National Architectural Accrediting Board

2025 Visiting Team Report

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Type of Visit: Continuing Accreditation

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A. Summary of Visit

a. Acknowledgments and Observations

The visiting team would like to acknowledge our thanks to President Russell K. Holtzer, Provost Pamela Brown, Dean Hong Li and Program Chair Sanjive Vaidya for their leadership and hosting the team's visit to City Tech.

We would also like to extend a Special Thanks to Program Co-Directors, Claudia Hernandez-Feiks and Jieun Yang, and their team who prepared the APR, assembled the digital materials and Dropbox that allowed us access to the program materials and help execute the on-site visit.

During the review of the APR, and meetings with stakeholders during the visit, the team found several noteworthy aspects of the institution and program.

- The visiting team recognizes and appreciates the specific circumstances in which the school functions and the unique ways in which it pursues opportunities for local, national, and global impact. It is evident that this staff, faculty, and administration live out their school's mission "we aspire to produce graduates who become leaders …." The school's substantive and rigorous responses to the post COVID-19 pandemic, the invigorated urgency to better recognize and address institutionalized social injustices, and the displacement disruptions caused by a facilities renovation effort all reflect positively toward a faculty, staff, and student body deeply committed to continuous improvement.

- Several unique factors have a significant impact on the learning culture at City Tech. The program resides in an institution that is an open enrollment commuter college. Students of varying degrees of college preparedness enroll in the program. An important goal is to develop additional support mechanisms to help maintain strong and supportive student cohorts. Residential colleges with 24/7 access to studios have the potential to create strong cohort bonds between students who spend long hours together. Contrary to the expectation that the urban commuter environment would minimize cohort bonding, we have found that the burden of this shared experience has increased the level of camaraderie and peer support among the students. The students tend to develop efficient schedules that keep them on campus for extended periods of time, promoting greater opportunity to socialize and support each other. Due to existing space constraints these activities typically occur in the cafeteria or other informal study spaces that are carved out by the students.

- A focus on the importance of Knowledge and Innovation is seen at all levels of the program. Faculty and students focus on knowledge, based on scholarship and research augmented by program and university resources to support the student body and faculty alike. Recent high-profile projects and grants underscore the impact that the school's work is having. A grant funded by the National Science Foundation's Advanced Technology Education program supported curriculum development, co-curricular support structures, faculty training and enrichment, and partnerships with industry experts focused on three key technology areas in today's construction industry: Building Information Modeling (BIM), building performance (green/sustainable technologies), and advanced computation and digital fabrication.

- All but one of the full-time tenure track professors are licensed professionals, and a part-time instructional pool of over sixty adjuncts hold prominent positions in city agencies, at prestigious public and not-for-profit institutions, and with the region's leading private

architecture, design and engineering firms. The faculty members are increasingly recognized regionally and nationally for their important contributions to the profession. The department has been awarded significant grants that have provided new resources and interdisciplinary research opportunities for the faculty and students.

- The team found opportunities and challenges created by a growing number of students in the program. The increase has generated new requirements of the facilities to meet the needs of an expanding and ever-changing curriculum. Facilities are in the process of being renovated to accommodate the flexibilities needed to serve multiple uses in many studio and classroom spaces. Due to the growth anticipated, the existing facilities will be overtaxed.

- The visiting team was impressed by the hard working and gregarious staff and the support offered to the program and students.

- Passion, by the students for their work, the program and in particular- the program administrators, was evident in group and individual discussions and in the team's observation of the studios.

b. Conditions with a Team Preliminary Finding as Not Achieved *(list number and title, and subcondition.)*

Although conformance to the general requirements of the NAAB Criteria in the following areas were met, the Self-Assessment did not include a summary of the modifications, the program made to its curricula and/or courses based on the findings from its last assessment. This additional requirement was instituted in late 2022 by the NAAB Board of Directors to the 2020 Conditions with a new emphasis on detailed reporting of program assessments. The team found that the current cycle of program development did not include the reporting needed to meet the NAAB requirements.

Areas that did not meet the program assessment requirements were:

- 5.3 Curricular Development

In addition, Areas that did not demonstrate compliance with NAAB Conditions were:

- SC.6 – Building Integration (Not Demonstrated)
- 5.6 - Physical Resources (Not Demonstrated)

B. Progress Since the Previous Site Visit

2020 Condition/Criterion (Not Met): SC.5 Design Synthesis -- How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Previous Team Report (2022): The team found a significant inconsistency in student work in terms of meeting this SC at the ability level, in both ARCH 3512 Architectural Design V and 3612

Architectural Design VI. The student work did not demonstrate the ability to synthesize all the aspects of design integration included in the SC description. In particular, accessible design (beyond ADA requirements for bathrooms) and the measurable environmental impacts of design decisions were not found in the vast majority of student projects.

