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

Initial Candidacy Visiting Team Report

Bachelor of Architecture [160 Semester Credits]

The National Architectural Accrediting Board
February 3-7, 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.

Contents

I. Summary of Visit

a. Acknowledgments and Observations

The team wishes to thank City Tech's administration, faculty, staff, and students for their hospitality and assistance during the visit. The self-study (APR) was thorough and well written, the graphics in the team room were helpful, and the course notebooks were well organized. The team appreciates the courtesy, candor, and organization of the university community.

The Department of Architectural Technology promotes a culture of inclusivity. City Tech is on a path to become one of the only public commuter schools with an accredited architecture program. Because of its open access, the college attracts students who enter with widely disparate levels of academic preparation, professional goals, and personal circumstances. The program, with a mission of educating informed and engaged urban citizens, has the potential to significantly contribute to the diversity of architecture and related fields. The team noted an extraordinary richness of ideas emerging from this diverse environment.

The department is prominently located in a City Tech building at the terminus of the Brooklyn and Manhattan bridges, and at the edge of Brooklyn's main commercial and civic district. While the department owns or has access to extraordinary digital fabrication tools, it also has significant needs for adequate studio space and faculty offices as it develops a Bachelor of Architecture.

University, college, and school administrators are committed to the mission, goals, and success of the program. They see architecture as an important addition to the overall mission of City Tech. They are committed to the success of the program as are the faculty and staff.

The students are a collaborative and respectful group. The student body is collegial, supportive, and passionate about their education. Faculty support and cohesiveness was also exceptional. The full-time and part-time faculty are excited about the future of the program and their mission. They felt included in the curriculum planning and interaction with college administration.

b. Conditions Not Achieved (list number and title)

Not Met	Not Yet Met	In Progress	Not Applicable
	II.1.1 (all SPCs) II.4.2	I.2.2 I.2.3	II.4.1 II.4.4 II.4.5 III.1 III.2

II. Progress on the Plan for Achieving Initial Accreditation

The program is following the timetable as identified in the APR-IC. Students have matriculated into the first year of the undergraduate program, and the college has started the approval process for the Bachelor of Architecture. The first B. Arch. students will graduate in 2022. This is in accordance with their plan for initial accreditation.

III. Progress Since the Previous Site Visit

This category is not applicable.

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.

2018 Analysis/Review:

New York City College of Technology (City Tech) is one of the largest public colleges of technology in New York State. Founded in 1946 as the New York State Institute for Applied Arts and Sciences, City Tech has been a pioneer in technology-based education. In 1953, oversight was transferred from the state to the city of New York, and the institute was renamed New York City Community College. Eleven years later it became a part of the City University of New York (CUNY) system. Another root of City Tech can be traced to 1881 when the Technical Schools of the Metropolitan Museum of Art were renamed the New York Trade School. In 971, these schools, renamed Voorhees, were incorporated into City Tech and continued to offer two-year associate degrees. In 2002 the college was renamed New York City College of Technology to keep pace with its role as a senior college offering four-year programs. In the same year the Department of Architectural Technology was authorized to offer a four-year Bachelor of Technology (BTech) degree.

The mission of NYCCT's Department of Architectural Technology focuses on workplace- oriented curriculum, leading-edge technologies, and student-focused environment, providing opportunities for students to engage in real world community service projects. Given its location in downtown Brooklyn, the program endeavors to use New York City as a laboratory for learning.

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.

2018 Analysis/Review:

City Tech recognizes the importance of learning culture, while understanding the unique factors that impact that cultural development in an urban commuter technical college. Long commutes, limited contact hours, financial circumstances, family and employment obligations, high student to instructor ratios, and the amount of work that must be executed outside the studio without guidance or feedback combine to create the need for targeted responses.

To that end, the program has undertaken the following initiatives:

- Working with the college to reduce the number of students in each section of studio.
- Consideration of curricular changes that place a high level of importance on building technology as their pedagogical goal of an integrated knowledge-based studio sequence. Finding a balance between flexibility and sequence is the goal in addressing this student population's needs.
- Extend the hours of student access to facilities, since many students have little or no access to hardware or software outside the school.
- While students have found ways to form bonds, activities such as an annual Town Hall, Solar Decathlon participation, and support for several clubs aims to strengthen cohort bond. A new cohort group advisement structure intends to bring cohorts together to share experiences, communicate, and give feedback to the program.
- As of the date of this visit, the program has not begun drafting a Studio Culture Policy.

