New York City College of Technology
City University of New York
Department of Architectural Technology

Continuing Candidacy Visiting Team Report

Bachelor of Architecture [160 Semester Credits]

The National Architectural Accrediting Board
November 1-3, 2020

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

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

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I. Summary of Visit

a. Acknowledgements and Observations

As a preface to this assessment, the team acknowledges the extraordinary circumstances we currently find ourselves in that largely disrupt direct physical interaction, both among the students, faculty and administration of the program, as well as among the visiting team itself. That said, the team thanks New York City College of Technology (City Tech) and the Department of Architectural Technology for their efforts to mount an entirely virtual team visit, as well as their hospitality in hosting the team, all in the midst of delivering coursework to the student population in a virtual environment. Via a highly detailed APR and well-organized on-line exhibits, we have been able to conduct a full and constructive assessment despite not being physically on-site. In particular, thanks go out to department chair Sanjive Vaidya and B.Arch. program directors Claudia Hernandez and Ting Chin for their work in preparing the visit materials under these less-than-ideal conditions, as well as the staff at NAAB for facilitating the virtual visit logistics.

In both review of the APR and discussions with stakeholders during the visit, the team observed several noteworthy aspects of the program:

- Serving an under-represented population in the profession is a foundational value of the program; this enlarges access to a professional degree, with the potential to increase diversity within the discipline.
- The Department of Architectural Technology has a unique learning culture that places emphasis on a welcoming atmosphere, sense of belonging, and collegiality, all founded on a keen understanding of “diversity” as a core strength of the department.
- The team observed a disconnect between the innate strengths of the learning culture and formal studio culture policies. Students are eager for growth and engagement in the program’s development. The existing framework provides a foundation for robust future development that leverages a student driven methodology.
- Conversations with faculty, staff and students confirmed a strong sense of openness and access to one another. Individual mentorship and advising by faculty enhance student achievement.
- Utilization of the program’s urban setting as a “laboratory for learning” connects students to real-world issues of direct relevance to the student population. Transversely, the program benefits greatly from the engagement of active practitioners who bring applied research and knowledge to the curriculum.
- Issues of studio space, security and physical access highlight the limitations inherent in a commuter school with which the program is grappling. Though not yet fully implemented, Virtual Desktop Infrastructure (VDI) is potentially a significant mechanism to increase access to the program beyond the physical studios’ limitations, and particularly as a creative response to the current pandemic shutdown.
- With its roots in a vocational program, the B.Arch. program has a distinct strength in terms of technical production and preparation; this is well understood at every level of administration (college, school, department, program).
- The school and college see the importance of an accredited degree program and give priority to it along with their other accredited programs leading to licensure. At the same time, the program benefits from the increased cachet of accreditation vis-à-vis other area architecture programs, industry and professional connections.
- The dean, chair and students all expressed an interest in strengthening cross-disciplinary collaboration with the eight additional departments within the School of Technology and Design.
- Integrated coordination between the AAS, B.Tech. and B.Arch. programs (i.e., the “degree ladder”) allows students to move between programs and receive credentials with multiple points of entry and departure. The integral relationship with the B.Tech. program also provides students a unique opportunity to experience synergies between design and technology.
- The program is in a phase of growth – building capacity and resources along the way – which given the limited staff support, demonstrates its commitment towards accreditation.

b. Conditions Not Achieved (list number and title)

Not Met	Not Yet Met	In Progress	Not Applicable
	SPC A.1, A.3, A.4, A.8, B.1, B.6, B.7, B.10, C.1, C.2, C.3, D.1, D.2, D.3, D.4, D.5	I.1.5 Long-Range Planning I.1.6 Assessment I.2.2 Physical Resources II.3 Evaluation of Preparatory Education SPC A.6, A.7, B.5	II.4.5 ARE Pass Rates III.2 Interim Program Reports

c. Conditions Met with Distinction

B.4 Technical Documentation is met with distinction. Detailed drawings, outline specifications, and visualization of complex building construction elements at the third-year level are to be applauded.

II. Progress on the Plan for Achieving Initial Accreditation

2020 Visiting Team Assessment: The program continues to make progress on its initial 10-point plan for accreditation:

- Plan for Securing Resources: The program's Facilities Committee is documenting existing facilities and enrollment projections in a report to the college administration to better demonstrate and justify the proposed improvements to physical resources (see *Physical Resources* assessment below). Additional financial resources for digital lab technology and VDI are in progress via the established capital funding mechanism (see *Financial Resources* assessment below).
- Securing Institutional Approvals: The B.Arch. program has secured approvals from the NYCCT College Council and CUNY Office of Academic Affairs, as well as the New York State Department of Education (NYSED).
- Plan for Recruiting and Retaining Students: The program continues to refine its retention triad of advisement, academic support and mentorship. It has broadened the advisement process in a more structured format offered each fall (see *Human Resources* and *Access to Career Development Information* assessments below), as well as augmenting the Computer Lab Technicians with more comprehensive workshops to support software/hardware tools as part of the program's "Digital Spine." Enhanced student recruitment for freshman entrance is still a work-in-progress, with current recruitment focused on New York City's Career and Technical Education (CTE) schools.
- Plan for Recruiting Full-Time and Part-Time Faculty: Current levels of full-time and part-time faculty continue to meet the needs of the program, with re-assessment annually in line with projected enrollment (see *Human Resources* assessment below). The pool of potential adjunct faculty, if needed, is high given the school's location in New York City.
- Proposed Date for Enrollment of First Cohort: The department revised its curriculum map so that the first three years of the B.Arch. and B.Tech. programs are now identical. The first cohort of B.Arch. students matriculated in 2017 and are currently in the first semester of their fourth year; they consist entirely of advanced standing students initially enrolled in the AAS or B.Tech. programs. NYSED approval allowed admission of freshman, advanced standing (3 years in the department or equivalent) and transfer students into the B.Arch. program starting with the fall 2020 semester. At present there are not yet any transfer students in the program from other institutions.
- Projected Date for Awarding Degrees: The program is on track to graduate its first cohort in spring 2022.

