



**NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.**

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July 25, 2018

John Enright, FAIA  
Vice Director/Chief Academic Officer  
SCI-Arc  
960 East 3<sup>rd</sup> Street  
Los Angeles, CA 90013

Dear Professor Enright:

At their July 2018 meeting, the directors of the National Architectural Accrediting Board (NAAB) reviewed the Visiting Team Report (VTR) for the Southern California Institute of Architecture.

On behalf of the board, it gives me great pleasure to inform you that the **Bachelor of Architecture** and **Master of Architecture** degree programs were granted an eight-year term of accreditation, with the stipulation that the Interim Progress Report (see below) addresses in detail the following "Not Met" student performance criterion:

A.1 Professional Communication Skills

The term is effective January 1, 2018, and the program is scheduled for its next visit for continuing accreditation in 2026.

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

- a) Annual Statistical Reports. These reports capture statistical information on the institution and the program. The next statistical report is due on or before November 30, 2018.
- b) Interim Progress Reports. Programs that receive an eight-year term of accreditation must submit an Interim Progress Report (IPR) two years after a visit and again five years after the visit. SCI-Arc's first IPR is due November 30, 2020. There is more information on the IPR process in Section 10 of the 2015 *Procedures for Accreditation*.

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

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

Very truly yours,

Judith Kinnard, FAIA  
President

cc: Paul Holliday, Chief Administrative Officer  
Krista Phillips, AIA, Team Chair



**Southern California Institute of Architecture (SCI-Arc)  
Department of Academic Affairs**

**2018 Visiting Team Report**

**B. Arch.** [172 credit hours]

**M. Arch.**

M. Arch.1 [undergraduate degree plus 111 credits]

M. Arch. 2 [undergraduate degree plus 78 credits]

The National Architectural Accrediting Board  
March 24-28, 2018

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

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

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## I. Summary of Visit

### a. Acknowledgments and Observations

The visiting team thanks Southern California Institute of Architecture for its hospitality, time and effort in preparation to host this continuing accreditation visit. The team compliments a diverse, respectful and energetic student body; the specialization of and level of talent within a dedicated and professional faculty; and the professionalism of the SCI-Arc administrative and support staff.

The team compliments the program for its emphasis in conceptual and architectural design development; integration of programming and technical documentation throughout the design curriculum; digital representation techniques; and continuous improvement toward making and craft.

Visiting team observations:

- SCI-Arc is a rigorous, intensive, and exceptional exploratory architecture program.
- The institution is nimble and can respond quickly to ever-changing needs and the profession.
- Faculty diversity continues to challenge the institution's recruiting program.
- International student diversity is a strength of the institution.
- The quality of and ability to employ effective writing skills was found to be "off-balance" with appropriate levels of effectiveness found in both verbal and representational media communication skills of students in both degree programs.
- Availability of financial aid and the rising cost of attendance continues to challenge the student body and puts student equity and diversity at risk.
- There is a strong sense of pride in the institution that drives excellence and continuous improvement as a stand-alone institution. The need to address accessible (proximate) student health and wellness resources, particularly mental health and fitness, was a consistent thread of discussion throughout the visit.
- There is a unique sense of community and a collective sense of ownership among everyone within SCI-Arc that balances against the pull of inwardly focused 'maker space/incubator' mentality. Socioeconomic diversity continues to challenge the institution's student recruiting program.
- The student-to-academic advisor ratio is nearly double the recommended ratio by NACADA "best practices."
- Distinguishing characteristics include the institution's learning culture and its' depth of design inquiry (intellectual, technical, environmental, integrative design).
- SCI-Arc's unique facility (physical setting) informs overarching collaboration and collegiality that is evident in the culture of the school.

### b. Conditions Not Achieved

#### A.1. Professional Communications Skills

## II. Progress Since the Previous Site Visit

**2009 Student Performance Criterion 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.

**Previous Team Report (2012):** 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

**2018 Visiting Team Assessment:** A.10 Cultural Diversity is now identified in the 2014 Conditions as A.8 Cultural Diversity and Social Equity and is now **Met**. See response to A.8 below.

**2009 Student Performance Criterion C.2, Human Behavior:** *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.

**Previous Team Report (2012):** 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.

**2018 Visiting Team Assessment:** This individual SPC was eliminated in the 2014 Conditions and is now covered as learning aspirations within Realm A.

**2009 Student Performance Criterion 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.

**Previous Team Report (2012):** 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.

**2018 Visiting Team Assessment:** C.5 Practice Management is now identified in the 2014 Conditions as D.3 Business Practices and is now **Met**. See response to D.3 below.

**2009 Student Performance Criterion 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.

**Previous Team Report (2012):** 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.

**2018 Visiting Team Assessment:** C.7 Legal Responsibilities is now identified in the 2014 Conditions as D.4 Legal Responsibilities and is now **Met**. See response to D.4 below.

**2009 Student Performance Criterion 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.

**Previous Team Report (2012):** 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.

**2018 Visiting Team Assessment:** C.8 Ethics and Professional Judgement is now identified in the 2014 Conditions as D.5 Professional Conduct and is now **Met**. See response to D.5 below.

**Previous Team Report (2012): 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.

**2018 Visiting Team Assessment:** The institution has increased its scholarship rate from 9% in 2013 to 15% in 2017. There are continuing concerns that students, especially those with highest unmet need, struggle and/or are unable to meet the cost of attendance (i.e., tuition, fees, costs for materials and books, and general living expenses). Students have also expressed a desire for increased transparency in the selection criteria for continuing scholarships.

