	A.5 Ordering Systems	A.6 Use of Precedents	A.7 History & Global Culture	A.8 Cultural Diversity & Social Equity	B.1 Pre-Design	B.2 Site Design	B.3 Codes & Regulations	B.4 Technical Documentation	B.5 Structural Systems	B.6 Environmental Systems	B.7 Bldg Envelope Systems &	B.8 Building Materials & Assemblies	B.9 Building Service Systems	B.10 Financial Considerations	C.1 Research	C.2 Integrated Evaluations & Decision-Making Design Process	C.3 Integrative Design	D.1 Stakeholder Roles In Architecture	D.2 Project Management	D.3 Business Practices	D.4 Legal Responsibilities	D.5 Professional Conduct
March Studio 1 [MARCH 601]																										
March Studio 2 [MARCH 602]									X										X	X	X					
March Studio 3 [MARCH 603]	X	X	X	X	X		X		X	X	X								X	X	X					
Arch. Adv Studio [MARCH 609]																										
Arch. IBD Studio [MARCH 607]	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X		X	X	X		X			
Arch. Research Lab [MARCH 608]																										
Thesis Studio [MARCH 609]			X																							
DM DESIGN MEDIA																										
DM1 [MARCH 611]																										
DM2 [MARCH 613]																										
BT BUILDING TECHNOLOGY																										
Materials and Methods [MARCH 630]		X			X						X	X		X	X											
Structures [MARCH 631]												X														
Building Energy [MARCH 634]													X				X									
Int. Tech. Systems [MARCH 632]					X						X	X	X	X	X	X										
HT HISTORY & THEORY																										
Arch. History 1 [MARCH 620]							X																			
Arch. History 2 [MARCH 625]							X																			
Arch. Analysis [MARCH 621]																										
Arch. Theory [MARCH 622]	X																									
Arch Research Sem [MARCH 623]	X																									
PROFESSIONAL PRACTICE																										
Professional Practice [MARCH 698]	X																X						X	X	X	X
Internship [MARCH 698]																										

Appendix 3. The Visiting Team

Team Chair, Representing the ACSA
Daniel S. Friedman, PHD FAIA
Dean and Professor
School of Architecture
University of Hawai'i at Manoa
2410 Campus Road
Honolulu, HI 96822
(808) 956-3469
dsf4114@hawaii.edu

Non-voting member
Ingalill Wahlroos-Ritter, AIA
Interim Dean
Woodbury School of Architecture
7500 Glenoaks Blvd.
Burbank, CA 91510
(818) 767-0888
Ingalill.Wahlroos-Ritter@woodbury.edu

Representing the ACSA
Gregory Luhan, PhD, AIA
Associate Dean for Administration
The John Russell Groves Endowed Professor of Architecture
University of Kentucky
College of Design, 117 Pence Hall
Lexington, KY 40506-0041
(859) 257-6568 office
(859) 492-5942 studio
gregory.luhan@uky.edu

Representing the AIA
Carol Bacon, AIA, LEED Green Associate

Six Coliseum Centre
2815 Coliseum Centre Drive, Suite 500
Charlotte, NC 28217
(704) 379-1923 direct
(704) 379-1919 main
(704) 379-1920 fax
cbacon@ADWArchitects.com

Representing the AIAS
Sida Wang
931 N. Euclid Avenue, Unit 144
Tucson, AZ 85719
(520) 245-8559
sidaw@email.arizona.edu

Representing the NCARB
Margo Jones, AIA, NCARB, LEED®AP
Principal Architect
Jones Whitsett Architects
308 Main Street, 3rd Floor
Greenfield, MA 01301
(413) 773-5551 ext. 12
(413) 522-7135 mobile
(413) 773-5552
mj@joneswhitsett.com

V. Report Signatures

Respectfully Submitted,



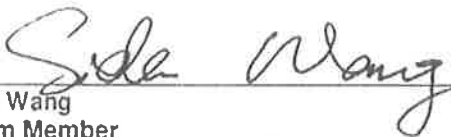
Daniel S. Friedman, PHD FAIA
Team Chair

Representing the ACSA



Carol Bacon, AIA, LEED Green Associate
Team Member

Representing the AIA



Sida Wang
Team Member

Representing the AIAS



Margo Jones, AIA, NCARB, LEED® AP
Team Member

Representing the NCARB



Gregory Lohan, PhD, AIA
Team Member

Representing the ACSA



Ingalill Wahlroos-Ritter, AIA

Non-voting member