

National Architectural Accrediting Board, Inc.

August 3, 2012

Eric Owen Moss, Director
Southern California Institute of Architecture
Freight Depot
960 E Third Street
Los Angeles, California 90013



Dear Director Moss:

At the July 2012 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report* (VTR) for the Southern California Institute of Architecture.

As a result, the professional architecture programs:

**Bachelor of Architecture
Master of Architecture**

were formally granted six-year terms of accreditation. The accreditation terms are effective January 1, 2012. The programs are scheduled for their next accreditation visit in 2018.

Continuing accreditation is subject to the submission of *Annual Reports*. *Annual Reports* are submitted online through the NAAB's Annual Report Submission system and are due by November 30 of each year. These reports have two parts:

Part I (Annual Statistical Report) captures statistical information on the institution in which a program is located and the degree program.

Part II (Narrative Report) is the narrative report in which a program responds to the most recent VTR. The narrative must address Section 1.3 Conditions Not Met and Section 1.4 Causes of Concern of the VTR. Part II also includes a description of changes to the program that may be of interest to subsequent visiting teams or to the NAAB.

If an acceptable *Annual Report* is not submitted to the NAAB by January 15, 2013, the NAAB may consider advancing the schedule for the program's next visit. A complete description of the *Annual Report* process can be found in Section 10 of the *NAAB Procedures for Accreditation*, 2011 Edition.

Finally, under the terms of the 2011 *Procedures for Accreditation*, programs are required to make the *Architecture Program Report*, the VTR, and related documents available to the public. Please see Section 3, Paragraph 8 (page 22), for additional information.

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

Very truly yours,

A handwritten signature in black ink, appearing to read 'Keelan P. Kaiser'.

Keelan P. Kaiser, AIA
President

cc: Paul Holliday, Academic Affairs Manager
Rodner B. Wright, AIA, Visiting Team Chair
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Enc.

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Southern California Institute of Architecture

Visiting Team Report

Bachelor of Architecture (165 (+6) + 21 credit hours)

Master of Architecture

Track I (undergraduate degree plus 111 graduate credit hours)

Track II (undergraduate degree plus 75 graduate credit hours)

The National Architectural Accrediting Board

21 March 2012

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

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I. Summary of Team Findings

1. Team Comments & Visit Summary

The team appreciates the hospitality extended during the visit. The team's review process was made simple by the thoughtful preparation of the Architecture Program Report (APR) and the careful assembly of the team room.

Vitality of the program:

The team observed that collectively, students, faculty, staff, and administration pursue the field of architecture with a high level of rigor and vigor. Throughout the visit this high level of energy was palpable.

Productivity of students:

The team was impressed by the high quality, the density and the energy exhibited in the work displayed in the team room and throughout studios.

Commitment of faculty:

The students benefit from a passionate faculty who are dedicated to the student's educational experiences while also practicing as professionals to produce highly respected award-winning architecture.

Character of building:

The acquisition of the concrete-framed railroad freight depot, located east of downtown Los Angeles, in 2011 has brought stability to the Institute. The quarter-mile long, eighty-foot wide structure supports the ethos of the program through the openness of the studios, presentation spaces, gallery areas, and shop facilities. Its location expands the opportunity for the program to be more integral to the Los Angeles community.

Modeling/making as "sketching," as investigation, as iteration:

Here, the emphasis on the potential of digital technologies is no longer a new horizon or cultural moment – no longer an obsession with the euphoria of technique. Now, for this place, such explorations of the limits or boundaries of these tools and techniques has a history, a "research" depth, and a knowledge accumulated through 40 years of teaching and learning in this context. As such, students embrace the technologies available to them as a baseline and leverage it to create design work that demonstrates deeper levels of investigation than could have been achieved without the digital tools.

2. Conditions Not Met

Realm A: Critical Thinking and Representation

A.10 Cultural Diversity (M Arch only)

Realm C: Leadership and Practice

C.2 Human Behavior (B Arch and M Arch)

C.5 Practice Management (B Arch and M Arch)

C.7 Legal Responsibility (B Arch and M Arch)

C.8 Ethics and Professional Judgment (B Arch and M Arch)

3. Causes of Concern

A. Student Financial Aid

As noted in the Financial Resources section, the program continues to make great strides in improving and strengthening the endowment for SCI-Arc. However, the team recognizes the heavy financial burden that students carry in order to achieve the professional degree at both the undergraduate and graduate levels. Currently SCI-Arc is able to support approximately 10

percent of a student's tuition and fees through scholarship awards, and it has set a long-range goal of 10 percent. The student body would benefit from a more aggressive goal to offset their indebtedness.

B. Student Health Benefits

International students who enroll at SCI-Arc are required to obtain health insurance and show proof prior to enrolling at SCI-Arc. Currently, there are no such requirements for U.S. citizens. During the school-wide meeting with students, it was noted that the majority of those in attendance did not have health insurance.

C. Faculty Diversity

Faculty diversity remains a concern despite the aggressive efforts the program has instituted since its last visit. In 2009-2010 SCI-Arc developed through its Diversity Initiatives a Faculty Diversity Plan which describes the method the program uses to broaden its reach for recruiting a diverse pool of applicants. While it appears as though they have expanded their recruitment reach, there was no evidence that this has been fruitful. It is also not clear whether the program uses its guest lecturers, visiting critics, or short-term appointments as a means to identify potential candidates.

4. Progress Since the Previous Site Visit (2006)

2004 NAAB Perspective 1.3, Architectural Education and Registration: *The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.*

Previous Team Report (2006): The material submitted in the APR and provided in the team room does not demonstrate a sound preparation for transition to internship and licensure.

SCI-Arc "informally" encourages students to experience employment in architectural firms before graduation. A large percentage of students indicated experience working in firms. However, SCI-Arc provides no formal instruction, seminars, or lectures regarding the Intern Development Program (IDP).

When surveyed, students indicated they had no understanding of the IDP purpose, requirements, or process. This is detrimental to students who have worked in architectural firms. Most importantly it prevents emerging professionals from understanding the process they must follow upon graduation to enter the field. Additionally they had no knowledge of the Emerging Professional's Companion – a key resource for students and interns. Finally, no courses demonstrated student understanding of licensure laws and related requirements for registration.

2008 Focused Evaluation Team Assessment:

The Focused Evaluation Team found Condition 1.3 – Architecture Education and Registration has been satisfied per the NAAB Response to Southern California Institute of Architecture – 2007 Annual Report.

2012 Team Assessment: The team is in concurrence with the findings of the 2008 Focused Evaluation Team Report, which found this requirement to be met for both the B. Arch. and M. Arch. programs. For additional comments see *Part I.1.3.C. Architectural Education and the Regulatory Environment*.

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

Previous Team Report (2006): While the catalog and the web site have been updated, they do not contain the updated NAAB language about terms of accreditation. The web site can be changed immediately, and the catalog at the next printing. There is no evidence that students know about or have been given the *NAAB Conditions for Accreditation*, including the Student Performance Criteria.

2008 Focused Evaluation Team Assessment:

The Focused Evaluation Team found evidence that catalogs and promotional materials, including the school's web site, included the required language describing NAAB accreditation as required by the *NAAB Conditions for Accreditation*.

2012 Visiting Team Assessment: The team is in concurrence with the findings of the 2008 Focused Evaluation Team Report, which found this requirement to be met for both the B. Arch. and M. Arch. programs. This condition is now addressed in *Part II.4 - Public Information*

2004 Criterion 13.9, Non-Western Traditions (M. Arch only): *Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

Previous Team Report (2006): B Arch: While there is evidence of the traditions of Asia and Africa being presented to the students, a stronger emphasis on the canons and traditions of Central and South America should be added to the curriculum, especially given the large Hispanic community at the school.

M Arch: Not met. While there is a strong international student and faculty presence in the school, there is no evidence in the M Arch 1 courses that non-Western canons and traditions are specifically addressed in the curriculum.

2008 Focused Evaluation Team Assessment:

The Focused Evaluation Team found Criterion 13.9, Non-Western Traditions, considered "Well Met" for the M. Arch based upon evidence found in the following courses: CS2100 Architecture Culture 1.

2012 Visiting Team Assessment: The team found this criterion is "Met" in the M. Arch program. 13.9 Non-Western Traditions is now addressed in SPC A.9 *Historical Traditions and Global Culture*. (See A.9 *Historical Traditions and Global Culture* for additional comments).