The institution has worked to keep tuition increases relatively low compared to peer institutions. Between 2013 and 2017, tuition has increased 17.4%. During that same time, the overall estimated cost of attendance has remained steady. While the number of scholarship recipients has remained steady since 2013, the average financial aid award has increased 80.3% (from \$9,275 average per student to \$16,722 average per student).

Students and faculty have suggested need-based scholarships in an effort to support a more diverse socio-economic student body. Continuing student scholarships are awarded primarily based on merit (out of the 100-point scale, up to 25 pts. are based on financial need) and it is unclear whether students with financial need are being equally supported through scholarships. The percentage of Pell eligible students in 2017-18 is 20.5% of the undergraduate student population [compared to other California institutions: University of Southern California (17%), University of California, Berkeley (23%), and UCLA (30%)].

## **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.

**2018 Visiting Team Assessment:** The institution has addressed this concern by providing the option for health benefits to all students who do not have coverage upon entry into SCI-Arc. Students have expressed interest in the additional coverage for dental and other health benefits, including preventative health care. Students have also expressed an interest in access to more convenient mental health counselors/advisors, as well as access to health and fitness facilities. Students may waive out of the institutionally-provided health insurance by providing proof of insurance under another carrier. All students are required to 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.

**2018 Visiting Team Assessment:** Faculty diversity continues to be a concern. The institute has a Diversity Initiative and seeks to hire a diverse faculty and staff. Unfortunately, there has not been a significant change in the percentage of female or underrepresented minority faculty. Female faculty are over-represented on service

committees, though this is not clear whether these are assigned committees or female faculty volunteering for additional duties. Of the 41 full-time faculty, ten (10) serve on more than five committees [4 of these 10 faculty are women (40%), compared to women who represent 33% of the full-time faculty]. There are three Distinguished Faculty, none of whom are women. Of the nine (9) faculty on five-year contracts, three (33%) are women.



### III. Compliance with the 2014 Conditions for Accreditation

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

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

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

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

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

##### **[X] Described**

2018 Analysis/Review: SCI-Arc was founded in 1972 by a like-minded group of faculty and students from Cal Poly Pomona led by Ray Kappe, the program's founding director. The aim was to offer an alternative architectural education that fosters intellectual freedom and student-focused learning. Both the B.Arch. and M.Arch. programs were accredited in 1975. The school began in Santa Monica before moving to Marina del Rey. In 2000, the school relocated to its current location in the historic Santa Fe Freight depot along the LA River Corridor in downtown Arts District of Los Angeles. At that time, the neighborhood was sparsely populated with an emergent artists population, but partly due to SCI-Arc's presence, the student population and the program is driving development in housing, residential related retail and a range of galleries. The neighborhood is becoming a revitalized component of the downtown district of Los Angeles. Many opportunities for engagement and collaboration have emerged that will further promote the school within the city. Partnerships have been established with Los Angeles Unified School District (LAUSD), National Organization of Minority Architects (NOMA), and the Inner City Arts. The outreach program, Design Immersion Days (DID), and other developing programs have been created to foster increased awareness of the school in Los Angeles and engagement between the school and future generations of students in the broader context of the city.

United by the commitment to provide an alternative, investigative, and student-focused education, SCI-Arc has a very clear mission to "...critically examine the rich possibilities of the built environment. From design and materials to culture and experience,"... to "contribute an imaginative, rigorous, and forward-thinking approach to help shape the future of the architectural profession." Due to its experimental approach and known dedication to the public good, the school quickly gained international prominence (and international student population), which is at its highest levels today. The curriculum focuses on design exploration, experimentation, and criticism and is primarily delivered through the design studio sequence for both degrees. A recent facility addition branded as "The Magic Box", an exemplary maker space, further confirms the commitment to the exploration of material and making as core elements of the pedagogy. Per the APR and in conversation with leadership, faculty, and students during the site visit, SCI-Arc recognizes the necessity to test recent trends affecting architecture as a discipline. The future of architectural education in light of globalized higher education, the need for and the education of the public regarding architecture as a means to public health and vitality, the impact of new technologies for and new methods of teaching and learning in an increasingly diverse world is always at the forefront of the SCI-Arc experience, preparing student to engage and to lead in the 21st century.

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

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

**[X] Demonstrated**

**2018 Analysis/Review:** Within the unique speculative framework that defines SCI-Arc lies a rich and collegial culture created by all members of the SCI-Arc community. This community has stayed true to its founding mission as a ‘college without walls.’

Students who decide to attend enter knowing that SCI-Arc is determined to push the boundaries that define the built environment. Not only do students embrace the unique mission of the school, but they challenge all notions of architectural and design reality. This constant innovation could only be possible within the unique pedagogy of the institution. Faculty members seek to question and push students to their full potential within the design studios and supporting courses. The faculty ensure that students are aware of the expectations of the studio environment through dissemination of the Studio Culture Policy at an annual student orientation and via SCI-Arc’s online portal.

Most notable is the culture of collegiality that arises out of the school’s pedagogy and the school’s unique physical conditions: a ¼-mile long former train depot building that houses SCI-Arc’s curricular program, much of it open-plan and highly communal. Students foster an atmosphere of collaboration by ensuring that all information, knowledge, and techniques are shared amongst their colleagues, studios, and the collective school. Again, that has embodied the founding mission of a ‘college without walls.’

SCI-Arc’s Student Union (STUN) is a strong, integral organization that has enhanced the school’s studio culture while accomplishing the challenging role of being the liaison between the student body and the administration. Events such as Fridays at Five, One for One, and the student-contributed lecture series have ensured that students who attend SCI-Arc have opportunities for an enriching experience that extends beyond courses and formal school work. In conjunction with these programs, SCI-Arc has fostered engagement and change to their surrounding community.