- Plan for Developing and Implementing New Courses/Curriculum: The program is on track for all courses and curriculum to be in place to graduate its first cohort and provided to the team full course outlines for review.
- Plan for External Support: The department has re-imagined the previous advisory board as the Executive Council on Design Education and Engagement, consisting of an array of industry and professional leaders to further enhance outside support of the program. The program has also developed relationships with other institutions outside the NYC area to leverage opportunities for more diverse student engagement.
- Plan or Provisions in the Event the Program Does Not Achieve Initial Candidacy: The program achieved Initial Candidacy in 2018 and is continuing to work with NAAB and other accredited programs to study and implement best practices with the goal of Initial Accreditation.
- Plan or Provision in the Event the Program Does Not Achieve Initial Accreditation: Curriculum enhancements currently in progress will be to the benefit of both the B.Arch. and B.Tech. programs, which will facilitate graduates to more easily attain the B.Tech. degree if the B.Arch. program does not achieve accreditation. New York does provide a pathway to state licensure for graduates of the B.Tech. program. The department also continues to seek articulation agreements with other accredited M.Arch. programs in the region that would allow students to continue their professional degree at one of those institutions, although they have not yet finalized any as of the time of the visit.

III. Progress Since the Previous Site Visit

2014 Condition II.1.1 Student Performance Criteria A.1 through D.5: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Previous Team Report (2018): All SPC are Not Yet Met. Courses have not been offered at the time of this visit.

2020 Visiting Team Assessment: Please see Part II Section 1 for the team's assessment of Student Performance Criteria.

2014 Condition 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)

Previous Team Report (2018): The program has purposefully avoided indicating the potential NAAB-accredited degree in its materials until at least the initial candidacy review.

2020 Visiting Team Assessment: Copies of the NAAB Procedures and Conditions are available on the Architectural Technology Department's website: http://www.citytech.cuny.edu/architectural/accreditation.aspx

IV. Compliance (or Plans for Compliance) with the 2014 Conditions for Accreditation

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

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

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

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

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

[X] Described

2020 Analysis/Review: Through various iterations since its founding in 1946 as a response to the emerging post-war needs of business and industry, New York City College of Technology (City Tech) has become a national model for technology-based education. Bolstered by the 1971 incorporation of the technical/vocational associate degree programs of Voorhees Technical Institute, City Tech is now the largest of CUNY's senior colleges, with a student population of over 17,000. The Department of Architectural Technology established its 4-year B.Tech. program in 2002, notable in that it requires 40% more liberal arts credits than required by the state, emphasizing its commitment to a strong general education foundation alongside specialized technical training. In 2015, the results of a multi-year study of the alignment and trajectory of the B.Tech. program, together with the increasing demand seen in graduates for post-graduate professional education, provided the impetus for creation of the new B.Arch. program currently in candidacy for NAAB accreditation.

As extensively detailed in the APR and discussions during the visit, the mission of both the college and the department focuses on "*providing broad access to high quality technological and professional education for a diverse urban population."* (APR, p. 4) In pursuance of that, the program emphasizes increased accessibility to an accredited professional architectural degree for a significantly under-served student demographic, with competitive tuition and an open-enrollment policy filling a unique niche among other area programs. As part of a commuter school serving a population coming from varying life situations, the program exploits the context of its urban setting as a "laboratory for learning," including concepts such as place-based learning, as well as taking advantage of professional engagement and partnerships within the community directly impacting student success. With a deep faculty of distinguished professionals and practitioners, the department continues to be a leader in key areas of applied research and policy within the greater New York area, as well as with innovative interdisciplinary offerings and curriculum development engaging other City Tech departments.

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

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must

address the values of time management, general health and well-being, work-school-life balance, and professional conduct.

- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Demonstrated

2020 Analysis/Review: The Department of Architectural Technology has a unique learning culture that places emphasis on a welcoming atmosphere, sense of belonging and collegiality. This ethos is strengthened through a nurturing environment that prepares students for advanced education and employment in the architecture, engineering and construction industry with multiple "departure" and "entry" points that maximize success and degree conferral. Furthermore, the department has emphasized student development of academic and professional interests off-campus. The program's location in downtown Brooklyn has allowed students and faculty to foster strong connections in the local community, attending community board meetings, engaging with active neighborhood development projects and participating in timely conversations about the impacts of the built environment. Nascent study abroad and travel opportunities show great promise and excitement from both faculty and students.