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.

***2018 Analysis/Review**:*

The APR identifies diversity as a central asset of the program and culture at City Tech, and it is clearly a strength of the program. The institution is a federally designated Hispanic Serving Institution (HSI). As an open-access institution, City Tech celebrates the ability and historic mission "to offer opportunities for educational advancement to students regardless of financial circumstances or prior academic achievement." The APR describes numerous institution-level programs for student support, including departmental workshops that are coordinated with the program curriculum offerings.

The program's intention is to help as many students as possible reach a level where they become eligible for the B. Arch. degree and to ensure that access to this program does not reduce diversity. The program describes that it will collect and monitor data through annual assessment, review the profile of students who achieve eligibility compared to the profile of entering first-year students, make adjustments to early curriculum and add further support mechanisms to improve access, and will examine changes to the curriculum and degree program specifically for their potential impact on student diversity.

Among the student body at City Tech, 43% were born outside the United States, 62% speak a language other than English at home, 33% list their parents as college graduates, and 58% report household incomes of less than $30,000. According to the Equality of Opportunity Project, City Tech is ranked fifth in the nation on the overall mobility index, where students come from the lowest 40% income brackets, and after education move into the highest 40% income brackets.

Over a ten-year period, it appears that 63% of all graduates in the Department of Architectural Technology have identified as men, with some years at 69% men. While the proportion of women is lower than may be

seen at other programs, it was noted to the team that the cultural backgrounds of the students often do not traditionally support women in the architecture and construction fields, so reaching 30 to almost 40% women is a significant achievement.

Over the past 11 fall enrollment terms, 34% of students have identified as Hispanic/Latino, 21% Black or African American, 15.7% White, 15.6% Asian, and 12.7% as nonresident alien. Graduation data appears to follow similar demographic trends.

The Appointments Committee for teaching candidates follows the required institutional policy for EEO/AA. This document is publicly available for review (https://www.ccny.cuny.edu/affirmativeaction/eeo).

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.

***2018 Analysis/Review**:*

The Department of Architectural Technology at City Tech has numerous methods of developing collaborative skills and leadership within its diverse student body. Cultural awareness is encouraged through collaborative studios, place-based learning, community partnerships, and research initiatives. In 2014-15, for example, a group of dedicated students under the direction of faculty members participated in the U.S. Department of Energy Solar Decathlon. Students effectively support each other in the classroom and in informal study groups, often in off-campus residences.

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.

***2018 Analysis/Review**:*

The program approaches design through the lenses of building technology, sustainability, and urban environments. The studio sequence is designed to build from fundamental principles through increasing complexity and scale, as related to urban issues. Design projects take advantage of local sites, community-engagement, hands-on experiences, and a connection to practice. The studio culture is centered around place-based learning and collaboration with both the professional and larger urban community.

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.

***2018 Analysis/Review**:*

The program sustains a breadth of opportunities for architecture students in many ways. There are regular student visits to offices of leading architects in the region, and workshops with professionals. These opportunities afford both students and practitioners access to each other and illustrate a wide range of career paths for design professionals.

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.

***2018 Analysis/Review**:*

The program has a deep, personal, immediate connection to the perspective of environmental stewardship. From the direct and lasting impact of Superstorm Sandy, the program has evolved a thought-leadership position in the realm of urban resiliency. The program participates in and hosts national programs related to resiliency and the urban environment. The curriculum is developing a sustainability spine for real, action-oriented skills and knowledge, and the program recently placed in the Solar Decathlon. The program notes its dedication and commitment to actively engage the environment and the professional responsibility to it.

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.

***2018 Analysis/Review**:*

City Tech design students engage with local communities in a responsible manner. This helps provide leadership in raising the public discourse about good design. City Tech specifically has a goal of providing quality higher education to underserved groups. The department, in turn, provides access to design education to those who typically are underserved by design 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.