The institution has several newly developed co-curricular initiatives that have the potential to significantly impact the learning community. An emphasis on fostering sponsored research may bring new opportunities for students in the design studios. The enhanced focus on Liberal Arts education shows a commitment to a comprehensive educational experience for the students. The recent creation of the Writing Lab will help to establish greater consistency in the quality of writing across the three programs, especially given the broad geographic representation of student population. As of the site visit, however, it seems few students have made use of this resource.

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

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

**[X] Demonstrated**

**2018 Analysis/Review:** While there is initiative and a clear interest on the part of the administration, faculty, staff, and Board of Trustees to address and improve the institution's social equity, SCI-Arc's "Diversity Initiative" document (provided in the APR) has not outlined clear targets for increasing diversity in its faculty, staff, and students over the next two accreditation cycles. However, the institution provided the team with documentation during the visit outlining an "Intent to Correct." SCI-Arc's "Diversity Initiative" broadly allows for the school to evaluate and address its long-term diversity goals. The Diversity Committee has allowed for members of the school to discuss and address internal concern and improvements.

In recent years, the institution has made new strides to increase local-domestic diversity by partnering with organizations such as NOMA, LAUSD, the Inner City Arts, and LARABA LA River Artists & Business Association. The school has also increased its efforts in recruitment with the DID summer program, working in conjunction with their high school recruitment efforts. Scholarships allow for low-income students to explore the architectural culture of SCI-Arc. The international diversity of the school remains one of the school's major strengths. The wide variety and high number of countries represented has allowed for a diverse educational environment. Local diversity (American/Californian students and faculty of African American, Hispanic, and Native American minority status) remains an area for improvement for the school.

Although SCI-Arc falls below the national gender averages (students and faculty), strong recruitment efforts have shown the school's commitment to improving their representation. Students find that they have exemplary role models of female faculty in leadership positions. Female faculty often serve as studio leads, coordinate thesis at both the undergraduate and graduate level, and provide leadership as area directors throughout the curriculum. Additionally, female students generally feel that they are respected, treated equally, and provided with leadership opportunities in the school.

As evidenced in the APR, the institution clearly articulates adherence to equal employment and affirmative action policies. They are in the final stages of revising their employee handbook and also have developed family-friendly employment policies.

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

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

- B. **Design.** The program must describe its approach for developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.
- C. **Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.
- D. **Stewardship of the Environment.** The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.
- E. **Community and Social Responsibility.** The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

**[X] Described**

**2018 Analysis/Review:**

- A. **Collaboration & Leadership.** The Institution has created a number of opportunities for collaboration within the curriculum with student peers in the design studio at several points in the undergraduate and graduate programs, and in the “Design Development & Documentation” coursework. Additionally, opportunities exist for collaboration with external subject matter experts including structural, envelope and environmental consultants at Buro Happold and ARUP, for example, in the core curriculum. The professional practice course also reinforces the role of the architect in collaborative methods. There are additional opportunities for collaboration with members of the city, the local neighborhood, and other schools through various competitions and workshops. Leadership opportunities exist in each of these situations as well as in the STUN, which provides an opportunity for students to interact with the administration. It also provides an independent forum for students to identify issues of concern, and a voice for the student body to outside organizations, and for students to publish work and promote ideas in the context of the school.
- B. **Design.** SCI-Arc has created a curriculum and pedagogy that promotes the development of an individual student voice through the design studios, applied studies, and the thesis program. The design studio is clearly the heart of the curriculum and the focal point of the physical school environment. The program encourages the development of complex formal design techniques but also supports assembly, materiality, and structural concepts to realize the complete design operation. Juries are frequent forms of presentation that offer opportunities for students to create arguments and receive critiques and defend their ideas in a public forum. The vertical studios allow students in each of the three primary programs and the post-grad program to interact and exchange ideas among a greater audience of peers. The thesis program offers the students the chance to formulate a premise and create a platform to explore ideas in a self-directed environment and to present the findings in a public forum with their peers to a large audience as a culminating experience.
- C. **Professional Opportunity.** Since many of the faculty are practicing architects, the opportunity to collaborate in a professional environment with their instructors offers the most immediate chance for students to work in the field of architecture. The network of connections between faculty, administration, and the board also provide avenues for students to have access to local and international offices for jobs and professional growth. The professional practice class is the clearinghouse for the introduction of issues related to the practice of architecture. Students create business plans, develop schedules/fees for hypothetical projects, and explore the use of consultants to support the project. Students who participate in internships can also receive course credit as well as begin to document their path toward licensure in the AXP program for NCARB. The program and its resources are introduced in the orientation package, which is available on

the website, and are discussed with outside lecturers who represent NCARB and the certification process. Finally, the portfolio reviews, which are both preliminary in the early parts of the students' enrollment and as a gateway review, are opportunities for the students to represent their work, receive comments for the faculty, and provide a means of assessment outside the realm of coursework in the studio.