2025 Team Analysis:
The Team found improvement in the student work due to the addition of all design synthesis criteria (and student outcomes) into the course outcomes of design studio course ARCH 3612. The APR designates the sixth design course in the B Arch program (Arch 3612) to demonstrate compliance with SC.5. Arch 3612 includes one large scale project with specific assignments that address program development, site conditions and history, regulatory context, accessibility and fire safety, environmental conditions, and precedents study. All the documented student projects demonstrate that the students were able to synthesize these preliminary studies in the development of the final building design project.

2020 Condition/Criterion (Not Met): SC.6 Building Integration -- How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Previous Team Report: Also for this SC, the team found a significant inconsistency in student work in terms of meeting the criterion at the ability level in ARCH 4812 Architectural Design VIII. The building envelope systems and assemblies were found well developed across the examples, and the measurable outcomes of building performance were found in most projects. However, structural systems and life safety systems were superficially, and thus not sufficiently, addressed. In particular, most projects did not show a developed, analyzed, and integrated structural system. Furthermore, environmental control systems (beyond solar radiation and natural lighting control systems) were not considered as part of building design integration.

2025 Team Analysis:
The team found much improvement and more consistency in the student work. The building envelope systems and assemblies were still found to be well developed in the work of ARCH 4812 Architectural Design VIII, as well as the measurable outcomes of building performance and life safety systems.

The addition of ARCH 4781, Structures 3: Structural Systems to the curriculum provided evidence of the analysis of structural systems. The student work selected to demonstrate the mastery of these concepts clearly showed that students were capable of analyzing different structural systems, including the sizing and spacing of structural elements and analysis of dead loads. Several structural systems were analyzed for the program given to students, including steel post and beam and heavy timber systems. Structural systems are an important part of building integration; however, the team has questions on how the coursework exhibits the traits of building integration. For example, the course syllabus does not match the evidence provided in the student work, as the impact and integration of lateral loads were absent from the work.

2020 Condition/Criterion (Not Met): 5.6 Physical Resources -- The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Previous Team Report (2022): While the department discussed progress in the APR, and the team observed that progress had been made since the previous visit, the team noted several areas of concern:

- **Hours of Operation:** students noted that the Voorhees Building closes at 10pm, which restricts access to both physical and computer modeling technology that is heavily relied upon for many student assignments. Students also noted that, technologically, a workaround for the computer labs was coming together thanks to virtual desktop, but added that virtual desktop was somewhat constrained by the processing power of their home computers or laptops, leaving many with little choice but to use computer labs. Cutters, 3D printers, and CNCs are all inaccessible after 10pm.
- **Equipment Maintenance Issues:** students also noted that, when they did have access to physical model shops, a number of tools, particularly laser cutters and 3D printers, were frequently offline. Students also noted that printers were frequently out of service, and there was regular difficulty printing even 11x17 format materials. Department staff noted that while the department does have dedicated IT support, it is difficult in the NYC tech market to find staffing to support IT given the market competition.
- **Lack of Studio Space:** The team noted that there was a lack of dedicated studio space for B.Arch. students, with the exception of fifth year thesis students who did have dedicated space. Given the college's identity as a commuter school, it was noted that there was very little dedicated space for architecture students to claim as their own for quiet study or storage of models and personal equipment.
- **Lack of Space to Accommodate Program Growth:** Over the course of the visit, the team heard commentary discussing the potential for increased enrollment once B.Tech. students saw the B.Arch. program receive accreditation, as well as the possibility for increased enrollment throughout the city as NYCCT's program offers a more cost competitive degree. The team was concerned with the size of NYCCT's space during the visit, and observed that there was little room for growth within the current space holdings of the department for future growth.
- **Accessibility:** While the team was not on hand to physically see the space due to the ongoing COVID-19 pandemic, the team did note several ADA concerns on the virtual space tour, including non-compliant door hardware, inadequate door swing clearances, and a lack of accessible toilet facilities on floors utilized by the department.

2025 Team Analysis:
Progress as discussed in the APR, and conditions observed by the team during the visit are as follows:

- Hours of Operation: students and administration confirmed that the Voorhees Building still closes at 10pm. Students noted that the increased use of home computers or laptops allowed students flexibility to complete assignments without the use of the computer labs.
- Equipment Maintenance Issues: This issue has been addressed and confirmed in detail with the staff and students. Improvements to equipment and facilities have resulted in satisfactory operation and reasonable completion time to assignments.
- Lack of Studio Space: The team noted that there was a lack of dedicated studio space for B.Arch. students, with the exception of fifth year thesis students who did have

dedicated space. It was noted that there was very little dedicated space for architecture students to claim as their own for quiet study or storage of models and personal equipment. The team found that this condition was still present and verified by the students as a continual hinderance to the program.