2004 Criterion 13.10, National and Regional Traditions (M. Arch only): *Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*

Previous Team Report (2006): M Arch: Not met. The use of Los Angeles as a laboratory is prominent in the culture of the school, as well as exercises employing Case Study Houses as

precedents in the M Arch 1 program, but the understanding of national and regional traditions is not evident in the M Arch 2 program.

2012 Visiting Team Assessment: The team found this criterion is “Met” in the M. Arch program. 13.10 National and Regional Traditions is now addressed in SPC A.9 Historical Traditions and Global Culture. (See A.9 Historical Traditions and Global Culture for additional comments).

2004 Criterion 13.14, Accessibility: *Ability to design both site and building to accommodate individuals with varying physical abilities*

Previous Team Report (2006): This criteria was not met at the time of the 2000 visit, and remains unmet. The Design Documentation courses are the primary means by which the school intends to address this criteria, but there was scant evidence submitted to the team

2008 Focused Evaluation Team Comments

The Focused Evaluation Team found Criterion 13.14, Accessibility considered “Well Met” for both the B Arch and M Arch programs based upon evidence found in following studios and/or courses:

B Arch: Undergraduate Comprehensive Design Sequence
DS1031 3B Studio, Dynamic Architectural Systems: Anabolic, Metabolic, Catabolic
Comprehensive Design Part 1

M Arch: DS1101 1GB Studio, Fundamental Architectural Principles 2:
Organizational Systems
DS1200 2GAX Studio, Indeterminate Architecture.

The FE Team was particularly impressed with the myriad of issues students were required to address in the comprehensive design sequence. Part 2 of the sequence requires students to address and resolve the various complex issues associated with their individual Part 1 design solutions. Included in those issues to be resolved are site and building accessibility.

2012 Visiting Team Assessment: The team is in concurrence with the findings of the 2008 Focused Evaluation Team Report, which found this requirement to be met for both the B. Arch. and M. Arch programs. This criterion is now addressed in *B.2 Accessibility*.

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

Previous Team Report (2006): While there is limited presentation of life-safety concerns in selected syllabi, there is no evidence of student understanding in the coursework presented to the team.

2008 Focused Evaluation Team Comments

The Focused Evaluation Team found Criterion 13.20, Life-Safety considered “Well Met” for both the B Arch and M Arch programs based upon evidence found in following studios and/or courses:

B Arch: Undergraduate Comprehensive Design Sequence
DS1031 Studio, Dynamic Architectural Systems: Anabolic, Metabolic,
Catabolic Comprehensive Design Part 1
AS3041 4A Design Documentation Comprehensive Design Part 2

M Arch: DS1101 1GB Studio, Fundamental Architectural Principles 2:

Organizational Systems
DA1200 2GAX Studio, Indeterminate Architecture.

Similar to the comments noted for criterion 13.14 – Accessibility, the comprehensive design studio sequence was utilized as the vehicle to introduce students to a building's life-safety components. While at varying levels, each comprehensive design studio project evidenced the student's understanding of calculating building occupant load, defining the means of egress path to travel, and sizing egress corridor, door, and stairwell widths. The student work presented provided convincing evidence that students were beyond the "understanding" level with regard to life-safety issues.

2012 Visiting Team Assessment: The team is in concurrence with the findings of the 2008 Focused Evaluation Team Report, which found this requirement to be met for both the B. Arch. and M. Arch. programs. This criterion is now addressed in *B.5 Life Safety*.

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

Previous Team Report (2006): There is marginal evidence of student awareness of AIA standard estimates by phase, but no demonstration of understanding. Other courses noted as complying with this criterion provided no evidence in support.

2008 Focused Evaluation Team Comments

The Focused Evaluation Team found Criterion 13.25, Construction Cost Control, "Met" for both the B Arch and M Arch programs based upon evidence found in the following studios and/or courses:

B Arch: AS3040 4A Design Documentation Comprehensive Design Part 2
AS3050 5A Environments: Contracts, Liability, Business Models

M Arch: AS3230 2GB/2GBX Design Documentation: Analysis and Development
DS3230 3GA/3GAX Professional Practice Environments: Contracts, Liability, Business Models

Both the undergraduate and graduate course in Practice Environments cover the subject in several different course lectures and assignments. Construction Cost Control is also discussed in the comprehensive design studio sequence on an individual basis with students relative to their studio projects.

2012 Visiting Team Assessment: The team is in concurrence with the findings of the 2008 Focused Evaluation Team Report, which found this criterion to be met for both the B. Arch. and M. Arch. programs. This criterion is now addressed in *B.7 Financial Considerations*.

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

Previous Team Report (2006): While there is a high level of accomplishment in certain parts of the comprehensive design criterion, notably the overall design quality and the level of the building

envelope, there is minimal evidence of ability to address other components, including life-safety systems, mechanical systems, and building assemblies. The team recommends that the school examine the process by which the Comprehensive Design projects are carried out, and whether a team model could be more effective than individual student projects.

2008 Focused Evaluation Team Comments

The Focused Evaluation Team found Criterion 13.28, Comprehensive Design considered “We” Met” for both the B Arch and M Arch programs based upon evidence found in following studios and/or courses:

B Arch: Undergraduate Comprehensive Design Sequence
DS1031 3B Studio, Dynamic Architectural Systems: Anabolic, Metabolic, Catabolic
Comprehensive Design Part 1
AS3041 4A Design Documentation Comprehensive Design Part 2

M Arch: DS1120/DS1200 2GA/2 GAX Studio
AS3122 2GB/2GBX Design Documentation: Analysis and Development

As noted in the 2006 team comments, there is a very high level of accomplishment in the student work at SCI-Arc. As evidence by the student work presented in support of this criterion, the FE Team feels the program and its faculty are well equipped to challenge students to transform their design ideas into comprehensive design projects. The student work presented was extraordinary complex at both the undergraduate and graduate levels, with thoroughly thought out solutions to all the criteria items for Comprehensive design. The coordination between the comprehensive design and the design development studios are more intentional and closely integrated than during the previous visit. The design development studio is no longer a stand-alone course.

2012 Visiting Team Assessment: There continues to be a very high level of accomplishment in the design studios, applied studios and visual studies programs. The overall design quality is exceptional, in site design, structural innovation and envelope design, the tectonic invention and material innovation has very few peers. What is clear since the 2006 visit is that the school has put in place a structure to address comprehensive design in an equally advanced level. What is particularly worth noting is the rigor in the material research that remains in the Design Development classes where the students have the freedom to adjust their designs and explore execution in different materials or different configurations when the original selection or arrangement is determined not to function as planned. Additional comments are found in *B.6 Comprehensive Design*.

2004 Criterion 13.31, Professional Development: Understanding of *the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers*

Previous Team Report (2006): There is no reference to professional development in the course syllabi, and no examples of student understanding were provided.

2008 Focused Evaluation Team Comments

The Focused Evaluation Team found Criterion 13.31, Professional development “Met” for both the B Arch and M Arch programs based upon evidence found in following courses:

B Arch: AS3041 4B Design Documentation Construction Documents
AS3050 5A Practice Environments: Contracts, Liability, Business Models

M Arch: AS3130 3 GA Practice Environments: Contracts, Liability, Business Models
AS3230 3GAX Practice Environments: Contracts, Liability, Business

Material presented in the Team Room indicated SCI-Arc's academic counselor had taken lead as the IDP Educator Coordinator. In addition to the Team Room information, the FE Team had the opportunity to discuss internship issues with the students, faculty and the Educator Coordinator. Several positive steps were discussed including bringing representatives from the California Board of Architects to the campus to review California's Intern Development Program and licensing process, as well as personally discussing with new students their participation in CIDP. The role of internship is also reviewed in the Practice Environments and studio courses.

2012 Visiting Team Assessment: The team is in concurrence with the findings of the 2008 Focused Evaluation Team Report, which found this criterion to be met for both the B. Arch. and M. Arch. programs. This criterion is now addressed in *Realm C: Leadership and Practice*

2004 Criterion 13.33, Legal Responsibilities: Understanding of *the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws*

Previous Team Report (2006): While there are references to selected components of the laws that affect building and professional practice, there is little demonstration of understanding on the part of the students to the broad array of legal responsibilities an architect oversees.