***2018 Analysis/Review**:*

The department is founded on the commitment that its students have the necessary skills to satisfy the ever-changing demands of the profession. In addition, a ten-year departmental self-evaluation process reviews and assesses mission, vision, faculty, student population, resources, curriculum, and facilities.

Moving toward accreditation, the program recognizes the need and opportunity to address, revisit, and codify its vision and establish new long-term goals, including building a studio culture, strengthening history and theory offerings in response to the diversity of the students, introducing a virtual desktop infrastructure, and establishing articulation agreements with technical high schools and M. Arch. programs. To date, the program has been consumed with accreditation and has not yet initiated work on a long-range plan.

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.

***2018 Analysis/Review**:*

The program describes itself as having a culture of assessment but recognizes that self-assessment must be broadened and codified so it better serves the development and refinement of curriculum adjustment and teaching methodologies. Both campus-wide and internal program evaluations are taking place covering multiple topics, including general education development, the monitoring of course pass rates, periodic faculty course review, course redesign, critical course assessment, peer review, program outcomes, and outside professional input and review.

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.

***2018 Analysis/Review**:*

The university and department have strong and well-developed assessment processes through curricular evaluations; evaluations by students, faculty members, and alumni; and local professional input. City Tech uses various means to provide student feedback on both courses and faculty. Curriculum committees review all changes and additions to courses and academic programs. The faculty must approve any alterations to existing academic programs.

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 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: City Tech has about 20 full-time faculty members in the Department of Architectural Technology. All are registered in the United States or other countries. All have advanced degrees. The part-time faculty includes 60 adjuncts who come from public or private practices. Professional development for faculty and staff is provided by the Faculty Commons, which helps with pedagogy and scholarship, grant writing and applications, and research support. The Office of Faculty and Staff Relations offers workshops on topics ranging from compliance courses to enhancement of administrative skills. Many of the faculty are engaged with publications, conferences, and other activities focused on research, scholarship, and teaching. New faculty are given course release over the first five years for research, and the faculty noted that time and support for research are strong. Funding for presenting research and other activities is a challenge, and understanding by the institution and college of the nature of scholarly research in the practice of architecture is an ongoing conversation.

The program has an Architect Licensing Advisor who is in regular communication with students and attends training and development programs.

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

2018 Team Assessment: Voorhees Hall is one of three buildings which compose City Tech. Voorhees is home to the nine departments of the School of Technology and Design; Architectural Technology is housed

on the eighth floor, with some supplemental space on the first, second, and third floors for faculty office space and shared classrooms/labs.

Physical space is perhaps the most notable challenge for the program, and appears to be the biggest concern of the students; conversely, the available equipment for interactive learning is well established, drawing from the program's technology-based pedagogical roots (and supported by grant-funding and the college's technology fund). To integrate the pedagogical approach for a B. Arch. program, space to support and encourage studio-based learning is an area of focus for the program. The APR describes studio space as the most critical typology, and has identified the need for four new studios and a new computer lab and wood shop to support the B. Arch. program. Previous reports indicated that two additional studios might come online in fall 2017, with the other two needed by 2019; however, it does not appear that this renovation work is yet underway.

Some studio courses are currently making do with adapting spaces that are not properly set up for studio activities—predominantly computer labs. Several labs are set-up as hybrid studios with drafting tables and computers, some with space for lectures. Lecture courses are typically delivered in the lab or hybrid lab-studio spaces. All studio work is done with "hot desks," and the workshop is the only place for students to do "messy" work, such as cutting and gluing, since other studios are clean spaces with computers. The workshop is not large enough for all the students in the program to work, so certain times, like finals, are difficult to manage. There are some limited storage solutions for student work, but it generally appears to be a challenge for students to have dedicated space for nondigital work and materials. Since students have long commutes (often two hours or more), it is very difficult for them to transport models and materials back and forth between home and school.

The program is examining the possibility of B. Arch. students having assigned studio desks in the final year or two of study, if possible, but the limitations of space in the urban environment are a concern.

Faculty office space is also identified as a target need for improvement, since faculty are currently spread across several floors and locations; many faculty share small offices or i open cubicles, which do not offer any privacy for work or advising. It does not appear that the physical spaces are fully supporting the full range of faculty roles and responsibilities.