- Lack of Space to Accommodate Program Growth: Over the course of the visit, the team heard commentary from administration, faculty and students that indeed, the program was growing. The result of this growth required renovations to the facilities to maximize the use of most spaces to accommodate, for example, 2 classes in one studio space. The team was concerned with the size of NYCCT's space during the visit, and observed that there was no room for growth within the current space holdings of the department.
- Accessibility: Basic ADA concerns mentioned in the previous visit of lack of accessible toilet facilities on floors utilized by the department have been completed.

C. Program Changes

2025 Team Analysis:
Please note that the last NAAB visit was in 2022. Curriculum changes to address the 2020 NAAB conditions were addressed at that time.

Compliance with the 2020 Conditions for Accreditation

1—Context and Mission (*Guidelines*, p. 5)
To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Summary Statement of 1 – Context and Mission

...we aspire to produce graduates who become leaders ...
Our students are trailblazers, often the first in their families to attend college, navigating the complexities of academic life without traditional support systems. Straddling two worlds—one in New York, the other in countries of origin—they turn to architecture as a means to uplift their communities. Driven by grit, resilience, and a deep desire to contribute to their family's and personal legacies, they seek a future shaped by purpose and impact. Despite the challenges of a commuter school environment, our students cultivate a sense of belonging through collaboration, mentorship, and immersive extra-curricular engagement. They understand the transformative power of our global community. Our faculty is equally committed, seeing education as a partnership that extends beyond the classroom. They dedicate themselves to mentoring students, helping them unlock their full potential and guiding them toward success. The challenges of

stewarding a public institution are eased by witnessing our students develop the confidence and skills to excel. Our department's mission embodies the university's commitment to socio-economic mobility. Our program is dedicated to empowering students with the tools, insight and network to build meaningful and fruitful careers. We prepare them to thrive by taking on challenges as opportunities. Furthermore, the city itself becomes a classroom, exposing students to diverse urban landscapes and the possibilities of the built environment. With access to a vast network of practicing professionals, adjunct faculty, and strong ties to public agencies and prestigious firms, we offer pathways to impactful careers. Our program is dedicated to empowering students to design with cultural awareness and urban insight, driving positive, inclusive transformation within both the architectural field and New York City.

Team Findings: Met

2025 Team Analysis:
The program has described its Mission and Context.

Examples include the numerous opportunities in the New York community for the students to experience the transformative power of contributing to the design of the built environment. The faculty has demonstrated their commitment by engaging the professional community in the many organizations the New York City area has to offer.

Mission: The Architectural Technology Department offers an innovative, progressive, nurturing, and inclusive environment that prepares students for advanced education and careers in architecture and related fields. The department aims to produce graduates who are recognized leaders in the architecture industry and beyond. The faculty are committed to delivering an education that encompasses design, building technology, history, theory, and environmental studies. This is achieved through creative and scholarly research, the use of cutting-edge computational tools, interdepartmental collaboration, and community-based learning initiatives.

Influences from Institution: Participation in University-wide initiatives include interactions with other programs in the College of Design and Technology. From 2009-2013 the department conducted a comprehensive review of the curriculum of the B.Arch degree, redesigning it to balance the demands of the workforce, technological focus, and to be more in line with NAAB requirements for an accredited degree. The updated degree is more well-rounded, integrating the college's general education focus as well as placing greater emphasis on an integrated design process with a strong foundation in technical knowledge and cutting-edge tools training and skills development.

The team verified information provided in the APR in meetings with the Program Administrator, Dean and the Provost during the on-site visit.

2—Shared Values of the Discipline and Profession (*Guidelines,* p. 6)

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments**.** Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession. (p.7)

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them. (p.7)

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education. (p.7)

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline. (p.8)

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work. (p.8)

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings. (p.8)

Design: MET

The Department of Architectural Technology resides in the rich and complex urban environment of New York City. The department engages students with a design education that supports that environment through the application of various strategies in building technology, sustainability, and sensitivity to local communities. Studios teach design principles through the study of various building typologies with assignments that increase in complexity and scale, while addressing issues that impact the urban environment. The New York area serves as a lab for both learning and exploration opportunities where classes use case studies and site visits to local landmarks as part of the studio curriculum.

Studios also use New York City to encourage increased knowledge of local codes, conditions and needs, where projects are based on actual sites within the city. The New York City experience is augmented by selected non-urban sites that reinforce exposure to different landscape, climate, and site conditions. This is especially evident in thesis projects where students self-select their project sites.