2008 Focused Evaluation Team Comments

Focused Evaluation Team found Criterion 13.31, Professional Development "Met" for both the B Arch and M Arch programs based upon evidence found in following courses:

B Arch: AS3041 4B Design Documentation Construction Documents
AS3050 5A Practice Environments: Contracts, Liability, Business Models

M Arch: AS3130 3 GA Practice Environments: Contracts, Liability, Business Models
AS3230 3GAX Practice Environments: Contracts, Liability, Business

Both the undergraduate and the graduate courses in Practice Environments cover the legal responsibilities of the architect in course lectures, assignments, and test material. This information is also discussed in the Design Documentation course.

2012 Visiting Team Assessment: The Team is **NOT** in concurrence with the findings of the 2008 Focused Evaluation Team Report, which found this criterion to be met for both the B. Arch. and M. Arch. programs. This criterion is now addressed in *C.7 Legal Responsibilities*.

Previous FE Team Report (2009):

1.3 Causes of Concern

2006 Team Comments – Causes of Concern

-Defined procedures and policies:

SCI-Arc's legacy of flexibility leads to the perception that everything is "in process," without reaching a point of final resolution. There is a need for stability, or at least the expectation of stability on the part of the students, in the curriculum and administrative procedure that deal with courses. This is similar to the stability in governance procedures recently achieved by the BOD and Director: it needs to apply to the academic components of the school as well.

-Institutional assessment procedures:

There is a need for clear understanding of the institutional assessment methods, particularly how outcomes are reached and the expectations that derive from them. As the school enters its third generation, it must acknowledge that student expectations are different from earlier periods, and that "pushback" may be a marker of the need for clear lines of information and accountability. The old ethos – "we live by our wits" – may need to be transformed in the future.

-Studio Culture:

While there are strong components of the existing studio culture at SCI-Arc, such as the importance of design and the level of collaboration, there are also issues to address. The strong legacy of the design studio as the primary (even singular) locus of creativity needs refinement, primarily to address issues of time commitment of the part of students, and secondarily to ensure that respect for others in the studio environment be maintained at all times.

-Monoculture

The ethos of the school to participate at the cutting edge of design today is welcome, but also can lead to a single-minded embrace of contemporary trends without enough reference to precedent and context. This is particularly worrisome given a faculty hiring procedure that is largely dependent on networking among a limited pool of candidates. The school would be well served by diversifying its hiring procedures so that a broader search – representing different design backgrounds and teaching pedagogies – results.

2008 Focused Evaluation Team Comments: While this visit was primarily focused on the Conditions and Student Performance Criteria identified in the 2006 Visiting Team Report as "Not Met," the FE Team specifically met with faculty and students to discuss the issues noted in the "Causes of Concern" (listed above). It was apparent from the discussions that SCI-Arc has made progress in each of the concern areas; however, the team recommends SCI-Arc continue to respond to these areas in their Annual Report until their next accreditation visit.

2012 Visiting Team Assessment: Defined procedures and policies:

The team found that procedures and policies were adequately addressed in the APR and the documents provided in the team room. In addition, the awareness and use of these procedures and policies were confirmed during the visit. This is no longer a concern.

Studio Culture:

The team found clear evidence that a Studio Culture Policy exists and that it is an actively used document by the school. This is no longer a concern. For additional comments, see *1.1.2 Learning Culture and Social Equity*.

Monoculture:

Faculty diversity remains a concern despite the aggressive efforts the program has instituted since the 2006 visit. For additional comments see *Causes for Concern: Faculty Diversity*.

II. Compliance with the Conditions for Accreditation

(Note, every assessment should be accompanied by a brief narrative. In the case of SPCs being Met, the team is encouraged to identify the course or courses where evidence of student accomplishment was found. Likewise, if the assessment of the condition or SPC is negative, please include a narrative that indicates the reasoning behind the team's assessment.)

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

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 is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

[X] The programs have fulfilled this requirement for narrative and evidence

2012 Team Assessment: The program history and mission was provided in the SCI-Arc 2011 APR. Evidence of their pursuit of these statements was provided in the discussion with the directors, chairs, faculty, staff, and administration.

I.1.2 Learning Culture and Social Equity:

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

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

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

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

has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.

[X] The programs have demonstrated that they provide a positive and respectful learning environment.

[X] The programs have demonstrated that they provide a culturally rich environment in which each person is equitably able to learn, teach, and work.

2012 Team Assessment: The school has demonstrated that they have current documents reflecting the school's healthy and productive learning environment. The 2011 Studio Culture Policy is available online at My-SCI-Arc while the annually issued Student Handbook has sections on Registration Policies, Grading and Academic Progress and Academic Integrity Policies as well as a segment describing Special Accommodations. All stakeholders were aware of the documents and familiar with the contents.

These documents are informally confirmed in daily discussions between colleagues. It was noted by the team that the school's populace feels valued; the faculty are optimistically cohesive, the administration and staff deft, while the students, at the heart of the institution, are empowered by the open discourse. The school, its faculty, staff and students are shepherded through a year of debates, conversations, presentations, lectures and exhibits crafted to educate the current constituency about history in order to envision a future. Animated discussion breeds strong alliances between studios and years. Student and faculty-run lecture series allow for questions and response. Site-specific exhibits by faculty simultaneously create research platforms for developing practices while providing valuable opportunities for students to critique their professors' work.

An ongoing development opportunity for staff, faculty and administration is available for continuing education, symposia and professional conventions. The faculty is well remunerated in a local comparison and is supported regardless of their teaching load or contract duration. As evidenced at the visiting team's faculty meeting, there was little differentiation between full- and part-time faculty. All members participate in the governance of the school and all have an opportunity to shape the curriculum. As one part-time faculty member testified when asked if a two-year contract was an issue, "I will place my chances with SCI-Arc any day" as it enriches the critical synergy between teaching and practice. On a cautionary note, the team felt to sustain the school's non-hierarchical model, established teachers must recognize the responsibilities for new ones.

The student body is a diverse international group with wide-ranging life experience. The student leadership is equally divided between the programs and mirrors the culturally and economically varied student body. The Council has an elected representative from each design studio with regularly scheduled meetings. Ad hoc meetings are held on an as-needed basis with the administration. Students feel that the administration grants requests when it is within their power to do so; in turn, the administration indicated that student requests are mostly reasonable.

Individual accommodations are made when requested and have included hearing aids, individual instruction in addition to writing skills courses.

There is an expectation that the new Design Immersion Program for local high school students will cultivate talent from the inner-city community and in time will expand the range within the matriculated student body. As noted elsewhere, there is a continued need to expand diversity within the school's leadership. While the team noted the faculty diversity plan, team members felt it could be complemented by other opportunities. Guest critics, guest lecturers, and other short-term approaches might be considered as an interim measure. In addition, it was noted that there

is an opportunity to increase the racial and gender representation on the board, reinforcing the nimble, non-hierarchical coalition that is the treasured legacy of the school.

The team recognized SCI-Arc's independence from expected known "norms" and "truths" of education. Its rigor and strength comes from the tension of bending rules. That, in turn, breeds a communal certainty that risk is a part of successful outcome. Likewise, it is an accepted certainty within the school that failure is a tolerable conclusion in an educational model of speculation. The team supports this, but noted that faith in the experiment is then a necessary component for a successful product. Experimentation is hard to institutionalize and needs careful balance between controls and independence, between precedent and invention. In an age of expansive bureaucracies, SCI-Arc has maintained a compact administration unafraid to take calculated risks and to move as slowly or rapidly as the times dictate. We support the flexibility of the academic structure as long as the burdens of running the school are realistically sustainable.

1.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

- A. Architectural Education and the Academic Community.** That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.¹ In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The programs are responsive to this perspective.

2012 Team Assessment: Sustaining a vibrant institutional culture in an architecture school is something alchemical; there is no exact science to its creation and maintenance. SCI-Arc has matriculated from the infant rebel to established citizen while maintaining a culture of experimentation. Its current strength is communication; fostered by a nimble, compact administration, an invested faculty and by a strong-minded student body. All members of the academic community indicate that their "voice" is heard. The school thrives on agility, responding to requests that are creatively assessed and implemented regardless of whether the support is for individual development or school wide forum.