The program intends to form a departmental facilities team to study long-term space needs and work with the institution to implement a plan. The newest building on the City Tech campus, a health sciences building, is opening soon and will relieve some space pressures for the department. The administration is currently replanning the third floor of Voorhees Hall, and the department is working closely to coordinate specific program requirements for new studio and lab space.

An overall challenge for students and faculty is that the building hours are limited, with no access available after hours. Since the building is staffed with security guards when open, it has been challenging to extend the hours of access (currently open until 10pm on weeknights, and 5pm on weekends) to help meet the variety of schedules that working students keep. The students cite 24-hour access as one of their biggest needs. Students currently find other places to work when the building closes, such as other CUNY libraries, or collectively at their homes.

As noted in I.2.3 Financial Resources, the program has a funding source to support equipment, and the students and faculty have access to multiple printing, plotting, scanning, laser cutting, 3D printing, vacuum-forming, CNC routing, and other fabrication facilities. There are three computer labs for open access/teaching, plus four hybrid studios with computers.

The program shares use of a wood shop as well as a large lecture hall and small classrooms with other departments in the school. The shared shop spaces do not currently provide the desired access to class time or access outside class times.

Non-programmed space for student interaction is provided on the second floor, in the student lounge/cafeteria shared by the nine departments in the School of Technology and Design.

The school's physical resources are described in the APR, pages 38-41. In addition, the team was afforded a guided tour and independent access to all spaces. The approach to physical resources was a significant

topic of conversation in the meetings with the dean, provost, president, faculty, and students. The program is working hard to adapt the space available to the teaching methodologies, and to integrate space for pinups and review throughout the eighth floor.

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

[X] In Progress

2018 Team Assessment: The department appears to be funded for current needs. The department does not appear to have a flexible operating budget that gives the chair discretion to support special projects. The budget for the university is appropriated by the state and city. The state of New York is the principal funding source of the university, financing 46% of the operating budget. Tuition revenue, is the second largest source of funding, comprising 44% of the operating budget. The city of New York finances the remaining 10% of the budget. The department relies on an annual Tech Fee fund to acquire, operate, and maintain digital equipment used by students and faculty.

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

2018 Team Assessment: While a small collection of quick-reference materials is kept in the faculty conference room of the Architectural Technology area, the primary location for library access is at the college's library less than a half a mile away—about a 10-minute walk. An instructional librarian serves as the liaison to architecture, and has been working closely with faculty to develop and evolve collections, especially related to the B. Arch. curriculum modifications and NAAB SPC. The librarian also supports teaching research methodologies as part of the architecture course work.

Students and faculty have access to the entire CUNY library system—a federation of 28 libraries—and can use those resources on-site at any of the library locations or request through interlibrary loan. The CUNY libraries also lend devices, such as laptops, calculators, and digital cameras, to support student work. Other library resources in the area, such as the New York Public Library, are extensive.

The college is pursuing participation in Open Educational Resources (OER) in recognition of the challenges its student body faces through the burden of textbook costs and access. A budget of $3,000 annually is currently allocated for adding to the architecture collection at the college's main library.

The library is open 8:30am-10:30pm M-Th, 8:00am-7:00pm on Friday, 9:00am-5:00pm on Saturday, and is closed on Sundays.

The team found evidence through a guided tour of the library with the architecture library liaison.

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

***2018 Team Assessment*:** City Tech provided the organizational structure of the college and the program in the APR, including the identification of key personnel. The chairperson, elected by the faculty, provides the leadership for the Department of Architectural Technology, serving a three-year term. The chairperson

reports directly to the dean of the School of Technology and Design, who presides over the nine departments of the school. The dean, along with the other two deans, reports to the provost and vice president for academic affairs. The administrative structure is described on the college website http://www.citytech.cuny.edu/about-us/leadership.aspx.

The college is governed by the Plan of Governance for New York City College of Technology, adopted by the college in 2010 and by CUNY Board of Trustees in 2013. The document provides the structure for the College Council, which implements the concept of shared governance. The council is composed of faculty, staff, administrators, and students. The plan can be found at http://www.citytech.cuny.edu/ofsr/docs/policies/governancePlan.pdf.