Design studios regularly engage local community organizations to act as clients and impacted stakeholders to understand issues affecting the urban environment. The school places an emphasis on creating diverse and equitable spaces that reflect students' cultural background, experiences and perspectives.

The program reports that the design studios emphasize creating buildings with high performance capabilities in all aspects of energy use, resiliency and livability, as well as actively responding to the challenges of climate change. The program will continue to strive to incorporate these principles in all upper-level design studios as well as related lecture course work that further supports the studio work.

Based on the above, the school has effectively responded to this shared value. The Visiting Team verified this information during its site visit and by reviewing the submitted documentation.

Environmental Stewardship and Professional Responsibility: MET

The program instills the values of stewardship and responsibility through curricular and extracurricular programs. Multiple design studio and technology courses introduce an understanding of health, safety and welfare of users as well as analytical methods to assess the environmental impact of design actions. The B.Arch program also includes one required course (either Arch 3550 or Arch 3551) that focuses on the architect's responsibilities towards society

and the environment through the lens of sustainability, while introducing qualitative and quantitative tools of sustainable design analysis. Arch 4712 integrates ULI Urban Plan curriculum to promote "ideals of sustainable dense urban living." Extracurricular activities include industry partnership with Passive House Network and Freedom by Design/Green Space student organization.

The team verified the above findings through interactions with the B Arch students and faculty, where these curricular and extracurricular activities are growing and strongly supported by the program administrators.

Equity, Diversity, and Inclusion: MET
The program draws students from across the community it serves, contributing to a highly diverse student body representing a multitude of cultures, many of which were the first in their family to attend college. During the visit, the visiting team spoke with students and found there was a concerted effort to build a community within the school, including through a number of clubs and organizations. The team observed that students felt supported by faculty, staff and the administration.

The faculty also exhibited the values of inclusion, coming from different backgrounds and experiences.

During our discussions with faculty and administrators, the team was impressed with the diversity of the faculty and the steps the faculty has taken to support the students through their flexibility and availability.

Knowledge and Innovation: MET
The program effectively responded to this shared value. Numerous opportunities are described in the APR for students to engage in activities to extend the body of knowledge through innovation. Advanced curricula in design studios, lab electives, and several extracurricular activities focus on research in sustainability, resiliency, performative design, high-performance building systems, and augmented and virtual reality (AR/VR). Students develop confidence in approaching research questions on significant current topics where technology meets architecture. The program will continue to address knowledge and innovation through research-based courses, including thesis, outside industry activities and student organizations.

This evidence has been confirmed in meetings with the faculty, students and program administrators.

Leadership, Collaboration, and Community Engagement: MET
The program effectively responds with the following long-term planning NYCCT statement: "We continue our longstanding commitment to embedding collaborative teamwork, real-world community projects, and interdisciplinary studies in the curriculum, and these activities are explicitly supported and embedded in college-wide programs and priorities. Likewise, co-curricular activities such as the student club and publication, professional organizations, peer mentor programs, and especially the pre-professional internship and mentorship programs remain robust and growing. In the near and longer term, the program must focus on re-energizing those programs most dependent on face-to-face interactions and travel, study abroad restarted in the summer of 2022, and student clubs benefit from the expanding presence of students on Campus."

Confirmed on visit through interaction, conversations, and observations with faculty and administration.

Lifelong Learning: MET
The APR demonstrates how the B.Arch students develop the capacity for lifelong learning by engaging a variety of resources and by cultivating professional and critical thinking skills. Through multiple required courses, the students develop critical thinking tools such as note-taking, reading, mapping, critical analysis, reflective discussions, and independent learning. The faculty use the context of New York city to organize fieldtrips to architectural and urban sites as well as spatial conditions within the city to analyze, interact with, and reflect on. Students also become familiar with cultural and professional resources by visiting museums, galleries, fabrication shops, through faculty organized visits. These skills and programmatic activities are essential components of the program learning environment, which maintains their sustainability and growth.

The team verified the above through onsite discussions with program administrators, the faculty, and students.

3—Program and Student Criteria (*Guidelines*, p. 9)
These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC) (*Guidelines*, p. 9)
A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths
How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge. (p.9)

Team Findings: Met

2025 Team Analysis:
The APR demonstrate that B Arch students understand the path to licensure and career opportunities through a required course (Arch 4861), three structured advising sessions, and a required information session with an NCARB advisor. The documented course material includes an overview of the architecture profession, processes of building project development, and the relationship of architects with other players within the building industry. The documented advising sessions include basic information on the 'path towards architecture licensure.' Through these three required venues, students have multiple opportunities to learn about licensure and career opportunities.