All constituencies of the school acknowledge that community engagement and scholarship are celebrated. For example, the student initiated Solar Decathlon with Cal Tech was supported by the faculty through extracurricular mentorship, elective design studios; by the administration through fundraising initiatives and by the shop staff's technical expertise. The communal effort resulted in a celebrated entry to the 2011 international competition and perhaps most significantly by a successful student-led campaign to retain the ten-day exposition on the National Mall.

The full- and part-time faculty at SCI-Arc is expected to meet their respective teaching loads and to engage in research/creative work. The vast majority head practices which concentrate on research and pull their relevant areas of inquiry into the academic environment. The result is an amalgamation of innovative studios, public lectures, site-

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

specific exhibits and informal exchanges, which convert aspirations into materially realized projects at multiple scales of representation.

The directors and faculty of the institution drive the curriculum. It is assessed and amended on a yearly basis. While the core curriculum is modestly adjusted the advanced coursework fluctuates in response to local political developments, emerging technological innovation and contemporary cultural exchange. Both full- and part-time faculty participate in committees and are well-informed members of the school self-assessment process.

Students actively participate in the governance of the school. A student serves on the Board of Directors. A member of each studio elects a member to the Student Council that reports regularly to the administration.

SCI-Arc is a not-for-profit standalone institute with accredited Bachelor of Architecture and Master of Architecture degrees along with two nonaccredited post-professional degree programs that result in a Master's of Design Research. Additionally there are two other nonaccredited programs that run during the summer session: Making and Meaning, an introduction to the principles of architecture, and Design Immersion Days, a 4-week course for high school students interested in exploring a career in environmental design or architecture.

- B. Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The programs are responsive to this perspective.

2012 Team Assessment: The students of SCI-Arc are dedicated to the program's rigorous, traditional, studio-centered education. They also acknowledge the vast resources available during their studies at SCI-Arc, including state-of-the-art technology, domestic/international travel opportunities, and a high-caliber faculty. The immense importance that is put on the physical experimentation and exploration from the administration by the students is shown through a wide range of installations throughout the quarter-mile facility, which encourages students to create work that will outlast their short stay at SCI-Arc.

Students have recently updated the Studio Culture policy and agree that although the program is extremely time-consuming, the work environment is healthy and productive.

Since the current building has been recently acquired by the program, the students are excited about the new possibilities and planned projects to enhance the facility. Students have put in formal requests with the faculty to develop some sort of green space, including Student Union's design for outdoor seating/garden.

The large breadth of professional faculty not only provides the students with a well-rounded foundation but also professional opportunities following their time at SCI-Arc. They are also presented opportunities to work within the community of Los Angeles as well as various sites around the world. Very few students sought out employment opportunities while studying at SCI-Arc due to the intense schedule.

Despite the fact that three different accredited degree programs exist within SCI-Arc, the student body acts as a whole and feels that there is little hierarchy between the three programs, which creates a cohesive studio culture that stimulates and fosters an emphasis on creativity and

design. In the 2006 accreditation it was mentioned that the students were uncomfortable talking with the administrators. This seems to have been erased, as the students now exude confidence when addressing their administrators/faculty. The resulting in communication between the two is more frequent and less formal.

There is a level of internal competition that exists within SCI-Arc student body, and although this competition encourages students to continually raise the bar, it was brought to our attention that this competition is also a financial concern to some students. The obligation to produce physical work is a monetary burden as are self-funded trips around the country and world.

The Student Union, a committee of students representing each year and program, acts as the voice of the students with the faculty and also a foundation to organize extra-curricular events for students. This relationship between the student representatives seems to have been addressed since the previous visit and responses to students concerns are reported to be immediate within the administration's powers. Because there isn't a national organization present, such as AIAS or NOMA, the student body recognizes that they lack connection with their peers in other architectural programs, and this connection is being sought out by the student representatives. The representatives of the student body indicate that there is a lack of time for organizations such as AIA.

The students at SCI-Arc are able to go to their administration with comments and concerns, and are able to get a quick response and resolution

- C. Architectural Education and the Regulatory Environment:** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The programs are responsive to this perspective.

2012 Team Assessment: The programs address regulatory issues in several venues: 1) Yearly orientations for new students and follow-up seminars, which are mandatory. These are taught by licensed professionals currently sitting on the California Architects Board (CAB). 2) The staff IDP Coordinator reviews the IDP requirements and implications yearly and briefs students on required practice activities that lead to taking the Architect Registration Exam. 3) Normal course offerings include sections on state licensing laws, the functions of the CAB and duties and responsibilities of licensees.

Architectural Education and the Profession: That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

[X] The programs are responsive to this perspective.

2012 Team Assessment: SCI-Arc has built an engaged faculty that is deeply connected to practice and who infuses the school with new and relevant trends in global practice, deeply influencing the students and the curriculum. The core curriculum has benefited from changes to introduce the design development classes for both B. Arch and M. Arch students, providing a rich

environment for students to further their designs and experience collaborative work in teams. The commitment to sustainable design, building envelope design, building systems, and materials and assembly techniques is exceptional, especially in the B. Arch program. Students have opportunities through their core classes and even more through electives to connect with real clients and their local community. Many expressed excitement regarding opportunities to engage with practice through internships and to one day be licensed architects.

- D. Architectural Education and the Public Good.** That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The programs are responsive to this perspective.

2012 Team Assessment: It was evident that the school's role in the community has been dramatically advanced since the purchase of the freight depot in 2011. This has institutionalized what is clearly a cultural strength of the school to promote community activism. There are several projects that have occurred in or near the school that provide evidence of this. The solar decathlon, Shelter for LAMP, the LARABA project and tent shelters for skid row homeless are just a few of the examples. The course work reflects these both in the program types used in the design studio as well as the role of the architect to advocate innovative uses of sites is clearly a value that is taught and tested throughout the curriculum in both programs. The Katrina park project was particularly interesting in how a group of students could organize themselves to execute a project in the public realm with very few resources except their own creativity.

1.1.4 Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

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

2012 Team Assessment: This Condition is "**Met with Distinction.**" The program is commended for its healthy relationship between the administration and its board. The board maintains a strategic and long-range point of view, which guides the overall direction of the school but, appropriately, does not direct the staff related to curriculum development or other operational issues. The recent acquisition of the building provides a strong platform for further extension of the school's goals for development, alumni engagement, and community outreach.

1.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*

- *Review and assessment of the focus and pedagogy of the program.*
- *Institutional self-assessment, as determined by the institution.*

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

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

2012 Team Assessment: This condition was “**Met with Distinction.**” The team was impressed with the multiple means by which the program assesses itself. The program has identified a four-step approach to self-assessment: 1) identify need for change; 2) build tools for change; 3) develop plans for change; and 4) review, discuss, approve and implement change. This process fully engages students, faculty, staff, administrators, alumni, and the Board of Trustees at all levels.

The program performs curricular reviews from three perspectives: above, below, and across. From above, the student outcomes and faculty teaching are reviewed by the directors and the undergraduate and graduate chairs. From below, course evaluations are conducted with input from students as well as from the Academic Council. From across, faculty engages in self-assessment and peer reviews and solicit input from outside critics. It was clear from the team discussions with faculty, students, and staff that all are fully vested in the self-assessment process.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- **Faculty & Staff:**
 - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions².*
 - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
 - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
 - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
 - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are adequate for the programs

2012 Team Assessment:

- The SCI-Arc faculty, both full-time and part-time, is appropriate to support student learning and achievement. The body of work exhibited in the team room and throughout the building was impressive.
- The team reviewed the EEO/AA policies of SCI-Arc and found them to be consistent with other institutions of higher learning.
- The workload of the faculty is balanced in such a way to ensure that students are provided with adequate opportunities to achieve their academic goals and to allow faculty to remain active in their professional practices.
- The IDP coordinator was identified and the students know who the coordinator is and are aware of the role the coordinator plays. The coordinator regularly attends the IDP coordinator training.
- Regular faculty at SCI-Arc is hired on a two-year contract, and there is no tenure process. Policies that govern reappointment are listed in the faculty handbook and were available on the SCI-Arc web site at the time of the visit.

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

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

² A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

2012 Team Assessment: Students are active, engaged, and well informed. The team encountered documents in the team room that described the program's policies regarding admissions procedures, financial aid, scholarship procedures, and diversity initiatives. The team was impressed with the commitment of faculty to support students through both organized and ad hoc learning opportunities outside the classroom and studio. Faculty members support their involvement in the selection of lecturers, participation in the Solar Decathlon, Student Union, and various community outreach activities. .