Long commutes, family and employment obligations, and financial considerations inform the program's approach to a time management/work-life balance-centric learning culture. A studio culture policy memorializes pillars of diversity, inclusion, constructive feedback, discovering and developing a voice, camaraderie, discussion, debate and optimism. However, the team observed a disconnect between the innate strengths of the learning culture and formal policies; students expressed a lack of knowledge and engagement in the creation of the studio culture policy.

Students are eager to engage with the program's development and yearn for the opportunities that come with an accredited degree. Existing platforms for student participation, such as the Architecture Club, provide a framework to channel energy and expand participation, leveraging a student driven methodology. Comparison and conversation at the student level with peers at other accredited degree programs in the CUNY system and New York City through facilitated discussions by the AIA New York/Center for Architecture and the Architectural League of New York has helped generate this eagerness. At present, active AIAS and NOMAS chapters do not exist but may provide the framework to help further develop engagement.

Conversations with faculty, staff and students confirmed a strong sense of openness and access to one another. Individual mentorship and advising by faculty enhance student achievement. Remote learning has further strengthened the department's culture of learning, creating mutual benefit and camaraderie.

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

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

[X] Demonstrated

2020 Analysis/Review: As a public, open-enrollment, commuter and Hispanic-Serving Institution (HSI), City Tech places great importance on providing affordable access to the profession for a largely under-served urban population. As such, it seeks to fill a distinct niche among the many accredited programs in the New York City

area. The most recent statistics in the APR note the student population to be over 40% Hispanic/Latino, over 40% non-U.S. born, over half from households earning less than $30k, 25% working >20 hours/week and a large majority receiving need-based financial aid. Gender equity has also progressed since the initial candidacy visit, with women accounting for over 46% of students in 2019.

The program sees diversity as one of its major assets, both in its demographics and notably in the content of its curriculum. The APR describes a number of concrete initiatives the program engages for both facilitating a necessary level of preparation and ensuring a continued level of achievement for its student body. In addition, development of the curriculum takes into account its potential effect on diversity. As noted in the APR p. 19, the program anticipates "*the need to adjust our early curriculum and add further support mechanisms to improve access to the new degree program. A critical long-range goal is to ensure that access to the B.ARCH. program does not reduce diversity, and we will collect and monitor data through annual assessment*."

Faculty appointments strive to mirror the diversity of the student body, and follow the extensive diversity and inclusion policies of the college and CUNY as a whole (which also apply to student admission, services and financial aid), including an updated Affirmative Action Plan and the CUNY Policy on Equal Opportunity and Non-Discrimination. Full-time faculty, however, remain 2/3 male and predominantly white, while over 60% of the large pool of adjunct faculty are male and 75% are white. Though this breakdown is not yet comparable to student diversity, particularly in terms of Hispanic/Latino faculty, the program discussed other avenues that may increase faculty diversity over time, such as recruitment of adjuncts from the diverse pool of recent graduates. Direct action is currently hindered by a CUNY-wide hiring freeze related to the COVID pandemic.

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

A. Collaboration and Leadership. The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.

B. Design. The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.

C. Professional Opportunity. The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.

D. Stewardship of the Environment. The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.

E. Community and Social Responsibility. The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

[X] Described

2020 Analysis/Review: One sign of a healthy and forward-thinking program is not only how it responds to the Defining Perspectives, but also in the degree of integration among the ways it addresses them. As described in both the APR and visit interviews, City Tech demonstrates both qualities.

Using its urban setting as a "laboratory for learning," the program emphasizes placed-based learning in an urban environment through collaborative studios and community engagement. The collaborative nature of the studios provides students with direct experience working integrally with other colleagues and designers, as well as with community stakeholder "clients" as part of a real-world process. Interdisciplinary learning is a significant part of the curriculum, with a requirement for one course co-taught with faculty from arts & sciences, such as the noteworthy Learning Places course, taught in conjunction with library sciences.

The integrated relationship with the B.Tech. program is another example of the blurring of disciplinary lines, exposing students in design studios to "*both the conceptual art of architecture and the science of building*" (APR p. 24), as well as exposure to varied professional paths. The evolution of the program from a technology-based foundation permeates its approach to design, exemplified in initiatives such as the Closing the Loop Project, an interdisciplinary framework encompassing multiple courses in building technology, sustainability and fabrication. In addition to an emphasis on cutting-edge software and digital fabrication technology in the design curriculum, programs such as Emerging Scholars fosters student collaboration with faculty research beyond the design studio.

The inclusion in the curriculum of more liberal arts coursework than required by the state highlights the program's emphasis on developing the analytical and communication skills necessary for successful professional engagement and achievement. As noted in the APR (p. 23), *"[s]upplementing these curriculum-based initiatives are a number of programs in which students develop collaborative and leadership skills to prepare them to enter the professional world."* These range from student organizations such as the Architecture Club, to an ongoing professional relationship with the New York Architectural League, to scholarly/professional opportunities such as the Intersections conference focusing on cutting-edge technologies while fostering relationships with leading professionals in the field. The re-imagined Advisory Board as the Executive Council on Design Education and Engagement, drawing from a broad array of building industry professionals, further supports these varied efforts.