- D. **Stewardship of the Environment.** The curricular sequence at SCI-Arc from the design studio to Design Development and the Advanced Building Systems courses provide a window into the role of design in responding to environmental conditions and energy responsive strategies. This experience introduces students to the tools that support research in this subject and allow a sensibility for the impact that buildings have on the environment and the initial path for stewardship in the responsible use of resources, both in terms of material and energy.
- E. **Community and Social Responsibility.** The school's location places it in an emerging area of growth in Los Angeles. Between the 2012 NAAB Visit and the 2018 Visit, there has been great development in the neighborhood. Since the school arrived, it has become a resource for the local neighborhood both physically as a place of congregation and intellectually for advice and consultation on pending developments. The Downtown Arts District (DAD) and the myriad developments occurring at or around the LA River, place SCI-Arc at a key intersection between the Civic Authority of the City and to the local community. Outreach programs including DID, the STUN, and efforts to involve local students in design education and feeding the homeless in the community are points along the spectrum that SCI-Arc operates within the city. Student leadership and participation in the community provide opportunities for recruitment into the program and for avenues for student professional development.

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

**[X] Demonstrated**

In 2015, a new Director/CEO was hired and he presented his multi-year long range plan, which is assessed and discussed by the board and administration on an ongoing basis. The school demonstrated in the APR and during the visit that the Board of Trustees has a very strong and productive relationship with the administration. Working together, they have accomplished many of the previous goals in their strategic planning and are setting the stage for their new multi-year Board of Trustees Strategic Plan to be initiated in fall 2018. During the visit, the team observed an institution that is entering a new phase. Increased stability in its physical and financial resources provides opportunity for new growth and development. With increased institutionalization over recent years, long-range planning can enable SCI-Arc to reflect on and refine the spirit upon which the institution was founded. Recent long-range master planning efforts have begun to address facility needs and outreach, primarily with regard to amenities and support space. With the increased stability comes greater responsibility in enhancing the student services and opportunities for learning as well as increasing its commitment to diversity and serving its local community.

The institution regularly assesses its progress through annual faculty retreats to evaluate courses and outcomes compared to the goals of the institution and its mission. Adjustments are made and reinforced through the chairs of the departments and studio leads. The shift in the Board of Trustees' role to a focus on development among a broader range of stakeholders outside the construction profession will allow additional opportunities to emerge. The institution has determined that its optimal student population is 500, which provides the stability needed to effectively plan for the future. Since the new director appointment in 2015 and the reorganization of the academic leadership, the institution has created a highly responsive culture that is poised to create a new strategic plan this fall with participation and support of the board, key administration, and the school's community.

### I.1.6 Assessment:

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

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

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

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

**[X] Demonstrated**

#### 2018 Analysis/Review:

- A. As a stand-alone institution, the program benefits from a "direct assessment-to-implementation plan. The program has an established calendar of recurring assessment practices. It begins with the deeply involved Board of Trustees, followed by an Annual Faculty Retreat, meeting of the Academic Council, and biannual program review. The result of the most recent sequence is the development of a new Strategic Plan to be initiated in fall 2018.
- B. As a result of the 2016 WASC accreditation, the program hired a new Learning Assessment Coordinator to lead the process. This has brought a clarity to the course goals and learning outcomes and their relationship to course deliverables and course assignments. The annual assessment begins with the Curriculum Committee, who report to the Program Chairs. The chair determines if the annual assessment presents a major or minor change. Upon review of the annual assessment, a Learning Assessment Review is conducted. Several committees provide input into this perspective including Academic Council, Faculty Sub-Committees, the STUN, and the Alumni Council. Each group provides input from their unique perspective within the school community. The final approval then comes from the Director or Vice-Director.

## Part One (I): Section 2 – Resources

### I.2.1 Human Resources and Human Resource Development:

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

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

### [X] Demonstrated

#### 2018 Team Assessment:

As evidenced in the APR and the site visit, the faculty of the institution are appropriately qualified to teach in the accredited degree programs. The institution does not provide tenure, and faculty are supportive of this position. Long-term teaching stability is provided through contracts that range from one- to five-years. Although faculty maintain active practices outside the institution, the majority of students reported that their faculty are engaged and supportive in their academic pursuits and are easily accessible and responsive through face-to-face, as well as electronic communications.

Faculty minimum services loads (usually 2 committees per year) are outlined in contracts, though some faculty opt to sit on additional committees.

The institute is highly supportive of professional development for faculty and staff. There is a sabbatical system to allow faculty on five-year contracts to propose a semester's release to pursue a research/creative agenda. The lack of tenure allows faculty to shift their teaching loads to accommodate their practice schedules. Staff requests for continuing education were reported as being supported and approved by the administration.

The program has a range of support services for students, though the number of advisors is limited to one academic advisor, who serves all students in the institution, while also serving as the Architecture Licensing Advisor and Scholarship Coordinator. While some students suggested that academic advising is more organized and efficient than in past years, it was noted that the student-to-academic advisor ratio is nearly double the best practices according to NACADA, which puts the goal of a fully implemented advising program potentially at risk.

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

Physical resources include but are not limited to the following:

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

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

**[X] Described**

The ¼-mile long former train depot that serves as the main facility houses the primary administrative offices, design studios, classrooms, large and small meeting spaces, project review areas, and W.M. Keck Lecture Hall. These spaces are currently adequate for the intended functions; some faculty, staff, and students expressed concern to the Visiting Team that any growth scenario may overtax the functionality of the building.

SCI-Arc has one of the largest and most advanced fabrication facilities (12,000+ SF) of any U.S. architecture school: an exemplary makerspace. The 6,000 SF Fabrication Shop allows students to learn how to operate various CNC machines and the ability to explore the use of various materials such as wood, metals, plastics, concrete, and alternative green materials. There are well-trained, motivated, and adequate staff to oversee and provide students with a safe, innovative, and well maintained environment. The "Magic Box," a 5,000 SF digital fab lab completed in spring 2015, provides exceptional access for the students to utilize state-of-the-art computer controlled (CNC) machines, laser cutters, 3-axis milling machines, powder, paper, resin, and plastic 3D printers. The "Robot House", a 1,000 SF space, provides a unique research space for hands-on collaborative experimentation and advanced multi-robotic fabrication. The supply and print store, in an adjacent building, provides well-stocked supplies and access to materials and printing capabilities necessary to support the students' academic program. This was verified in discussions with students in various studios.