1.2.2 Administrative Structure & Governance:

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

[X] Administrative Structure is adequate for the programs

2012 Team Assessment: The submitted APR provided the essential information for the positive assessment of this condition, primarily the organizational charts and position descriptions. This information was animated and amplified by the team's interactions with the administration throughout the visit, from Institute director/CEO to director of academic affairs to program directors to study area coordinators to the administrative staff. The Institute has benefited from the observations and advice of the previous NAAB accreditation visits and from the regional accrediting body regarding the strengthening, clarification, and organization of the administrative structure.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

[X] Governance opportunities are adequate for the programs

2012 Team Assessment: The APR provided the essential information for the positive assessment of this condition, primarily the summaries of opportunities for governance and participation. This information was animated and amplified by the team's interactions with the faculty, staff, and students throughout the visit.

1.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical Resources are adequate for the programs

2012 Team Assessment: The program is housed in a unique facility—a renovated concrete-framed railroad freight depot located east of downtown Los Angeles. The quarter-mile-long, eighty-foot-wide structure forces circulation to past studios, presentation spaces, gallery areas, and supporting administrative functions and terminates at the library at the north end of the building and the shop facilities at the south. The flow allows for frequent interactions between undergraduates and graduates, between faculty and students, and between individual studios. The resulting dialog is healthy and is critical to the program's goal of encouraging team efforts and the Institute's mission to rethink

assumptions, create, explore and test the limits of architecture. Sound control and attenuation is a challenge in this facility; however, accommodation is generally made to allow work to progress.

The team found the facility to be excellent for its purpose and satisfactorily sized for the current student population. Environmental, security, and life safety systems are adequate and well maintained. Shop facilities are extensive and well staffed offering vacuum forming, C/C milling/laser cutting, and 3D printing equipment in addition to material processing equipment (saws, planners, etc.). Safety is a very high priority evidenced by mandatory training and enforcement of shop rules.

Computer/I.T. infrastructure supports the mission of the school. Capital expenditure planning is ongoing with a phased hardware replacement program. A school-wide backbone is installed and a wireless network is in place. State-of-the-art printing facilities are provided for students at reduced costs. PC and Mac labs are adjacent to the studios and are equipped with a wide complement of associated software. Students supply their own computers in the studios, and financial aid is granted to those in need of equipment. Much of the student software is subsidized by the software suppliers and is state-of-the-art. Administrative software has been implemented for tracking student progress.

The stated and realized goal to hire design faculty with professional practices reduces the need for faculty offices; the faculty presently cohabitates with students in their respective studios. Both faculty and students indicate this arrangement works well given the quality and frequency of the resulting interactions. Adequate and functional offices are provided for administrative and operational staff.

Parking is immediately adjacent to the facility and is fenced, monitored, and controlled. Additional outdoor space is available and is utilized for larger experimental faculty and student projects that are created on a yearly schedule.

The only off-campus facility is a close-by supply store that sells model-making materials. Under construction are new facilities to house the print shop that will free additional space in the main building.

A campus-wide master plan is targeting the growth of the student body, resulting housing needs, and anticipated expansion of support facilities. A first phase to expand studio space is imminent.

1.2.4 Financial Resources: *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial Resources are adequate for the programs

2012 Team Assessment: The APR fiscal reports and narratives outline the general financial health of SCI-Arc, both at the current moment and in the forecasted five-year period. The purchase of the building has stabilized the institution's financial health and now provides real dividends: an endowment that is building with each year. A dedicated COO/CFO provides prudent management. The addition of a development director and alumni relations director and the productivity of their work are important elements in this plan.

Given this picture of financial health, the team notes three financial issues related to the support of student learning and achievement for the Institute's consideration: one, the provision of student health-care insurance; two, the enhancement of student financial aid; and three, the desirability of greater leisure space for students.

The team noted that the current Board of Directors is engaged and present. Meetings are well attended, and directors participate in the daily life of the school. The continued counsel and engagement of the Board of Directors to support the continued financial success of the school will be essential.

1.2.5 Information Resources: *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

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

[X] Information Resources are adequate for the programs

2012 Team Assessment: The students and faculty have access to information resources through a variety of sources including the physical on-site library, an extensive online collection of ebooks and other indexes, and other libraries throughout the greater Los Angeles area. The faculty regards the library staff as supportive, citing innovative projects such as the digitization of past lectures through an ongoing Getty Foundation grant and proactive and fast response to book acquisition requests. Students can access the library catalog from any computer connected to the school's IP address. The library link through the sciarc.edu page also provides students with many downloadable study guides and other useful materials. The librarian has been responsive to current evolution of the program by actively acquiring more general studies titles for students and faculty as well as frequently directing library orientation sessions with students. Students repeated a concern, noted by the 2006 visiting team, that the catalog is not up to date and books are frequently not on the shelf when listed as available in the catalog. Students also expressed an interest in having the library open more hours to provide quiet working space outside of the studio and access to materials when needed.

PART I: SECTION 3 – REPORTS

1.3.1 Statistical Reports³. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

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

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

2012 Team Assessment: As required in the 2009 Conditions for Accreditation the statistical reports were provided in the APR and in the team room during the visit.

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

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

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

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

Evaluation Program Report *and* Focused Evaluation Team Report, *including appendices and addenda should also be included.*

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information

2012 Team Assessment: Annual reports from 2006-2010 were provided by the program in the team room and in the library. In addition to the reports, copies of the Focused Evaluation and the Focused Evaluation Team Report were provided in the APR, team room and in the library. The Focused Evaluation Program Report was provided in the team room and the library.

1.3.3 Faculty Credentials: *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

In addition, the program must provide evidence through a faculty exhibit⁴ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2012 Team Assessment: Faculty credentials were provided for both full-time faculty and adjunct faculty. Their range of experiences and knowledge was appropriate to ensure student achievement.

⁴ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3

2012 Team Assessment: The policy documents were provided in the team room and were responsive to the requirements of the 2009 Conditions for Accreditation, Appendix 3.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

Realm A: Critical Thinking and Representation:

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

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

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Criteria A.1. Communication Skills is considered "Met" based upon evidence found in the following studios and/or courses:

B. Arch

| | |
|--------|---|
| CS2020 | History of Architecture 2: Renaissance to Enlightenment |
| CS2040 | Introduction to Critical Studies |

M. Arch

| | |
|--------|-------------------------------------|
| CS2100 | Architecture Culture 1 |
| CS2120 | Rise and Fall of Theory Vanguardism |
| CS2200 | Modern, Postmodern, Supermodern |
| CS2201 | Design Intelligence |

The team noted that the number of misspelled words on drawing exhibits was very distracting to the balance of otherwise high quality presentations. Quality assurance efforts are needed in this regard.

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] Well Met

M. Arch

[X] Well Met

2012 Team Assessment: Criterion A.2 Design Thinking Skills is considered to be “**Met with Distinction**” based upon evidence found in the following studios and/or courses:

B. Arch

DS 1021 Framework Programs

M. Arch

DS 1101 Fundamental Architecture Principles 2: Organizational Systems

DS 1200 Indeterminate Architecture

A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*

B. Arch

[X] Met

M. Arch

[X] Met

2012 Team Assessment: Criteria A.3. Visual Communication Skills is considered to be “**Met with Distinction**” based upon evidence found in the following studios and/or courses.