A noteworthy professional focus where City Tech has taken a lead addresses resiliency in urban environments. Most recently spurred by the effects of Superstorm Sandy, which directly affected many students and faculty, urban resiliency has become a focus of faculty applied research and leadership. As noted in the APR (p. 22), "*[research-based] curricula in both the design studios and lab electives are focused on […] sustainability, resiliency, and performative design."* Exemplified in such interdisciplinary endeavors as the Solar Decathlon, among others, the curriculum embraces "*[d]esign that engages building technology, sustainability, and local communities in urban environments."* (APR p. 24)

A significant part of City Tech's mission is to provide greater access to the profession for historically under-served populations, which includes supporting students with "*widely disparate levels of academic preparation, professional goals and personal circumstances.*" (APR p. 17) As such, this student demographic directly feels the impact of environmental design on urban communities, and the program's placed-based collaborative studios directly engage those under-served communities of which the student body has a unique understanding. As noted in the APR (p. 27), "*[t]his awareness is a foundation upon which to build an increasingly broad understanding and dedication to the responsibilities they will take on as professionals."*

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

[X] In Progress

2020 Analysis/Review: The Department has focused significant resources toward initial accreditation and is in the process of strengthening self-initiated Long-Range Planning efforts to better identify multi-year objectives.

Annually, the department chair is responsible for summarizing the department's alignment with broader college initiatives in an annual "Goals and Targets" report. These goals include access, degree completion, career success, knowledge creation and new economic models.

Every ten years, the provost's office undertakes an external review of the department. The most recent review covered the academic years of 2003-2013 and was the genesis for creating a Bachelor of Architecture degree.

Planning objectives to-date have been student-centric, focused on relevant skill building in an ever-changing profession. Course-coordination meetings, super-juries, town halls and targeted lecture content combine to accomplish these objectives. A steering committee, composed of faculty members, has convened to craft and implement a vision for the long-term future of the department. A formal document or process has not yet been ratified.

In tandem with these initiatives, the program has reconstituted the Advisory Board as the Executive Council on Design Education and Engagement to help promote the program. This group is composed of industry professionals that will help elevate the program through fundraising and relevance in the marketplace.

I.1.6 Assessment:

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

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

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

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

[X] In Progress

2020 Analysis/Review:

Program Self-Assessment: Program self-assessment was evident in supplemental information that was provided at the time of the team visit. Although not explicitly stated, the self-assessment is being carried out in terms of the department mission that can be found on page 4 of the APR. The Department of Architectural Technology is in the process of implementing growth based on a 2015 program review, which the college requires on a 10-year cycle. The 2015 program review makes an assessment based on the program's mission and objectives. At that time, the department had seen substantial growth in their student body after developing the 4-year B.Tech. degree, which had grown out of the 2-year AAS degree program. The development of the B.Arch. is the result of the department following suggested objectives for growth coming out of that review process. Progress continues to be on track.

Curricular Assessment and Development: The B.Arch. and B.Tech. programs have the same requirements for the first three years of each degree. In the meeting with the faculty, they noted that curricular assessment of the first three years has led to updating some of the courses. This is the first year that the program is teaching

the B.Arch. fourth year curriculum. Courses are developed according to the curricular plan, and additional classes will be developed and put in place over the next two years. In the APR, the program states that the curriculum will be examined and assessed annually to understand its impact on student diversity and ensure access. The APR notes that a committee assesses program faculty teaching performance yearly to align faculty and course assignments according to their teaching strengths. The APR notes that the department has developed a culture of assessment that needs to be broadened and codified, and notes that they intend to institute this as the B.Arch. program develops. They plan on assessing student reading, development of visual tools and 'whole student' assessment through the use of an e-portfolio.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, 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

2020 Team Assessment: The human resources narrative in the APR, supported by discussions with administrators and faculty during the visit, the NYCCT website and additional materials provided by the program, establish the following:

Faculty assignments support student achievement. Full-time and part-time faculty are assigned to courses that align with their areas of professional expertise. The City Tech Instructional Faculty Handbook states that the normal teaching assignment for full-time faculty is 18 workload hours in an academic year, along with student advisement, committee assignments and other duties assigned by the department chair. All full-time faculty are focused on supporting student achievement in the B.Arch. program. In the meeting with faculty, they noted that their teaching, service and research workloads were balanced. Faculty have access to the college document, Guidelines for Faculty Personnel Process, which outlines personnel processes, faculty appointment and reappointment, and faculty engagement in committees. Faculty have opportunities to develop pedagogy and scholarship through the Faculty Commons, the college's center for teaching, learning and scholarship. Faculty also noted that their research and scholarship activities were well-supported through the school, college and university. In addition, both full-time and part-time faculty engage in professional development related to architecture and allied professions through professional organizations in the city.

The department currently operates with minimal dedicated support staff, relying to a great extent on support staff provided by the school, including an allotment of College Laboratory Technicians (CLTs). School administration acknowledged that anticipated growth of the department may warrant consideration of additional staff in the future as funding allows.

Students have access to academic and professional advising administered at the school and college level. First-time students attend the college's New Student Center prior to attending classes. After that, students are advised by program faculty, with all full-time faculty participating in student advising. Professor Ken

Conzelmann serves as the department's Job Placement Coordinator and maintains a list of contacts. Faculty ties to the design profession often lead to student internships and jobs. Professor Barbara Mishara serves as the Architect Licensing Advisor for the department. As noted in the APR, the college has support mechanisms in place for health and wellbeing related to academic performance and personal counseling, and there is funding available for student financial emergencies. See sections II.4.3 and II.4.6 for additional information on the department's career guidance and advising resources.