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

2018 Team Assessment: ARCH 5212 (Studio X) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 10 during the fifth year. This would be the spring of 2022 for the first cohort.

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] Not Yet Met

2018 Team Assessment: ARCH 3512 (Arch Design V) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 5 during the third year. This would be the fall of 2019 for the first cohort.

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

2018 Team Assessment: ARCH 4812 (Arch Design VIII) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 8 during the fourth year. This would be the spring of 2021 for the first cohort.

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

2018 Team Assessment: ARCH 5212 (Studio X) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 10 during the fifth year. This would be the spring of 2022 for the first cohort.

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] Not Yet Met

2018 Team Assessment: ARCH 1212 (Foundations II) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 2 during the first year. This course is currently underway.

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] Not Yet Met

2018 Team Assessment: ARCH 4712 (Arch Design VI) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 7 during the fourth year. This would be the fall of 2020 for the first cohort.

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] Not Yet Met

2018 Team Assessment: ARCH 4722 (History/Theory) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 7 during the fourth year. This would be the fall of 2020 for the first cohort.

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

2018 Team Assessment: ARCH 4712 (Arch Design VI) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 7 during the fourth year. This would be the fall of 2020 for the first cohort.

Realm A. General Team Commentary: The team found that A.1 through A.8 in this realm are Not Yet Met. The program has not yet delivered the B. Arch. course(s) in which SPC are expected to be met at this time. The first cohort of students started the 5-year program in fall 2017. The primary source of evidence of accomplishment at the prescribed level is expected to be found in student work in the final three years of the B. Arch.

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

2018 Team Assessment: ARCH 5112 (Arch. Design IX) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 9 during the fifth year. This would be the fall of 2021 for the first cohort.

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] Not Yet Met

2018 Team Assessment: ARCH 3612 (Arch. Design VI) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 6 during the third year. This would be the spring of 2020 for the first cohort.

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] Not Yet Met

2018 Team Assessment: ARCH 3612 (Arch. Design VI) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 6 during the third year. This would be the spring of 2020 for the first cohort.

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] Not Yet Met

2018 Team Assessment: ARCH 3531 (Bldg. Tech. IV) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 5 during the third year. This would be the fall of 2019 for the first cohort.

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] Not Yet Met

2018 Team Assessment: ARCH 4781 (Structures III) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 7 during the fourth year. This would be the fall of 2020 for the first cohort.

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

[X] Not Yet Met

2018 Team Assessment: ARCH 4812 (Studio VIII) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 8 during the fourth year. This would be the spring of 2021 for the first cohort.

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

2018 Team Assessment: ARCH 4812 (Studio VIII) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 8 during the fourth year. This would be the spring of 2021 for the first cohort.

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] Not Yet Met

2018 Team Assessment: ARCH 3531 (Bldg. Tech. IV) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 5 during the third year. This would be the fall of 2019 for the first cohort.

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] Not Yet Met

2018 Team Assessment: ARCH 3670 (Bldg. Systems) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 6 during the third year. This would be the spring of 2020 for the first cohort.

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

2018 Team Assessment: ARCH 4861 (Professional Practice) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 8 during the fourth year. This would be the spring of 2021 for the first cohort.

Realm B. General Team Commentary: The team found that SPC B.1 through B.10 in this realm are Not Yet Met. The program has not yet delivered the B. Arch. courses in which SPC are expected to be met. The first cohort of students started the 5-year program in fall 2017. The primary source of evidence of accomplishment at the prescribed level is expected to be found in student work in the final three years of the B. Arch.

Several of the courses intended to demonstrate evidence of realm B SPC are currently taught in the BTech program. The syllabi provided for the current course offerings delineate the NAAB SPC learning outcomes and assessment methods. However, student work was not yet available for review.

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

2018 Team Assessment: ARCH 5112 (Arch Design IX) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 9 during the fifth year. This would be the fall of 2021 for the first cohort.

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

2018 Team Assessment: ARCH 5112 (Arch Design IX) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 9 during the fifth year. This would be the fall of 2021 for the first cohort.