B. Arch

DS1011 Conceptual Strategies for the Physical World

DS1021 Frameworks & Programs

M. Arch

DS1100 Fundamental Architectural Principles 1: Elements of Space

DS1101 Fundamental Architectural Principles 2: Organizational Systems

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

B. Arch

[X] Met

M. Arch

[X] Met

2012 Team Assessment: Criteria A.4. Technical Documentation is considered “**Met**” based upon evidence found in the following studios and/or courses:

B. Arch

AS3040 Design Documentation: Analysis & Development

DS1030 Field Operations: Static Architectural Systems

M. Arch

AS 3123 Advanced Building Systems: Sustainability and Complex Envelopes

AS 3122 Design Documentation: Analysis and Development

| | |
|--------|---|
| DS1120 | Architecture's Intervention 1: Context and Territory |
| DS1121 | Architecture's Intervention 2: Urbanism, Landscape and Infrastructure |
| AS3222 | Design Documentation: Analysis and Development |
| DS1201 | On Forms of Tectonics and Cellular Aggregation |

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Criterion A.5 Investigative Skills is considered "Met" based upon evidence found in the following studios and/or courses:

| | |
|---------|-------------------------------|
| B. Arch | |
| DS1031 | Dynamic Architectural Systems |
| CS2050 | Thesis Studio Preparation |

| | |
|---------|--|
| M. Arch | |
| DS1021 | Frameworks & Programs |
| DS1120 | Architecture's Intervention 1: Context and Territory |
| DS1201 | On Forms of Tectonics and Cellular Aggregation |
| CS2410 | Thesis Preparation: Research Strategies |

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Criterion A.6, Fundamental Design Skills is considered "Met" based upon evidence found in the following studios and/or courses:

| | |
|-----------------------|--|
| <u>B. Arch</u> | |
| DS1011 | Conceptual Strategies for the Physical World |
| DS1020 | Formworks, Sites & Contexts |

| | |
|-----------------------|--|
| <u>M. Arch</u> | |
| DS1100 | Fundamental Architectural Principles 1: Elements of Space |
| DS1101 | Fundamental Architectural Principles 2: Organizational Systems |
| DS1200 | Indeterminate Architecture |
| DS1201 | On Forms of Tectonics and Cellular Aggregation |

A. 7. Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Criterion A.7, Use of Precedents is considered “Met with Distinction” based upon evidence found in the following studios and/or courses:

B. Arch

DS1030 Field Operations: Static Architectural Systems
DS1031 Framework and Programs
AS3033 Tectonic: Construction, Assembly and Detail

M. Arch

DS1200 Indeterminate Architecture
DS1120 Architecture's Intervention 1: Context and territory
DS1121 Architecture's Intervention 2: Urbanism, Landscape and & Infrastructure

A. 8. Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two-and three-dimensional design.

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Criterion A.8 Ordering Systems Skills is considered “Met” based upon evidence found in the following studios and/or courses:

B. Arch

DS1011 Conceptual Strategies for the Physical World
DS1020 Formworks, Sites & Contexts

M. Arch

DS1100 Fundamental Architectural Principles 1: Elements of Space
DS1101 Fundamental Architectural Principles 2: Organizational Systems
DS1120 Architecture's Intervention 1: Context and Territory
DS1200 Indeterminate Architecture
DS1201 On Forms of Tectonics and Cellular Aggregation

The program continues to demonstrate and develop strong ordering systems skills in regards to both two- and three-dimensional design.

A. 9. Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including

examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Criterion A.9 Historical Traditions and Global Culture is considered “Met” based upon evidence found in the following studios and/or seminars:

B. Arch

CS2012 History of Architecture 1: Prehistory to Middle Ages
CS2020 History of Architecture 2: Renaissance to Enlightenment
CS2022 History of Architecture 3: Modernism in Literature, Art and Film

M Arch

CS2100 Architecture Culture 1
DS1200 Indeterminate Architecture

A. 10. Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

B. Arch
[X] Met

M. Arch
[X] Not Met

2012 Team Assessment: Criteria A.10 Cultural Diversity is considered “Met” in the B. Arch program based upon evidence found in the following studios and/or courses:

B. Arch

CS2020 History of Architecture 2: Renaissance to Enlightenment
CS2021 Humanities 2: Renaissance to Enlightenment

Criteria A.10 Cultural Diversity is considered “Not Met” in the M. Arch program based upon insufficient evidence found in the following studios and/or courses. Neither course adequately addresses the specifics of the SPC as described above:

M. Arch

CS2100 Architecture Culture 1
CS2201 Design Intelligence

A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

B. Arch

[X] Met

M. Arch

[X] Met

2012 Team Assessment Criterion A.11, Applied Research is considered **“Met with Distinction”** based upon evidence found in the following studios and/or courses:

B. Arch

DS1031 Dynamic Architectural Systems

M. Arch

DS1201 On Forms of Tectonics and Cellular Aggregation

DS1121 Architectures Intervention 2: Urbanism, Landscape and Infrastructure

Realm A. General Team Commentary: The program demonstrates a very high level of accomplishment in the design studios, applied studios and visual studies programs. The overall design quality is exceptional, in site design, structural innovation and envelope design, the tectonic invention and material innovation has very few peers. The skills exhibited in the student work and presented for the criterion in *Realm A* affirmed that the students in the three professional programs have the capacity to apply research, gather information and ideas for design thinking; to think abstractly and communicate abstract ideas in a coherent manner.

The criterion within Realm A that the team considered “met with distinction” are: A.2 Design Thinking Skills, A. 4 Visual Communications, A.7 Use of Precedents, and A.11 Applied Research.

The identified B. Arch courses in A.9 Historical Traditions and Global Culture demonstrate how an SPC can be achieved and coordinated across multiple faculty, often a challenge for programs to achieve.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Criterion B.1, Pre-Design, is considered “Met” based upon evidence found in the following studios and/or courses:

B. Arch

| | |
|--------|--|
| DS1031 | Dynamic Architectural Systems |
| AS3040 | Design Documentation: Analysis and Development |
| AS3041 | Design Documentation: Construction Documents |

M. Arch

| | |
|--------|--|
| DS1121 | Architectures Intervention 2: Urbanism, Landscape and Infrastructure |
| DS1120 | Architecture's Intervention 1: Context and Territory |
| AS3122 | Design Documentation: Analysis and Development |

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Criterion B.2, Accessibility, is considered “Met” based upon evidence found in the following studios and/or courses:

B. Arch

| | |
|--------|--|
| AS3122 | Design Documentation: Analysis and Development |
| DS1031 | Dynamic Architectural Systems |

AS3040 Design Documentation: Analysis and Development
 AS3041 Design Documentation: Construction Documents

M. Arch

DS1200 Indeterminate Architecture
 AS3122 Design Documentation: Analysis and Development
 AS3222 Design Documentation: Analysis and Development

B. 3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Criterion B.3, Sustainability, is considered “**Met with Distinction**” in the B. Arch program based upon evidence found in the following studios and/or courses. The resonance of studio and course work was powerful and the case study method of AS3032 was admirable in its thoroughness and clarity:

B. Arch

DS1031 Dynamic Architectural Systems
 AS3032 Smart Sustainable Systems

M. Arch

AS3123 Advanced Building Systems: Sustainability and Complex Envelopes
 AS3201 Optimization, Performance and Implementation: System to Building

B. 4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Criterion B.4, Site Design, is considered “**Met**” based upon evidence found in the following studios and/or courses:

B. Arch

DS1031 Dynamic Architectural Systems

M. Arch

DS1101 Fundamental Architectural Principles 2: Organizational Systems
 DS1121 Architecture's Intervention 2: Urbanism, Landscape and Infrastructure

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Criteria B.5, Life Safety, was considered to be “**Met with Distinction**” based upon evidence found in the following studios and/or courses:

B. Arch

AS3040 Design Documentation: Analysis and Development
DS1031 Dynamic Architectural Systems

M. Arch

AS3122 Design Documentation: Analysis and Development
AS3222 Design Documentation: Analysis and Development

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

A.2. Design Thinking Skills

B.2. Accessibility

A.4. Technical Documentation

B.3. Sustainability

A.5. Investigative Skills

B.4. Site Design

A.8. Ordering Systems

B.7. Environmental Systems

**A.9. Historical Traditions and
Global Culture**

B.9. Structural Systems

B.5. Life Safety

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Criterion B.6, Comprehensive Design, is considered “**Met with Distinction**” based upon evidence found in the following studios and/or courses:

Comprehensive design is seen throughout SCI-Arc’s design studios and is displayed at its fullest in the Design Development courses in each program. The emphasis is shown on the technical documentation, environmental systems, and structural systems as the primary objectives. The extraordinary amount and quality of the work produced by the students in the Design Development class is to be commended.