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

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

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

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

[X] In Progress

2020 Team Assessment: The Department of Architectural Technology is primarily located on the eighth floor of Voorhees Hall. This space has long supported the department's large student body (700-800) and faculty (approximately 81 full- and part-time).

With high utilization rates and limited hours, access to facilities for students and faculty has placed a strain on physical resources. The lack of dedicated storage and studio space places a burden on students to complete most of their work off-campus, heavily depending on space at home and a precarious commute for physical models. The department has developed a plan for enhancements to learning environments across the first, second, third and eighth floors. This includes space reconfiguration and furniture upgrades. A formal timeline for funding and implementation is presently on hold. In conversations with college leadership (president and interim provost), they expressed continued commitment to these capital improvements, with the current delay due to diversion of state and city funding as a result of the pandemic.

Modeling spaces for the creation and exploration of three-dimensional representation reside on the first and third floors of Voorhees Hall, supported by 3D printers, laser cutters, CNC mills, robotic arms and other digital infrastructure. There is also a digital fabrication model shop located on the 8th floor. All students are taught to utilize these resources with the support of College Laboratory Technicians (CLT) faculty/staff.

Virtual Desktop Infrastructure (VDI), which enables students to access digital tools, software and computational power from outside the classroom, was on a path for implementation pre-pandemic and has since been partially deployed. This model has allowed the School of Technology and Design, as well as the Department of Architectural Technology, to creatively navigate the limits of physical space and access. Additionally, VDI presents opportunities for students to decrease personal expenses and utilize consolidated computing power for digital creation. Used primarily by freshman at present, this infrastructure shows great promise. The program anticipates that VDI will be expanded in the future with additional capital funding.

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

[X] Demonstrated

2020 Team Assessment: The financial narrative in the APR, supported by discussions with administrators during the visit, establishes that the program has sufficient resources to support faculty endeavors and student achievement. Budgetary funding for the City University of New York (CUNY), of which NYCCT is a part, derives from annual appropriations by the state and city of New York and student tuition. The department, in addition, relies on a student Tech Fee to fund acquisition and maintenance of technology and equipment for both faculty and students, as well as capital funding requests to the college for items >$50k. Funding of planned facilities reconfiguration is separate from the department and dependent on the overall capital projects budget of the college. While initial phases of the project have been queued for approval, the general diversion of state and city funding for pandemic-related virtual infrastructure has largely put plans on hold, including that for the department's VDI expansion. However, the experience gained from the current virtual delivery during the pandemic shutdown has also encouraged efforts to establish cloud-service VDI as a regular capital line item in the budget.

The department also actively promotes and facilitates grant funding as a supplemental income stream to support faculty initiatives and is pursuing active engagement of previously established industry/professional relationships, as well as a reconstituted advisory board to leverage external support for the program.

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

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

[X] Demonstrated

2020 Team Assessment: Although the department maintains a small on-site library for access to course textbooks and a limited amount of material/product samples, the primary information resource for the program is the Ursula C. Schwerin Library, located about a 5-10-minute walk across campus from the department's facilities. As the main library for the City Tech campus, the Schwerin Library also provides full access to the other 27 campus libraries in the CUNY system, including access to laptops and equipment as well as full online access and borrowing privileges. As documented in the APR, a full range of print, visual and digital resources to support a professional program are available, including extensive on-line catalog and full-text services.

As with all other academic divisions, the Architectural Technology Department has a dedicated professional librarian liaison with disciplinary expertise. In addition to regular coordination with program faculty for collection acquisition and services, the library liaison "*provides subject specific research instruction (in person and remotely) for the department, creates virtual instructional content to support student research, and is available for one-on-one research consultations with [a]rchitecture students.*" (APR p. 70) As academic faculty, librarians also directly engage in research on information methodology, technology and pedagogy, and have notably collaborated with the department's faculty on the interdisciplinary Learning Places course offering.

I.2.5 Administrative Structure and Governance:

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

[X] Demonstrated

2020 Team Assessment: Information in the APR, along with additional information on university faculty and governance provided to the team, confirm the administrative structure and governance for the department and programs. The Bachelor of Architecture program is offered alongside the AAS in Architectural Technology and the B.Tech. in Architectural Technology in the Department of Architectural Technology. It is one of nine departments in the School of Technology and Design. The Instructional Staff Handbook notes that the New York City College of Technology has a policy of shared governance, and the College Council is made up of faculty, staff, administrators and students. There is also a university-wide (CUNY) faculty senate. The college is headed by a president (Dr. Russell Hotzler) and provost (Dr. Pamela Brown, interim), and is divided into three schools headed by academic deans. Dean Gerarda Shields heads the School of Technology and Design.