The assessment of PC.1 is based on Arch 4861 grades, student surveys, and percentage of advising sessions. While the current assessment is too broad to assess student understanding, the proposed improvement plan recommends more specific assessment measures that would provide better understanding of student learning outcomes. Such as, introducing "...Licensure worksheet in Arch 4861 to better track student understanding of the licensure process...." and "develop a strategy for documenting student discussions..." during the advising sessions. During the visit, the team heard from the students about their multiple interactions with the NCARB liaison officer and the dedicated mentorship they receive from faculty regarding their future careers. The students have a good understanding of the path towards licensure and the majority of students in the meeting had a plan on how and when to advance towards licensure.
PC.2 Design

How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. (p.9)

Team Findings: Met

2025 Team Analysis:
The role of the design process is central to the curriculum of the B. Arch program and is supported by a sequence of eight required consecutive studios that increase in complexity, resolution, and sophistication. The fifth and final year of the program culminates with a thesis research project where students have agency over the selection of a research design topic. As the design course sequence progresses, requirements for building systems, sustainable practices, structure, building technology, and materials are increasingly integrated into the design process. The studio projects typically take advantage of the rich urban environment for New York City as a setting for architectural design. Students are charged with understanding and researching the complex urban environment, historical context, and contemporary socio-economic and cultural conditions of the city. This process requires students to take a critical stance on how their architectural design intervention can contribute to shaping the built environment.

A Design Sequence Committee maintains and assures the significance and flow of each design studio. The committee is composed of all studio course coordinators. Additionally, faculty from other courses are often included in the conversation to encourage collaboration and build links across the entire curriculum. The committee meets on a bi-annual basis to discuss, evaluate, and assess the content, objectives, progression, and relevance of the design studio sequence within current architectural discourse and the profession. At these meetings, syllabi, assignments, and student work samples are reviewed and evaluated. Student learning outcomes and benchmarks for each criterion are explained in detail in the APR p.43-45. For the 2023-2024 cycle, all outcomes were met or exceeded the 80% benchmark. However, there remains room for refinement across all areas. In response to the 2021-2022 assessment cycle, the actions for program improvement were taken by the Committee as described in the Improvement Plan on p. 45.

The evidence was confirmed by the team in conversations with the students, faculty and Program Administrators.

PC.3 Ecological Knowledge and Responsibility
How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. (p.9)

Team Findings: Met

2025 Team Analysis:
The school requires B Arch students to successfully complete one of two course series to support the understanding of ecological responsibilities and knowledge. Students have a choice to select one of the two courses. The content of both is reinforced and integrated in Building Technology and Design courses. One series covers both technological and theoretical topics, while the second series are design studios that emphasize sustainable and ecological knowledge and strategies of applying this knowledge. These topics as described on Pages 46-48 of the APR. Additionally, the program has launched an optional concentration in Sustainability and

Resilience as part of the BArch program. It is unclear what additional coursework is provided to fulfill this concentration.

The program conducts an assessment process which is utilize successfully to meet Criteria PC3.2 with recommended improvements to the designated courses.

The Site Visit Team verified the information through the documentation presented in the APR and conversations with the school administration, students and faculty.

PC.4 History and Theory
How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. (p.9)

Team Findings: Met

2025 Team Analysis:
The B Arch program adopts a thorough approach to making sure that students understand the ideas and history of architecture and urbanism. Based on the evidence in the APR, a comprehensive curriculum is outlined, which includes three required history courses and two theory courses. These courses are intended to give students a basic understanding of the ways in which social, cultural, economic, and political factors impact architectural practices around the world. A wide range of architectural forms and contexts are covered in the program's three history courses: ARCH 1121 (History of World Architecture to 1900), ARCH 2321 (History of Architecture 1900-Present), and ARCH 3522 (History of New York City Architecture). In addition, a critical framework linking architectural practice to more general cultural discourses and philosophical viewpoints is provided by the theory courses (ARCH 4722 and ARCH 4822). These courses give students an understanding of how architecture reflects and shapes societal values over time.

With 80% of students receiving a "C" or higher, each course uses a range of evaluation methods, such as tests, papers, and presentations. The program's dedication to enhancing student learning outcomes is demonstrated by its continuous efforts to monitor pass rates and resolve high withdrawal rates, especially in the foundational course ARCH 1121. In order to improve student involvement, the program's curriculum represents an intention to continuously modify and improve course content depending on assessment results.

The above findings were confirmed during the team visit through interaction, conversations, and observations with faculty, syllabi, course planner and materials.