B. Arch

DS1031 Dynamic Architectural Systems
 AS3040 Design Documentation: Analysis and Development
 AS3041 Design Documentation: Construction Documents
 DS1031 Dynamic Architectural Systems

M. Arch

DS1121 Architecture's Intervention 2: Urbanism, Landscape and Infrastructure
 AS3122 Design Documentation: Analysis and Development
 AS3222 Design Documentation: Analysis and Development
 DS1120 Architecture's Intervention 1: Context and Territory

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Criterion B.8, Environmental Systems, is considered "Met" based upon evidence found in the following studios and/or courses:

B. Arch

AS3040 Design Documentation: Analysis and Development
 AS3050 Practice Environments: Contracts, Liabilities, Business Models
 DS1031 Dynamic Architectural Systems

M. Arch

AS3122 Design Documentation: Analysis and Development
 AS3222 Design Documentation: Analysis and Development

B. 8. Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Criterion B.8, Environmental Systems, is considered "Met" based upon evidence found in the following studios and/or courses:

B. Arch

AS3040 Design Documentation: Analysis and Development

M. Arch

AS3121 Architecture's Intervention 1: Context and Territory
 AS3123 Advanced Building Systems: Sustainability and Complex Envelopes

B. 9. Structural Systems: *Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.*

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Criterion B.12, Structural Systems, is considered to be "Met" based upon evidence found in the following studios and/or seminars. While steel and concrete systems were well covered, very little information was found on wood systems:

B. Arch

AS3021 Structures 1: Forces and Vectors
DS1030 Field Operations: Static Architectural Systems

M. Arch

AS3122 Design Documentation: Analysis and Development
AS3222 Design Documentation: Analysis and Development

B. 10. Building Envelope Systems: *Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.*

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Criterion B.10, Building Envelope Systems, is considered to be "Met with Distinction" based upon evidence found in the following studios and/or courses:

B. Arch

DS1031 Dynamic Architectural Systems
AS3040 Design Documentation: Analysis and Development
DS1040 City Operations: Architecture in Critical Settings

M. Arch

AS3123 Advanced Building Systems: Sustainability and Complex Envelopes
AS3122 Design Documentation: Analysis and Development
AS3201 Optimization, Performance and Implementation: System to Building
AS3222 Design Documentation: Analysis and Development
DS1120 Architecture's Intervention 1: Context and Territory
DS1121 Architecture's Intervention 2: Urbanism, Landscape and Infrastructure
DS1200 Indeterminate Architecture
DS1201 On Forms of Tectonics and Cellular Aggregation

Building Envelope Systems is well covered in the course materials with the students' understanding coming through in the projects. Students apply the knowledge gained in the Applied Studies course work to the projects they produce in the Design Studio sequence.

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

B. Arch

[X] Met

M. Arch

[X] Met

2012 Team Assessment: Criterion B.11, Building Service Systems Integration, is considered to be “**Met with Distinction**” based upon evidence found in the following studios and/or courses:

B. Arch

AS3040 Design Documentation: Analysis and Development

M. Arch

AS3123 Advanced Building Systems: Sustainability and Complex Envelopes

AS3122 Design Documentation: Analysis and Development

AS3222 Design Documentation: Analysis and Development

- B. 12. Building Materials and Assemblies Integration: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.**

B. Arch

[X] Met

M. Arch

[X] Met

2012 Team Assessment: Criterion B.12, Building Materials and Assemblies Integration, is considered to be “**Met with Distinction**” based upon evidence found in the following studios and/or seminars:

B. Arch

AS3033 Tectonics: Construction, Assembly and Detail

AS3040 Design Documentation: Analysis and Development

AS3041 Design Documentation: Construction Documents

M. Arch

AS3100 Material Properties, Industrial Processes, and Structural Principles

AS3122 Design Documentation: Analysis and Development

AS3200 Reflexive Formal Assemblies: Material to System

AS3201 Optimization, Performance and Implementation: System To Building

AS3222 Design Documentation: Analysis and Development

Realm B. General Team Commentary: The extraordinary amount and quality of the work produced by the students in the Design Development class is to be commended. SCI-Arc exceeds at connecting the Realm A design skills with Realm B’s integration skills.

Criterion B.3 is met with distinction in the BArch program due to thoroughness of course work, specifically the case studies. Criterion B.12 is met with distinction in both programs. Students are demonstrating hands-on experiences with advanced materials and assemblies. The Design Development courses demonstrate their understanding of these applications in their design projects.

The comprehensive design efforts, which are evident in the design development applied studies courses, are highly resolved in the degree to which the initial design concepts, formal structure and materials research are resolved and communicated graphically. The relationship and integration of skin to structure, circulation and building systems are highly detailed and rigorous. These projects are preceded by extensive research on related projects. These projects are completed in a collaborative manner which represents an exceptional ability to organize and coordinate workflow, exchange ideas, and solve issues together.

B.5 Life Safety, B.10 Building Envelope Systems, and B.11 Building Service System Integration are also met with distinction.

Realm C: Leadership and Practice:

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

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

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Criterion C.1, Collaboration, is considered to be “**Met with Distinction**” based upon evidence found in the following studios and/or seminars:

B. Arch

DS1010 Material Strategies for the Physical World
DS1031 Dynamic Architectural Systems
AS3040 Design Documentation: Analysis & Development

M. Arch

DS1120 Architecture's Intervention 1: Context and Territory
DS1201 On Forms of Tectonics and Cellular Aggregation
AS3121 Tempering the Environment: Light, Air and Sound
AS3122 Design Documentation: Analysis & Development
AS3222 Design Documentation: Analysis & Development

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

B. Arch
[X] Not Met

M. Arch
[X] Not Met

2012 Team Assessment: Criterion C.2, Human Behavior, is considered "Not Met" based upon evidence found in the following studios and/or courses:

B. Arch
DS1011 Conceptual Strategies for the Physical World
AS3031 Tempering the Environment: Light, Air and Sound

M. Arch
AS3123 Advanced Building Systems: Sustainability and Complex Envelopes
AS3201 Optimization, Performance and Implementation: System to Building

This criterion is located with the Realm C (leadership and practice) but is taught as if it were part of Realms A and B. The design studio had a level of ability in the undergraduate program that is identifying human behavior in the sense of the public good, but does not clearly state where this knowledge is gained. It seems as though these skills are being self-taught and not necessarily by the entire student undergraduate body. Neither of the graduate programs clearly identify that the students understand human behavior in the context of leadership and practice. Material references in the SPC matrices are to AS 3123 and AS 3201. These courses identify C.2 as being gained through means of environmental controls. There is no evidence that the graduate students are gaining or understanding Human Behavior in regards to Leadership and Practice.

C. 3 Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Criterion C. 3, Client Role in Architecture, is considered "Met" based upon evidence found in the following studios and/or courses:

B. Arch
AS3050 Practice Environments: Contracts, Liabilities, Business Models
DS1031 Dynamic Architectural Systems

M. Arch
AS3130 Practice Environments: Contracts, Liabilities, Business Models
AS3230 Practice Environments: Contracts, Liabilities, Business Models

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

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Criterion C. 4, Project Management, is considered “Met” based upon evidence found in the following studios and/or courses:

B. Arch

AS3040 Design Documentation: Analysis & Development

M. Arch

AS3122 Design Documentation: Analysis & Development

AS3130 Practice Environments: Contracts, Liability, Business Models

C. 5. Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

B. Arch

[X] Not Met

M. Arch

[X] Not Met

2012 Team Assessment: Criterion C.5, Practice Management, is considered not met. Evidence was found only in the M. Arch II course AS3230 Practice Environments: Contracts, Liability, Business Models. Evidence was not found in the comparable courses for the B. Arch and M. Arch I programs.

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

B. Arch

[X] Met

M. Arch

[X] Met

2012 Team Assessment: Criterion C.6, Leadership is considered “Met” based upon evidence found in the following studios and/or courses:

B. Arch

AS3050 Practice Environments: Contracts, Liabilities, Business Models

AS3040 Design Documentation: Analysis & Development

M. Arch

AS3130 Practice Environments: Contracts, Liability, Business Models

AS3230 Practice Environments: Contracts, Liability, Business Models

AS3222 Design Documentation: Analysis & Development

AS3122 Design Documentation: Analysis & Development

It is evident that leadership is an important aspect of all three accredited programs. Leadership understanding is well documented in the primary/secondary SPCs and is applied in a wide variety of courses throughout the program.

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

B. Arch
[X] Not Met

M. Arch
[X] Not Met

2012 Team Assessment: Criterion C. 7, Legal Responsibilities, is considered "Not Met."

B. Arch

AS3040 Design Documentation: Analysis & Development
AS3041 Design Documentation: Construction Documents
AS3050 Practice Environments: Contracts, Liabilities, Business Models

M. Arch

AS3130 Practice Environments: Contracts, Liability, Business Models
AS3230 Practice Environments: Contracts, Liability, Business Models

It was clear from the syllabi, handouts, and homework assignments that the topics were addressed in classes listed above. However, there was not enough evidence provided to demonstrate student understanding of the architect's responsibility to the public and the client as required by environmental regulations and historic preservation laws.