The Kappe Library, the only academic architecture-focused library in southern California, as well as the SCI-Arc and Library Galleries support the school's mission, the students, faculty, and architectural community. The galleries provide space where practitioners, professionals, faculty, students, and the public can learn about and experience provocative architecture. In various group discussions it was verified that adequate digital resources are provided to support administration, faculty, and students.

The Visiting Team observed that the current remote location of the spray booth areas appears to invite unintended student aerosol use in and around open-plan studio space during crunch times, potentially creating poor indoor air quality. The Visiting Team also observed that most students, who spend extensive hours seated and working in their studios every day, are sitting in a variety of chairs that may not be ergonomically suited for this type of activity. For flexibility in the use of shared space, seats used for project reviews and large-scale lectures are folding metal chairs. Classrooms contain student desks appropriate for lecture settings. When the Visiting Team utilized Keck Hall Lecture Hall for large-scale meetings, it was somewhat difficult to hear the audience, and likewise, difficult to see certain areas of the space due to glare from overhead spot lighting. Due to increasing technology and equipment (personal 3D printers and personal copiers) individual studio space is taxed; some faculty and staff commented that more flexible, general purpose space would contribute positively to the students' learning environment.

Overall improvements to the physical facilities since the last accreditation visit in 2012 include:

- The Magic Box addition (5,000 SF) & Analogue Shop remodel (6,000 SF);
- New Studio Mezzanine (4,500 SF);



- Parking lot improvements including: re-surfacing, new fencing and guard booth, basketball hoop, lunch area, and exterior seating;
- Renovated and consolidated administrative offices;
- Renovated staff lounge and addition of the internal amphitheater-style seating;
- Cafe renovation;
- Miscellaneous HVAC, energy efficient LED lighting, and computer hardware upgrades; and
- New projection screen and sound system for the Keck Hall.

Planned improvements for 2017-2018 include:

- Concrete repairs to interior structure;
- Faculty lounge renovation;
- SCI-Arc Channel/Photo Lab construction;
- Restroom remodel, improved signage, and window shades; and
- New “on-demand” printing and 3D printing equipment, IT equipment, and website improvements.

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

**[X] Demonstrated**

**2018 Team Assessment:** The fiscal reports in the revised APR and addendum (dated January 25, 2018) show the financial standing of the institution to be stable. In December 2017, the institution received notification from Standard & Poor’s of its continued BBB+/Stable public rating. In part, due to tuition revenue increases, there has been an increase in total net assets and the institution now has a strong operating surplus.

In December 2017, the institution refinanced its mortgage and is in the process of revisiting the diversity of its investment portfolio. These initiatives reinforce the growing maturity in the institution’s financial position.

The Board of Trustees has become increasingly more engaged in the financial security of the institution and has taken a more direct role in development initiatives. An upcoming five-year strategic plan and endowment/capital campaign suggest continued support from the Board of Trustees. In recent months, the institution has rounded out its development staff, who will provide support for alumni relations and capital campaigns.

Although the institution has increased its scholarship rate to 15% (from 9% in 2013), there is concern that the cost of a SCI-Arc education continues to escalate without adequate resources to support students with the most unmet need. Additionally, while the institution intends to maintain a student enrollment of 500, there are limitations of the physical plant in its ability to house additional classrooms, lab/workspace, and student social spaces.

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

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

**[X] Demonstrated**

**2018 Team Assessment:** As reported in the APR and as seen in the tour of the school, the Kappe Library’s non-traditional approach has allowed for students to broaden their architectural knowledge in a constantly changing landscape. Most notably, the addition of faculty offices within the library has enabled direct access to knowledge—both in terms of personnel and in informational resources. Classes are also

able to meet in the library. As confirmed with library staff, students are encouraged to utilize the Los Angeles Public Library System to access additional texts and resources if their requests are beyond the library's capacity. In addition to physical resources, the library has maintained a collection of online databases, including but not limited to:

- Avery Architectural Index
- ProQuest
- JStor

Students are exposed to available software early with an orientation to the technological services at the school. The plethora of software available to students is notable. Software such as Catia have enabled students to learn skills that are often unattainable for professions.

The institution at-large remains nimble and innovative. This attitude is reflected in the information services' quest to innovate. The library anticipates a shift towards a more 'image-heavy' collection, which encompasses monographs and periodicals, virtual reality, and a more digitally accessible collection. Digital infrastructure and technology upgrades are also anticipated as the school is dealing with an increasing data load.

#### **I.2.5 Administrative Structure and Governance:**

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

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

#### **[X] Described**

**2018 Team Assessment:** The APR and SCI-Arc website identify the Administrative Structure and Governance. The documents describe the role of the Board of Trustees and their committees. The Institutional Leadership are named with their roles and responsibilities described.

A description of the shared governance for faculty, staff, and students are included in the APR. Detailed descriptions are given for each constituency of the institution from the Board of Trustees to Academic Committees.