PC.5 Research and Innovation
How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field. (p.9)

Team Findings: Met

2025 Team Analysis:
The APR indicates that B Arch students engage in research and innovation in their last three studios. While Arch 4812 research is mainly focused on precedent studies that are integrated in multiple assignments, the two thesis (or final project) studio courses Arch 5112 & Arch 5212 consist of open-ended comprehensive research from project definition to design implementation. In Arch 5112 students produce a written document that defines a design problem, historical context, program development, relevant environmental systems, energy modeling, precedent study,

...etc. In Arch 5212, students produce a comprehensive design project based on the document produced in Arch 5112. Overall, these two thesis courses show ample opportunities for innovation in the field through architectural research.

The student learning outcomes and assessment measures indicated in the Arch 4812 syllabus do not match the ones indicated in the APR. However, the holistic assessment of the two thesis studio courses is sufficient evidence that this criterion is being assessed effectively.
During the visit, the team verified the opportunities for research and innovation in the curriculum, as well as extracurricular activities conducted by student organization such as projects initiated by AEC and Green Space Club.

PC.6 Leadership and Collaboration
How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems. (p.9)

Team Findings: Met

2025 Team Analysis:
The school reports in the APR that it emphasizes developing the leadership and collaborative skills of their students. This is reflected in the development of curriculum and a variety of courses and assignment types. Students engage with a broad range of stakeholders and team members. The program provides a number of courses as evidence on pages 57-58 of the APR. These include participating in ULI's UrbanPlan (Arch 4712) which is a team based, multi-faceted course that exhibits both collaborative efforts and leadership skills. The course culminates in a presentation to community leaders.

As reported in the APR, the assessment of this criteria is based on three courses: Arch 3531, Arch 4712, and Arch 4861. Assessment mechanisms in Arch 3531 (Building Technology IV) and Arch 4712 (UrbanPlan) are based on student participation in collaborative projects. This assessment method does not appear to assess student learning outcomes and may need to be modified to do so. However, Arch 4861 (Professional Practice) assessment includes student work that addresses case study reflective essay and exam questions.

The Visiting Team confirmed the information reported in the APR through examination of the assessment materials and meetings with the program administration and faculty.

PC.7 Learning and Teaching Culture
How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. (p.9)

Team Findings: Met

2025 Team Analysis:
The program has successfully shown that it is strongly committed to creating a respectful and positive learning atmosphere that encourages excitement, participation, and creativity among staff, teachers, students, and administration. As demonstrated by the curriculum, planned activities, and continuous evaluations, the four tactics listed in the program's response provide a thorough foundation for fostering this atmosphere. The program emphasizes active learning and student engagement through strategies such as design studio reviews, course coordination meetings, town hall meetings, and integration of general education objectives. The design studio

reviews serve as critical opportunities for students to engage in constructive dialogues around their work, promoting a culture of sharing and collaboration. Regular course coordination meetings facilitate communication among faculty, enhancing instructional techniques and promoting camaraderie. Town hall meetings encourage open discussions about curriculum modifications and achievements, thereby strengthening the sense of community. Additionally, the integration of general education objectives into syllabi demonstrates the program's focus on fostering critical thinking and communication skills essential for a positive learning culture. The program conducts assessments every three years to measure the effectiveness of these initiatives. While the department met the benchmark of 80% in most areas, it noted challenges with participation in open reviews and town hall meetings. The improvement plan identifies the need for better record-keeping regarding final reviews and addresses strategies to enhance student attendance in town hall meetings.

Through interaction, conversations, and observations with faculty, administration, students, and staff, the visiting team confirmed that the program fosters a positive and respectful learning environment.

PC.8 Social Equity and Inclusion

How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. (p.9)

Team Findings: Met

2025 Team Analysis:

The B Arch program aims to meet the requirement of PC.8 through two history courses (Arch 1121 & Arch 3522) and three design courses (Arch 2312, Arch 2412, and Arch 4712). The history courses provide a general overview of architecture history around the world (Arch 1121) and New York City (Arch 3522) with little opportunity to understand issues related to social equity and inclusion in depth in any specific culture or context. However, the B Arch students conduct rigorous analysis of socially inclusive public space (Arch 2312), culture and representation (Arch 2412), and communal urban spaces (Arch 4712). It is noteworthy that the program introduces a complex understanding of public space and spaces of advocacy as early as the third design course (Arch 2312), where the course includes a well-defined process through which the students develop a deep understanding of social issues and their impact on their design intervention. A similar process is conducted on a larger scale with the cultural museum project (Arch 2412) and the urban design project (Arch 4712) where students are asked to design their projects with an in-depth understanding of a specific cultural production and different community perspectives, respectively.