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

2018 Team Assessment:

ARCH 5212 (Studio X) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 10 during the fifth year. This would be the spring of 2022 for the first cohort.

Realm C. General Team Commentary: The SPC of realm C are expected to be demonstrated by the student work in a “capstone” studio. While the team saw evidence of isolated aspects in very early work, the SPC of realm C are Not Yet Met.

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

2018 Team Assessment: ARCH 4861 (Professional Practice) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 8 during the fourth year. This would be the spring of 2021 for the first cohort.

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

2018 Team Assessment: ARCH 4861 (Professional Practice) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 8 during the fourth year. This would be the spring of 2021 for the first cohort.

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

2018 Team Assessment: ARCH 4861 (Professional Practice) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 8 during the fourth year. This would be the spring of 2021 for the first cohort.

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

2018 Team Assessment: ARCH 4861 (Professional Practice) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 8 during the fourth year. This would be the spring of 2021 for the first cohort.

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

2018 Team Assessment: ARCH 4861 (Professional Practice) is the intended course to demonstrate student achievement at the prescribed level for this criterion. This course is scheduled for semester 8 during the fourth year. This would be the spring of 2021 for the first cohort.

Realm D. General Team Commentary: The team found that criteria D.1 through D.5 in this realm are Not Yet Met. The primary source of evidence of accomplishment at the prescribed level is expected to be found in student work in year 4 of the B. Arch.

ARCH 4861 Professional Practice, which is typically taken the second semester of the fourth year (and is offered in both fall and spring, annually), appears designed to cover the criteria for this realm; however, student work was not yet available for review.

The program is currently teaching ARCH 4861 as part of the BTech program, although it has not yet delivered the course to B. Arch. students. The first cohort of students started the five-year program in fall 2017.

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

2018 Team Assessment: The APR included evidence that New York City College of Technology (City Tech) is accredited by Middle States Commission on Higher Education.

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 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 *NAAB Conditions for Accreditation*. Every accredited program must conform to the minimum credit hour requirements.

[X] Met

2018 Team Assessment: The APR lists the B. Arch. as the accredited degree program with a curriculum comprised of 160 credit hours. The school currently offers 2-year AAS and a 4-year BTech nonprofessional degrees.

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

2018 Team Assessment: City Tech assumes that initially all students in the B. Arch. will complete all five years of the program at City Tech. If the program plans to admit transfer students, then it will need to develop a process for evaluating preparatory education.

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] Not Applicable

2018 Team Assessment: While the first cohort enrolled in the fall of 2017, students do not formally enter the B. Arch. program until the fourth year of study. The program has purposefully avoided indicating the potential NAAB-accredited degree in its materials until at least the initial candidacy review. Therefore, the required NAAB language is not currently included on the website or other promotional media. NAAB information does not appear to be included in Student Resources on the program website. The B. Arch. program is not listed among the degree programs on the 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] Not Yet Met

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

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: The department has an advisement center that assists students with career guidance, and a faculty member who serves as job placement coordinator.

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]

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

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

[X] Not Applicable

2018 Team Assessment: This section is not yet applicable.

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

2018 Team Assessment: This section is not yet applicable.

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

2018 Team Assessment: Admissions and advising information can be found on the City Tech admissions 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: Complete up-to-date financial costs can be found on the City Tech admissions website.

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] Not Applicable

2018 Team Assessment: Annual Statistical Reports and Interim Program Reports are not required until Initial Candidacy has been approved by the Board of Directors.

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

2018 Team Assessment: Annual Statistical Reports and Interim Program Reports are not required until Initial Candidacy has been approved by the Board of Directors.

V. Appendices

Appendix 1. Conditions Met with Distinction

2018 Team Assessment: Conditions Met with Distinction is not applicable at this time.

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.

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.

2018 Team Assessment: This section is not applicable. While City Tech provided the team with a matrix and course notebooks, the courses have not been offered yet and student work was not reviewed.

Appendix 3. The Visiting Team

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VI. Report Signatures

Respectfully Submitted,

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Team Chair

Jennifer Charzewski, AIA
Team Member

John Senhauser, FAIA
Team Member

NAAB Representative