## CONDITIONS FOR ACCREDITATION

### PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

Student learning aspirations for this realm include

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

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

**B. Arch**  
**[X] Not Met**

**M. Arch**  
**[X] Not Met**

**2018 Team Assessment:** Evidence of student achievement in written communication skills was provided in the team room and was labeled as 'low pass' and 'high pass' for the B.Arch., M.Arch. 1 and M.Arch. 2 degree programs. However, evidence provided for 'low pass' work, which represents the minimal baseline of competency, did not support students' "ability" to write effectively in either the B.Arch. and M.Arch. 1 programs. Evidence at the minimally prescribed level was found in the M.Arch. 2 degree program. As described in the VTR and as witnessed during the site visit, the representation-centric curriculum, intensive making /iterative processes, and intensive exposure to desk crits and critiques (one-on-one and formal, large-scale reviews) foster ability in verbal communication skills to effectively explain complex design matter. Required writing ability by B.Arch. and M.Arch. 1 students will benefit from the recently implemented Writing Lab to strengthen critical writing and editing skills.

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for DS1020: Object to World: Ground + Apertures, HT2030: Architectural Theory, and DS1040: AMIGAA: Articulations & Tectonics (B.Arch.); HT2200: Theories of Contemporary Architecture 1, HT2201 Theories of Contemporary Theory 2, HT2410: Thesis Research, and DS1120: Comprehensive Design Studio (M.Arch.).

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for HT2012: History of Architecture & Urbanism I, HT2024: History of Architecture & Urbanism II, and AS3033: Tectonics & Materiality, (B.Arch.); HT2200: Theories of Contemporary Architecture, and HT2101: History of Architecture & Urbanism I (M.Arch.).

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for DS1030: AMIGAA: Articulation & Tectonics I, and DS1040: AMIGAA: Positions (B.Arch.); DS1101: Fundamental Design Studio 2, DS1121: Architecture & Urban Design Studio, DS1200: Computational Design Studio 1, and DS1201: Computational Design Studio 2 (M.Arch.).

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for DS1011: Objects: Mass & Interiority III and DS1020: Object to World: Ground & Apertures I (B.Arch.); DS1200: Computational Design Studio I, VS4100: Visual Study I, and DS1121: Architecture & Urban Design Studio (M.Arch.).

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for DS1030: AMIGAA: Articulation & Tectonics I, and DS1040: AMIGAA: Positions (B.Arch.); HT2200: Theories of Contemporary Architecture 1 and DS1121: Architecture & Urban Design Studio (M.Arch.).

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for HT2012: History of Architecture & Urbanism I, HT2024: History of Architecture & Urbanism II, and HT 2025: History of Architecture & Urbanism III (B.Arch.); HT2200: Theories of Contemporary Architecture 1, HT2201: Theories of Contemporary Architecture 2, HT2101: History of Architecture & Urbanism I, and HT2120: History of Architecture & Urbanism II (M.Arch.).

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for DS1020: Object to World: Grounds & Apertures I and DS1031: AMIGAA: Articulation & Tectonics II (B.Arch.); DS1200: Computational Design Studio 1, DS1101: Fundamental Design Studio, and AS3222: Design Development & Documentation (M.Arch.).

**Realm A. General Team Commentary:** Investigative design skills, design thinking skills, and critical engagement are the foundation for the curriculum in both degree programs and are thoroughly addressed across Realm A coursework. The principles of the program's core mission to promote investigations and create new constructs provide a strong foundation for holistic critical thinking and representation. Writing evidence provided at a minimal level of competence in both the B.Arch. and M.Arch. 1 degrees did not support "ability" as a threshold of achievement.

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

Student learning aspirations for this realm include

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

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for DS1030: AMIGAA: Articulation & Tectonics I (B.Arch.); DS1101: Fundamental Design Studio 2, DS1120: Comprehensive Design Studio, AS3122: Design Development & Documentation, DS1200: Computational Design Studio 1, and AS3222: Design Development & Documentation (M.Arch.).

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for DS1031: AMIGAA: Articulation & Tectonics II (B.Arch.); AS3121: Environmental Systems 1 and DS1201: Computational Design Studio 2 (M.Arch.).

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for DS1030: AMIGAA: Articulation & Tectonics I and AS3040: Design Development (B.Arch.); DS1200: Computational Design Studio 1, DS1201: Computational Design Studio 2, AS3222: Design Development & Documentation, and AS3140: Advanced Project Delivery/Construction Documents (M.Arch.).

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AS3033: Tectonics & Materiality (B.Arch.); AS3222: Design Development & Documentation and AS3122: Design Development & Documentation (M.Arch.).

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AS3021: Structures I and AS3030: Structures II (B.Arch.); AS3222: Design Development & Documentation and AS3122: Design Development & Documentation (M.Arch.).

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AS1031: AMIGAA: Articulation & Tectonics II (B.Arch.); AS3122: Design Development & Documentation and AS3200: Advanced Material & Tectonics (M.Arch.).

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AS3041: Advanced Construction & Project Delivery (B.Arch.); AS3140: Advanced Project Delivery/Construction Documents and AS3200: Advanced Material & Tectonics (M.Arch.).

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AS3041: Advanced Construction & Project Delivery (B.Arch.); AS3222: Design Development & Documentation and AS3140: Advanced Project Delivery/Construction Documents (M.Arch.).

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AS3031: Environmental Systems III (B.Arch.); AS3222: Design Development & Documentation and AS3122: Design Development & Documentation (M.Arch.).

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AS3050: Professional Practice (B.Arch.); AS3222: Design Development & Documentation and AS3122: Design Development & Documentation (M.Arch.).



**Realm B. General Team Commentary:** The student work in Realm B is very thorough and well-presented in all degree programs: B.Arch., M.Arch. 1, and M.Arch. 2. There is a clear and advanced ability to investigate and apply knowledge. Students were asked to respond to extremely complex, technical projects and evidence of achievement was found by the visiting team. The success in Building Practices, Technical Skills, and Knowledge clearly lead to student success in Integrative Design.