Five student learning outcomes are assessed using direct measures from the design courses (Arch 2312, Arch 2412, Arch 4712) and non-direct holistic course evaluation of the history courses (Arch 1121, Arch 3522). The three design courses syllabi include an assessment plan that indicates student learning outcomes that target the requirements of PC.8 and a rubric to assess them using the students' work. The assessment report includes improvement plans based on the latest assessment findings.

The team verified the above findings during the visit.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (*Guidelines*, p. 10)
A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment
How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. (p.10)

Team Findings: Met

2025 Team Analysis:
The B Arch curriculum includes courses that provide an understanding of the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. The sequence of studio courses investigates projects ranging from small to urban scale and incorporates accessibility, building and land use regulations into the design solution. Human health, safety, and welfare are discussed and integrated in all upper-level studios. Students are required to develop solutions which specifically address issues of urban public health, wellness, sustainability, and resiliency. The APR (pp 65-68) includes an elaborate description of how human HSW is addressed in design projects on the urban scale (Arch 4712) and on the building scale (Arch 3612).

Using student work from the two design courses, five student learning outcomes were assessed to demonstrate ability to integrate human health, safety, and welfare in design projects. The assessment report concludes with improvement plans for both courses as well as introducing technical tools such as (ArcGIS) and extracurricular activities such as visits to public agencies in New York City.

The above findings were verified during the visit through discussions with faculty and students.

SC.2 Professional Practice
How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects. (p.10)

Team Findings: Met

2025 Team Analysis:
Professional Practice criteria are met through the Professional Practice Course (Arch 4861). The course has a number of learning objectives, including understanding the licensure path, the role of professional ethics, business management, and contracts.

Three student learning outcomes were assessed using exams, projects, and essays with a recommended improvement plan.

The exams are included in the Digital Evidence provided by the department. It was further verified through conversations with the students, faculty and administration.

SC.3 Regulatory Context
How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. (p.10)

Team Findings: Met

2025 Team Analysis:
The department strives to have a strong sequence of both design and building technology courses that address user requirements, regulatory requirements, site conditions, and accessible design.

Students understand the surrounding environments using building and zoning codes and regulations. Below are descriptions of each activity and their assessment:

Improvement Plan:
ARCH 3612: Architectural Design VI is a rigorous course that challenges students to integrate multiple design concepts and technical skills. Following the last accreditation cycle, the course coordinator and faculty members reviewed the assessment results and identified areas for improvement. It was decided by the program that additional time would be dedicated to teaching fundamental life safety calculations, which are crucial for the assignments that are assessed. These revisions were planned during the 2022-2023 academic year and were implemented in the 2023-2024 cycle, resulting in marked improvements from the previous cycle. Architectural Design VI covers a wide range of topics while allowing students to complete a substantial design project. After the last accreditation cycle, the course coordinator and faculty met to analyze the assessment results, leading to a greater emphasis on reinforcing key competencies through assessed assignments. For instance, students were required to create egress diagrams to demonstrate compliance with building codes checking dead ends and travel distances. Additionally, the topic of Light and Air Requirements was incorporated into the curriculum. Students were tasked with performing calculations to ensure their apartment designs had adequate glazing areas and operable windows, as specified by code.

Zoning was another critical area of focus. Students were not only expected to research and develop zoning envelopes for their sites but also to design their buildings within these constraints and demonstrate compliance visually. In the area of Land Use, students conducted fieldwork in teams, compiling data on existing uses near their sites. This analysis helped them determine optima ground-floor spaces and strategically locate building entrances and amenities. These updates to the curriculum led to significant improvements throughout the semester.

The team found evidence in course syllabi, assessments and program data in the Dropbox provided by the program and in meetings with faculty and administrators.

SC.4 Technical Knowledge

How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. (p.10)

Team Findings: Met

2025 Team Analysis:
City Tech's B Arch program effectively meets the technical knowledge requirement by incorporating both the technical and design facets of architecture into its curriculum. Knowledge of established as well as new systems, technologies, and assemblies in building construction is mostly taught in the building technology studio sequence. Students work in four successive building technology studios that concentrate on various construction methods and materials, such as high-performance building design, steel, concrete, and masonry. Certain assignments in the curriculum call for students to record and evaluate building assembly and

technology. The students' use of technical documentation in the development of building plans, sections, and material specifications helps them to showcase their comprehension of architectural standards while learning through practical interaction with the material. Strong evidence supports the program's ability to develop and evaluate student learning outcomes in relation to building construction systems. It measures student performance against predetermined criteria using a variety of assessment instruments, including an assignment rubric. Workshops for programs like Revit have recently been added to assist students with technical documentation. Assignment modifications have also been made to enhance student comprehension and engagement in areas where performance was deficient, such as revising the Steel Stair design project.