- C. 8. Ethics and Professional Judgment: *Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.***

B. Arch
[X] Not Met

M. Arch
[X] Not Met

2012 Team Assessment: Criterion C.8, Ethics and Professional Judgment, is considered "Not Met." Evidence was found only in the M. Arch II course AS3230 Practice Environments: Contracts, Liability, Business Models. Evidence was not found in the comparable courses for the B. Arch and M. Arch I programs.

- C. 9. Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.***

B. Arch
[X] Met

M. Arch
[X] Met

2012 Team Assessment: Criterion C.9, Community and Social Responsibility is considered "Met" based upon evidence found to be addressed in the following studios and/or courses:

B. Arch

AS3050 Practice Environments: Contracts, Liabilities, Business Models
DS1031 Dynamic Architectural Systems
CS2030 Introduction to Urban Systems

M. Arch

DS1101 Fundamental Architecture Principles 2: Organizational Systems
AS3130 Practice Environments: Contracts, Liability, Business Models
DS1200 Indeterminate Architecture

Realm C. General Team Commentary: Team believes that Criterion C.1, Collaboration, is met with distinction. The ethos of the school is about open exchange and this is reinforced not only in the first year studio but throughout the program, including comprehensive design and design development. This mirrors the profession in a unique way not often seen in academic environments.

Although student collaboration seems to be of utmost importance to the faculty, there is little documentation that areas such as Human Behavior are taught or understood by the students.

Team also found significant inconsistencies in the course outcomes presented in the team room for AS 3230 Practice Environments: Contracts, Liability, Business Models, which is taught to the M. Arch II students, and AS 3130 and AS 3050 Practice Environments: Contracts, Liability, Business Models, which are taught to the M. Arch and B. Arch students, respectively. While the syllabi for each of the classes contained similar material, the program did not provide equal evidence of student comprehension, in the form of tests, papers, or quizzes. The team found the exhibits to consider the various criteria met in the M. Arch II program but not in M. Arch I and the B. Arch programs; thus Criterion C.5 Practice Management (B Arch and M Arch), C.7 Legal Responsibility (B Arch and M Arch), and C.8 Ethics and Professional Judgment (B Arch and M Arch) were deemed not met.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

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

[X] Met

2012 Team Assessment: Southern California Institute of Architecture in Los Angeles, California, is accredited by the Commission of the Western Association of Schools and Colleges (WASC), Accrediting Commission for Senior Colleges and Universities. The Institute was accredited in 2008 with an interim review in 2010. It is scheduled to receive its next reaffirmation of accreditation review in 2016.

II.2.2 Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

[X] Met

2012 Team Assessment: The program provides a 5-year (10 semester) path for the Bachelor of Architecture; and 2 paths to the first professional degree Master of Architecture: a 3.5 -year (7 semester) path for students holding a bachelor's degree or equivalent in any field of study (SCI-Arc nomenclature M. Arch I), and a 2.5-year (5 semester) path for students with a pre-professional or related bachelor's degree, or a professional degree from outside the United States (SCI-Arc nomenclature M. Arch II). Admission to the M. Arch II path is selective and controlled through the Admissions review of portfolio and transcript and further through the review of required course work in pre- and post-enrollment advising (see section II.3 for further detail).

The undergraduate B. Arch program reflects a minimum 126 credit hours in professional studies, professional electives (15 semester hours), and general studies (45 semester hours, understood as 21 prerequisite and 24 required), for a degree minimum of 186 total credits.

The M. Arch I path requires an undergraduate degree in any field of a minimum of 120 credit hours, and is a curriculum of 111 graduate credit hours completed at the Institute.

The M. Arch II path requires a four-year undergraduate degree in architecture or its equivalent abroad, with a minimum of 120 credit hours, and is a curriculum of 75 graduate credit hours.

II.2.3 Curriculum Review and Development

The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Met

2012 Team Assessment: SCI-Arc, as befits its approach to the academic enterprise overall, is engaged in a continuous, ongoing, evolutionary and productive process of curricular review and development. Multiple, overlapping, and interlocking committees provide for effective assessments and suggestions, proposals and trouble-shooting, development and implementation. There is an admirable agility and a thoughtful responsiveness to the process which stems from the intimate, supportive, and enthusiastic atmosphere of the Institute. The curricular review and development process is founded on an ethos emphasizing the advancement of the discipline and the exposure of students to current issues in practice. Given the strong presence of licensed architects on the faculty, the curricular review and development process possesses a professional outlook and accountability.

PART TWO (II) : SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

2012 Team Assessment: SCI-Arc relies on both preparatory/pre-professional education to ensure that students have met certain SPC, in particular for admission into the M. Arch II path of the M. Arch degree program. The required courses and their respective SPCs have been identified and graphically displayed on the necessary SPC/course work matrices. There are established standards and procedures in admissions for the preliminary review of portfolios and transcripts in these regards and in entrance advising for the more detailed review of transcripts, course syllabi, textbooks, papers, and exams to confirm the fulfillment of the required courses and their SPCs. Students are informed of these expectations as part of the admissions process, and advised of their necessity upon acceptance by admissions and the academic counselor. These assessments, confirmations, and waivers are documented as part of the admissions files and advising files; this book-keeping is now clear and thorough. Good communications between the admissions director, the academic counselor and registrar, and the program directors and faculty coordinators, ensures that required course work is reviewed and students are placed appropriately

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

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

[X] Met

2012 Team Assessment: The description of the program and the degrees it offers are found on the SCI-Arc web site. Specifically *Statement on NAAB-Accredited Degrees* is found under the Academics tab and Accreditation subtab. The statement is included in its entirety and reflects the stipulated language in the 2009 NAAB Conditions for Accreditation, Appendix 5.

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2012 Team Assessment: Both documents are available through sciarc.edu and are up to date.

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aiaa.org

www.acsa-arch.org

[X] Met

2012 Team Assessment: All required links are available through the SCI-Arc web site, although they are located within the Alumni tab, then under the Career Resources. This location makes the valuable information not easily available to current students who could greatly benefit from these resources.

II.4.4 Public Access to APRs and VTRs

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

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2012 Team Assessment: This condition is met. Access to both APRs and the VTRs are made publicly available through the program's library. The department's web site indicates the availability and location of such documents.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education.

Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Met

2012 Team Assessment: The program has provided a link to the NCARB web site, which lists ARE test results for recent years.

III. Appendices:

1. Program Information

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

A. History and Mission of the Institution (I.1.1)

Reference Southern California Institute of Architecture, *APR*, pp 1-7.

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

Reference Southern California Institute of Architecture, *APR*, pp 1-7.

C. Long-Range Planning (I.1.4)

Reference Southern California Institute of Architecture, *APR*, pp. 21-23.

D. Self-Assessment (I.1.5)

Reference Southern California Institute of Architecture, *APR*, pp. 23-26.

2. Conditions Met with Distinction

- 1.1.4 Long-Range Planning
- 1.1.5 Self-Assessment Procedures
- A.2 Design Thinking Skills
- A.3 Visual Communication Skills
- A.7 Use of Precedents
- A.11 Applied Research
- B.3 Sustainability (B Arch)
- B.5 Life Safety
- B.6 Comprehensive Design
- B.10 Building Envelope Systems
- B.11 Building Service Systems Integration
- B.12 Building Materials and Assemblies Integration
- C.1 Collaboration

3. The Visiting Team

Team Chair, Representing the ACSA
Rodner B. Wright, AIA, Dean
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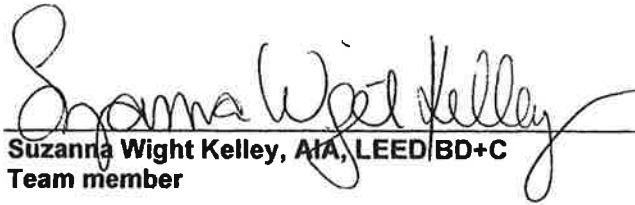
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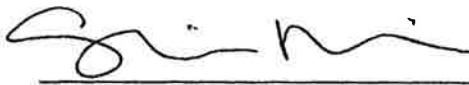
Respectfully Submitted,


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