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

Student learning aspirations in this realm include:

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

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for DS1030: AMIGGAA: Articulation & Tectonics I, DS1031: AMIGGA: Articulation & Tectonics II, and AS3040: Design Development (B.Arch.); DS1120: Comprehensive Design Studio, AS3121: Environmental Systems 1, AS3140: Advanced Project Delivery/Construction Documents, DS1201: Computational Design Studio 2, AS3200: Advanced Material & Tectonics, and AS3222: Design Development & Documentation (M.Arch.).

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for DS1030: AMIGGAA: Articulation & Tectonics I, AS3033: Tectonics & Materiality, and AS3040: Design Development (B.Arch.); DS1120: Comprehensive Design Studio, AS3100: Materiality & Tectonics, AS3121: Environmental Systems 1, DS1201: Computational Design Studio 2, AS3200: Advanced Material and Tectonics, and AS3222: Design Development and Documentation (M.Arch.).

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

**B. Arch**  
[X] Met

**M. Arch**  
[X] Met

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for DS1030: AMIGGAA: Articulation & Tectonics I, DS1031: AMIGGA: Articulation & Tectonics II, and AS3040: Design Development (B.Arch.); DS1120: Comprehensive Design Studio, AS3122: Design Development & Documentation, AS3123: Environmental Systems 2, DS1201: Computational Design Studio 2, AS3200: Advanced Material & Tectonics, and AS3222: Design Development & Documentation (M.Arch.).

**Realm C. General Team Commentary:** The robust sequence of coursework that focuses on this realm in the B.Arch., M.Arch. 1, and M.Arch. 2 degree programs begins as investigations in the project programming, analysis, and schematic design phases and advances into design development and construction documentation courses. The incorporation of subject matter experts in structural engineering, envelope design, and environmental engineers throughout the coursework provides opportunity for interprofessional collaboration and simulates actual professional practice design processes.

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

Student learning aspirations for this realm include:

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

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

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

**B. Arch**  
[X] Met

**M. Arch**  
[X] Met

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AS3041: Advanced Construction & Project Delivery (B.Arch.); AS3130: Practice Environments: Contracts, Liabilities, & Business Models and AS3230: Practice Environments: Contracts, Liabilities, & Business Models (M.Arch.).

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AS3050: Professional Practice (B.Arch.); AS3222: Design Development & Documentation and AS3122: Design Development and Documentation (M.Arch.).

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AS3050: Professional Practice (B.Arch.); AS3222: Design Development & Documentation and AS3140: Advanced Project Delivery/Construction Documents (M.Arch.).

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AS3050: Professional Practice (B.Arch.); AS3222: Design Development & Documentation and AS3140: Advanced Project Delivery/Construction Documents (M.Arch.).

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

**B. Arch**  
**[X] Met**

**M. Arch**  
**[X] Met**

**2018 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for AS3050: Professional Practice (B.Arch.); AS3222: Design Development & Documentation and AS3140: Advanced Project Delivery/Construction Documents (M.Arch.).

**Realm D. General Team Commentary:** Graduates from the B.Arch, M.Arch 1, and M.Arch 2 degree programs show clear evidence of 'understanding' regarding the practice of architecture including business and legal principles, project and firm management, ethics, stakeholder engagement, advocacy, and the need to act for the good of the client, society, and the public.

## Part Two (II): Section 2 – Curricular Framework

### II.2.1 Institutional Accreditation

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

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

**[X] Met**

**2018 Team Assessment:** As evidenced in the APR, the institution is accredited by the Western Association of Schools and Colleges (WASC). In June 2016, they were given an eight-year review, with the next mid-cycle review scheduled for spring 2020.

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

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

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

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

**[X] Met**

**2018 Team Assessment:** The institution offers three paths to an accredited degree program in architecture. As shown in the APR and the website, the ten-semester Bachelor of Architecture (B.Arch.) is 172 credit hours, with 117 credit hours of required professional studies. There are 45 credits of general studies, 42 of which are required liberal arts courses taught by faculty in the institution. The NAAB requires a minimum of 150 semester credit hours.

The Master of Architecture 1 degree (M.Arch. 1) is intended for students who hold a bachelor degree or equivalent in any field of study. The seven-semester program is 111 credit hours, 99 of which are professional studies. The NAAB requires that a candidate completes a minimum of 168 semester credit hours, of which 30 credit hours must be at the graduate level, while also holding an undergraduate degree from a regionally accredited institution before admission to the graduate program.

The Master of Architecture 2 degree (M.Arch. 2) is intended for students with a minimum of a four-year degree in architecture, or its international equivalent. The five-semester program is 78 credit hours, 66 of which are professional studies. The NAAB requires a minimum of 150 semester credit hours. The NAAB requires that a candidate completes a minimum of 168 semester credit hours, of which 30 credit hours must be at the graduate level, while also holding a pre-professional degree in architecture or a related field before admission to the graduate program.

Post-professional degrees are either Master of Science (M.S.) or Master of Arts (M.A.), depending on the area of specialization.

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

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

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

#### **[X] Met**

**2018 Team Assessment:** The program has a clear process for the evaluation of preparatory education. The process is documented on the SCI-Arc website. The APR describes the process, which consists of the following stages: 1) Application, 2) Review and 3) Enrollment. The school provided student files from each program (B.Arch, M.Arch. 1, and M.Arch. 2) in the Team Room. The files included the standard form used for evaluation. This form allows for the evaluation of both prior academic course work and SPC work. The acceptance letters in the student files articulate gaps or advanced placement that resulted from the review process. The letter indicated how gaps or advanced placement would impact time to complete a degree. The programs also provide a Summer Transfer Program to address skills, knowledge, or architectural awareness lacking to successfully complete the program.