The handbook indicates that department chairs must be tenured faculty members. Department faculty who are eligible to vote (the tenured professoriate along with untenured faculty at multiple ranks who have had a third annual appointment) elect the chair for a three-year term. The chair of the Department of Architectural Technology is Professor Sanjive Vaidya. Two co-directors, Professors Claudia Hernandez and Ting Chin, manage the B.Arch. program. The department has a required Departmental Committee on Appointments, headed by the department chair, that makes recommendations to the College Personnel and Budget Committee on matters related to faculty. The college committee makes recommendations to the institution's Board of Trustees.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

This part has four sections that address the following:

- **STUDENT PERFORMANCE.** This section includes the Student Performance Criteria (SPC). Programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this section. Compliance will be evaluated through the review of student work.
- **CURRICULAR FRAMEWORK.** This section addresses the program and institution relative to regional accreditation, degree nomenclature, credit hour requirements, general education, and access to optional studies.
- **EVALUATION OF PREPARATORY EDUCATION.** The NAAB recognizes that students entering an accredited program from a preprofessional program and those entering an accredited program from a non-preprofessional degree program have different needs, aptitudes, and knowledge bases. In this section, programs will be required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences in non-accredited programs have indeed been met.
- **PUBLIC INFORMATION.** The NAAB expects accredited degree programs to provide information to the public regarding accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information concerning the accredited and non-accredited architecture programs.

Programs demonstrate their compliance with Part Two in four ways:

- A narrative report that briefly responds to each request to “describe, document, or demonstrate.”
- A review of evidence and artifacts by the visiting team, as well as through interviews and observations conducted during the visit.
- A review of student work that demonstrates student achievement of the SPC at the required level of learning.
- A review of websites, links, and other materials

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

Student learning aspirations for this realm include:

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

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

[X] Not Yet Met

2020 Team Assessment: The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

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.

[X] Met

2020 Team Assessment: The team found comprehensive evidence of student achievement at the prescribed level in student work prepared for ARCH 3512 Design V, as well as evidence of discrete components of the criterion in student work prepared for ARCH 2312 Design III.

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.

[X] Not Yet Met

2020 Team Assessment: The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

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.

[X] Not Yet Met

2020 Team Assessment: The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

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.

[X] Met

2020 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 1112 Design 1.

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

[X] In Progress

2020 Team Assessment: The program is currently delivering the courses in which this SPC is expected to be met at the time of initial accreditation, and accordingly, student work is not yet available for evaluation.

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

[X] In Progress

2020 Team Assessment: The program is currently delivering the courses in which this SPC is expected to be met at the time of initial accreditation, and accordingly, student work is not yet available for evaluation.

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

[X] Not Yet Met

2020 Team Assessment: The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

Realm A. General Team Commentary:

The program has not yet delivered coursework in which the majority of the Realm A SPC are expected to be met, so the team cannot yet make a more comprehensive assessment of Critical Thinking and Representation beyond the two SPC noted as currently Met.

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

Student learning aspirations for this realm include:

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

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

[X] Not Yet Met

2020 Team Assessment: The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

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.

[X] Met

2020 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for Arch 3612 Design IV, as well as evidence in components of the criterion in student work prepared for Arch 2312 Design III and Arch 1250 Site Planning.

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

[X] Met

2020 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 3531 Building Tech IV and ARCH 3612 Design VI, as well as ARCH 3512 Design V.

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.

[X] Met

2020 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 3531 Building Tech IV. Detailed drawings, outline specifications, and visualization of complex building construction elements at the third-year level are to be applauded.

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

[X] In Progress

2020 Team Assessment: The program is currently delivering the courses in which this SPC is expected to be met at the time of initial accreditation, and accordingly, student work is not yet available for evaluation.

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

[X] Not Yet Met

2020 Team Assessment The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

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.

[X] Not Yet Met

2020 Team Assessment: The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

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

[X] Met

2020 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 3531 Building Tech IV as well as in ARCH 1231 Building Tech I and ARCH 2331 Building Tech II.

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

[X] Met

2020 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 3670 Building Systems as well as in ARCH 3531 Building Tech IV.

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.

[X] Not Yet Met

2020 Team Assessment: The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

Realm B. General Team Commentary:

Coursework is commendable for incorporating meaningful programming and code compliance exercises as an integrated part of the design process in early as well as mid-level studio projects. B.4 Technical Documentation has been met with distinction. Detailed drawings, outline specifications, and visualization of complex building construction elements at the third-year level are to be applauded.

The program has not yet delivered the courses in which SPC B1, B5, B6, B7 and B10 are expected to be met at the time of initial accreditation.

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

Student learning aspirations in this realm include:

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

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

[X] Not Yet Met

2020 Team Assessment: The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

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

[X] Not Yet Met

2020 Team Assessment: The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

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.

[X] Not Yet Met

2020 Team Assessment: The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

Realm C. General Team Commentary:

The program has not yet delivered the courses in which Realm C SPC are expected to be met at the time of initial accreditation.

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

Student learning aspirations for this realm include:

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

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

[X] Not Yet Met

2020 Team Assessment: The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

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.

[X] Not Yet Met

2020 Team Assessment: The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

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

[X] Not Yet Met

2020 Team Assessment: The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

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.

[X] Not Yet Met

2020 Team Assessment: The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

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

[X] Not Yet Met

2020 Team Assessment: The program has not yet delivered the courses in which this SPC is expected to be met at the time of initial accreditation.

Realm D. General Team Commentary:

The program has not yet delivered the courses in which Realm D SPC are expected to be met at the time of initial accreditation.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

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

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

[X] Met

2020 Team Assessment: The City Tech website contains evidence of regional institutional accreditation. The Middle States Commission on Higher Education reaffirmed accreditation of the New York City College of Technology of the City University of New York in 2018, and the next evaluation is scheduled for 2025-26.