## **Part Two (II): Section 4 – Public Information**

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

### **II.4.1 Statement on NAAB-Accredited Degrees:**

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

#### **[X] Met**

**2018 Team Assessment:** The current “Statement on NAAB-Accredited Degrees” was found by the Visiting Team on the SCI-Arc website.

### **II.4.2 Access to NAAB Conditions and Procedures:**

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

*The 2014 NAAB Conditions for Accreditation*

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

*The NAAB Procedures for Accreditation* (edition currently in effect)

#### **[X] Met**

**2018 Team Assessment:** The 2015 Procedures and the 2014 Conditions were found by the Visiting Team on the SCI-Arc website.

### **II.4.3 Access to Career Development Information:**

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

#### **[X] Met**

**2018 Team Assessment:** Access to Career Development Information evidence was found by the Visiting Team on the SCI-Arc website.

### **II.4.4 Public Access to APRs and VTRs:**

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

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

**[X] Met**

**2018 Team Assessment:** Public access to APR and VTR evidence was found by the visiting Team on the SCI-Arc website.

**II.4.5 ARE Pass Rates:**

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

**[X] Met**

**2018 Team Assessment:** ARE pass rate evidence was found by the Visiting Team on the NCARB website via a web link on the SCI-Arc website.

**II.4.6 Admissions and Advising:**

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

This documentation must include the following:

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

**[X] Met**

All required Admissions and Advising evidence was found by the visiting team on the SCI-Arc website.

**II.4.7 Student Financial Information:**

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

**[X] Met**

**2018 Team Assessment:** The institution's website contains information on the cost of attendance. Students have access to a net price calculator, federal financial aid opportunities, and the FAFSA. The cost of attendance is determined by an annual survey of students in which they are asked to outline their living expenses and educational costs such as books, printing, model supplies, and 3D printing. Additionally, studios with an optional travel component indicate the estimated cost of participation in the course syllabus at the start of the semester.



Students are notified of any scholarship awards at the time of admission. Admissions scholarships are only awarded for the first year of study, and there is no guarantee of continued funding. The process for continuing scholarships is clear to the majority of student body as reported to the visiting team during the Student Entrance Meeting, but the process requires a significant amount of work on the part of the student. The students expressed a desire for a greater amount of transparency in the selection process. Scholarship awards are based primarily on merit rather than on unmet need (out of the 90-point scale, up to 25 pts. is based on financial need).

**PART THREE (III): ANNUAL AND INTERIM REPORTS**

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

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

**[X] Met**

**2018 Team Assessment:** Annual Statistical Reports were found by the Visiting Team on the SCI-Arc website.

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

**[X] Met**

**2018 Team Assessment:** The Visiting Team found evidence of this condition from the NAAB, who provided this evidence directly to the Visiting Team.

#### IV. Appendices:

##### Appendix 1. Conditions Met with Distinction

I.1.2 Learning Culture — The student partnership with the administration is rare among schools of architecture. SCI-Arc's learning culture shows tremendous initiative on the part of the school and the students, and will only help to raise the profile of the institution.

##### Student Performance Criteria

A.4 Architectural Design Skills — The curriculum provides a rigorous foundation centered around ordering systems, precedents, and site investigations. This framework guides student success throughout the curriculum and into the profession.

B.6 Environmental Systems — The school employs a very unique approach, which uses analytical and investigative tools to explore environmental conditions and building response. As a result of this exploration, students have the ability to invent new approaches to the design of environmental systems.

C.3 Integrative Design — The level of resolution and ability to describe the intersection of complex systems in a clear and compelling manner speaks to the central focus of the school as a locus of innovation.

## **Appendix 2. Team SPC Matrix**

The team is required to complete an SPC matrix that identifies the course(s) in which student work was found that demonstrated the program's compliance with Part II, Section 1.

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR.







### Appendix 3. The Visiting Team

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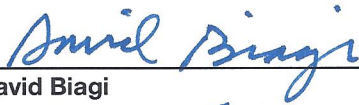
V. Report Signatures

Respectfully Submitted,



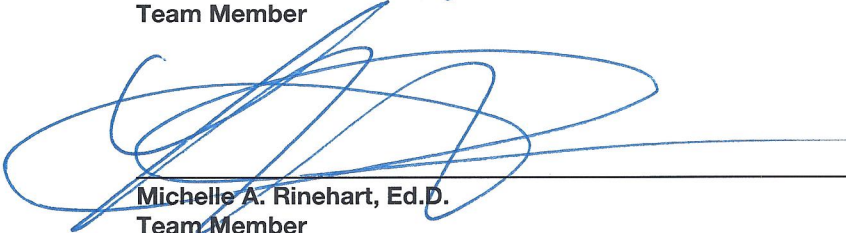
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Krista Phillips, AIA  
Team Chair



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David Biagi  
Team Member



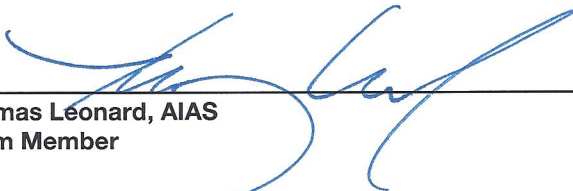
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Michelle A. Rinehart, Ed.D.  
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Edward McCall, AIA  
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