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

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

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

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

[X] Met

2020 Team Assessment: The program offers 160 total credit hours and a credit distribution that meets the minimum requirements for a Bachelor of Architecture (B.Arch.) degree.

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

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

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

[X] In Progress

2020 Team Assessment: The APR and additional information provided in the virtual team room document evidence of evaluation of preparatory education, although transfer admissions have not yet occurred.

Students are evaluated for admissions at the college level, which has established a minimum standard that all students entering into the Department of Architectural Technology must meet. All prospective students admitted into the department have the opportunity to submit additional requirements to apply for the B.Arch., which are posted on the program website: http://www.citytech.cuny.edu/architectural/architectural-barch.aspx#.

Since the B.Tech. and B.Arch. curricula are the same for the first three years, transfer students and students in the B.Tech. program can be admitted to the B.Arch. program through advanced standing in the spring of their third year. In meetings with the department chair and program directors, they clarified that in spring 2020 the first cohort, a small group of freshmen admitted to the B.Tech. degree program in 2017, submitted materials for admission to the B.Arch. Those who met the requirements are designated as advanced standing students in the B.Arch. program. The requirements for consideration for admission to the B.Arch. through advanced standing are posted on the program website: http://www.citytech.cuny.edu/architectural/architectural-barch.aspx.

The program provided evaluation rubrics and sample evaluation files for both entering freshman and advanced standing students.

In meetings with the chair and program directors, they confirmed that of the B.Arch. SPCs, only one that is satisfied in the first three years of the B.Tech./B.Arch. curriculum (A.5. Ordering Systems) will be evaluated for equivalency for transfer students. Transfer students must satisfy all other SPCs through regularly designated coursework at City Tech. At the time of the visit, the program has not yet admitted any transfer students that have gone through this process.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Met

2020 Team Assessment: The Statement on NAAB Accredited Degrees is located on the program website: http://www.citytech.cuny.edu/architectural/accreditation.aspx.

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

2020 Team Assessment: Copies of the NAAB Procedures and Conditions are available on the Architectural Technology Department's website: http://www.citytech.cuny.edu/architectural/accreditation.aspx.

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

2020 Team Assessment: In addition to access to standard on-line career development resources, the program has a structured schedule of required educational and career advisement in both group and individual sessions starting in the first year of the curriculum and continuing at key milestones thereafter. These sessions cover educational paths and career options for both the architecture and building technology programs, which share coursework in the first three years of both curricula, as well as accommodating the varied schedules of the student population.

II.4.4 Public Access to APRs and VTRs:

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

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).

- The most recent decision letter from the NAAB.
- The most recent APR.[1]
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2020 Team Assessment: Copies of the 2019 Letter of Initial Candidacy, 2017 Architecture Program Report, and 2018 Initial Candidacy Visiting Team report are available on the department's website: http://www.citytech.cuny.edu/ architectural/accreditation.aspx.

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] Not Applicable

2020 Team Assessment: ARE pass rates are not yet applicable as the program has not yet received initial accreditation.

II.4.6 Admissions and Advising:

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

This documentation must include the following:

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

[X] Met

2020 Team Assessment: The college website, the APR and supplementary materials supplied to the visiting team provide evidence related to program admissions and advising. Application forms, instructions and the admissions process are available on the college and department websites. Instructions and a link to the B.Arch. application portal for B.Arch. program evaluation is on the department website (http://www.citytech.cuny.edu/ architectural/architectural-barch.aspx).

First year students apply via the CUNY application. Once accepted to CUNY, students who apply to the B.Arch. program have additional requirements that are assessed by program faculty led by program co-directors. The first three years of the B.Tech. and B.Arch. curricula are the same, so students have the opportunity to also enter the program as advanced standing students prior to their fourth year. Advanced standing students and

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

transfer students have specific requirements that are reviewed by program faculty led by program co-directors. Transfer students apply first via the CUNY application, with the same additional requirements as advanced standing students. To date, the program has had freshman and advanced standing applicants but has not yet had transfer applicants. Once students enter the department, they have access to all full-time faculty for advising. Students are required to participate in group and individual advising sessions, and the program has developed a semester-by-semester schedule for advising B.Arch. students through their five years in the program. Advising includes portfolio review in the students' second year, career and graduate school advising in the first semester of the fourth year and the final semester prior to graduation. In meetings with the department chair and program directors, they clarified that freshmen admitted to the department who apply for the B.Arch. but do not meet the requirements receive a letter indicating that they can apply again for the B.Arch. in their third year as advanced standing students. Group advising sessions in the studio courses and other information sessions are provided for these students to prepare their future application for the B.Arch. program. The college provides scholarships and grants to students based on academic merit and/or financial need and also provides a list of scholarships and grants for which students can apply.

The APR indicates that City Tech is a noted leader in diversity of students. As an open access institution, students enter the department with a wide range of academic preparedness. A number of programs are in place to support the diverse student body at City Tech. Support from the college, school and program includes, but is not limited to, counseling and academic support services, peer mentoring for female students, departmental workshops, online tutorials and one-on-one classroom support. The goal of the department is to help as many students as possible become eligible for the B.Arch. program.

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

2020 Team Assessment: The APR includes evidence of access to student financial information. The program provided the website link to City Tech financial aid information (http://www.citytech.cuny.edu/admissions/tuition-general.aspx), where students have access to information about the cost of attending the school and the process for applying for financial aid. The program website (http://www.citytech.cuny.edu/architectural/architectural-barch.aspx#) provides general information about approximate additional costs for the college baccalaureate degree programs, alongside information about how to apply to and admissions requirements for the B.Arch. program.

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

2020 Team Assessment: The APR included links to the most recent annual reports as well as indication that this statistical data has been verified by the institution per IPEDS/NCES.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation,* 2012 Edition, Amended).

[X] Not Applicable

2020 Team Assessment: Interim Progress Reports are not yet applicable as the program has not yet received initial accreditation.

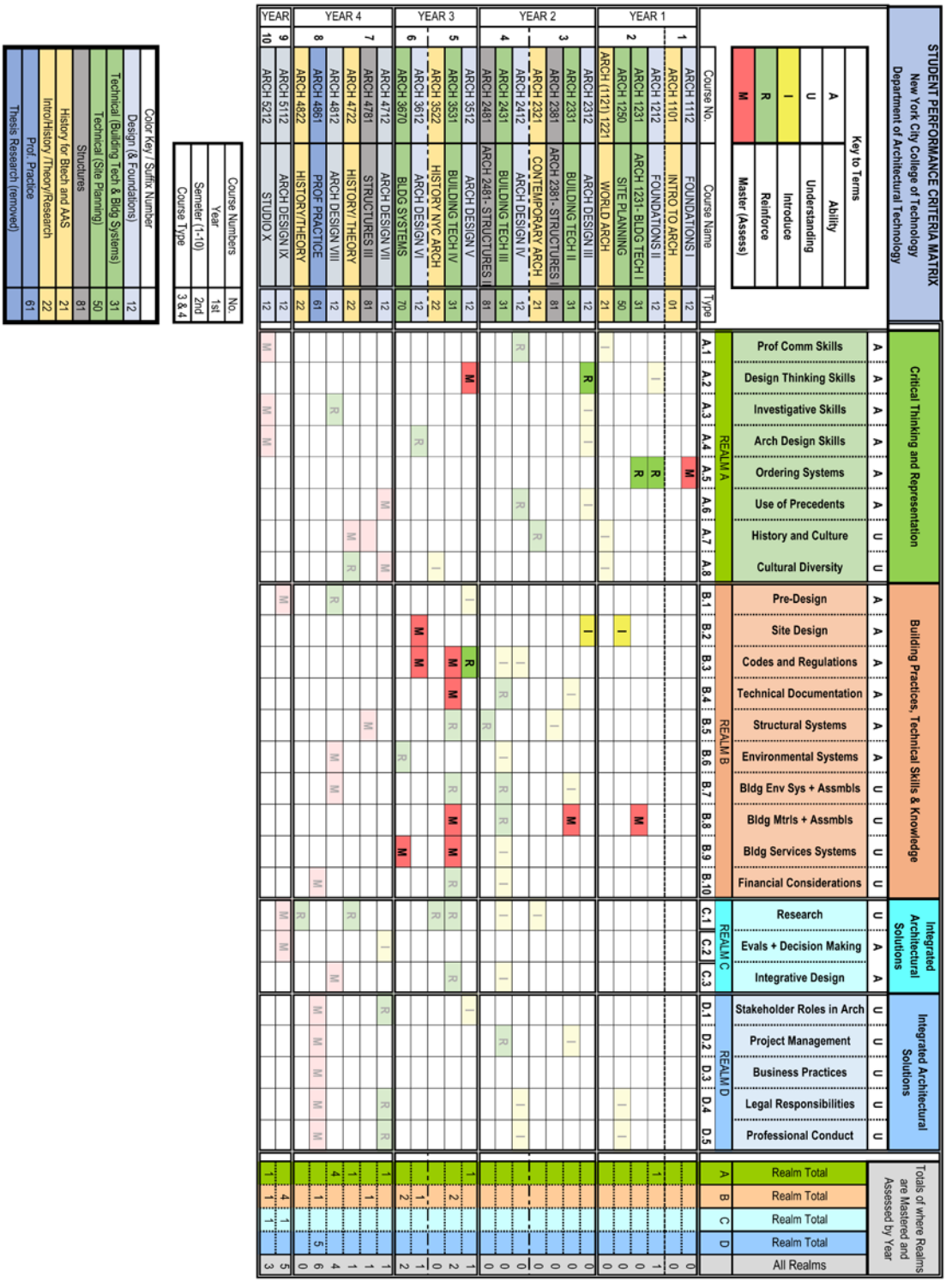
V. Appendices:

Appendix 1. Conditions Met with Distinction

B.4 Technical Documentation is met with distinction. Detailed drawings, outline specifications, and visualization of complex building construction elements at the third-year level are to be applauded.

Appendix 2. Team SPC Matrix

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



Appendix 3. The Visiting Team

Team Chair, Practitioner
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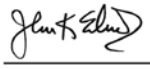
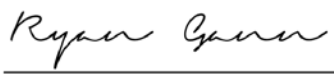
VI. Report Signatures

Respectfully Submitted,



John Edwards
Team Chair

Kate Wingert-Playdon
Team Member



Ryan Gann
Team Member