Through discussions with faculty members and an examination of student work, the team verified the evaluation procedure and its impact on student learning during the site visit. The faculty described how they modified the curriculum in response to assessment findings, shifts in industry norms, and improvements in student performance. Interactions among students demonstrated their preparedness and comprehension of architectural technology, emphasizing their capacity to successfully incorporate theoretical ideas into their work.

SC.5 Design Synthesis

How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. (p. 12)

Team Findings: Met

2025 Team Analysis:

The APR designate the sixth design course in the B Arch program (Arch 4612) to demonstrate compliance with SC.5. Arch 4612 includes one large scale project with specific assignments that address program development, site conditions and history, regulatory context, accessibility and fire safety, environmental conditions, and precedents study. All the documented student projects demonstrate that the students were able to synthesize these preliminary studies in the development of the final building design project.

The program defines five student learning outcomes to assess compliance with SC.5, which is documented in the "Student Criteria Assessment Report." The projects are assessed every three years for the integration of the following studies in their final design: precedent study and building typology, site conditions and measurable environmental impact, design process development, program development, and accessible design. The Report indicates that all students were proficient in meeting these outcomes for the assessment cycle of 2023-2024.

The team verified the findings through discussions with faculty and students, and with evidence provided in the student work.

SC.6 Building Integration

How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. (p. 12)

Team Findings: Not Met

2025 Team Analysis:
The program reports that SC.6 is fulfilled through two courses that have been refined; ARCH 4781 (Structures 3: Structural Systems) and ARCH 4812 (Architectural Design VII).

ARCH 4812 is a 9 hour per week class that "builds upon the knowledge and skills acquired in the core design sequence, integrated with the topics of building envelope development through computational performance design." The student work presented for this course displayed a comprehensive understanding of the impacts of regulations, site conditions (including site access, environmental issues, solar studies), building envelope conditions, structural systems and mechanical systems. Work presented was the result of collaborative efforts by small teams of students, and the responsibility for each portion of the project was clearly described for the instructor to evaluate.

Arch 4781 is a 5 hour course that is focused on the analysis of structural systems. The student work selected to demonstrate the mastery of these concepts clearly showed that students were capable of analyzing different structural systems, including the sizing and spacing of structural elements. Several structural systems were analyzed for the program given to students, including steel post and beam and heavy timber systems. While structural systems are an important part of building integration, the team has questions on how other coursework exhibits the traits of building integration.

The team found that the course syllabus for ARCH 4781 included the study and analysis of lateral loads and how those loads are integrated into the final design of the building. Structural systems are an important part of building integration; however, the team has questions on how the coursework exhibits the traits of building integration. For example, the course syllabus includes the study of lateral forces. The evidence provided in the student work depicted the beginnings of a core element to brace the building, but the evidence of structural criteria used, design detailing, and the impact and integration of lateral loads on the overall building design were absent from the work.

The department has refined the understanding of measuring the outcomes of building performance, including providing tools and methodology information earlier in the coursework. Specific criteria, which reflect regulatory issues were added, as was the inclusion of mechanical systems and life safety requirements. In the future, it would be helpful to see how the prerequisites build toward Arch 4812.

The department reports that students are assessed by an assignment rubric for each of the following areas: Environmental Control Systems, Building Envelope Systems and Assemblies, Structural Systems, Life Safety Systems, Measurable Outcomes of Building Performance and Integrated Design. Evidence of meeting learning objectives were shown through the student work except for lateral loads. The Visiting Team also verified the information presented through discussions with students, faculty and program administrators.

4—Curricular Framework (*Guidelines*, p. 13)

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation (*Guidelines*, p. 13)

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

Team Findings: Met

2025 Team Analysis:
CCNYT is accredited by the Middle State Commission on Higher Education. Accreditation was reaffirmed in 2018, with the next accreditation visit scheduled for 2025-2026, according to the APR.

The Visiting Team located confirmation of the accreditation on the ''About Us'' tab, under College Facts accessed from CCNYT's homepage on their website. In addition, a copy of the accreditation letter was provided with the APR.

4.2 Professional Degrees and Curriculum (*Guidelines*, p. 13)

The NAAB accredits 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.

4.2.1 **Professional Studies**. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students. (p.13)

4.2.2 **General Studies**. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases**,** the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution. (p.14)

4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors. (p.14)

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

4.2.4 **Bachelor of Architecture.** The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

4.2.5 **Master of Architecture**. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

4.2.6 **Doctor of Architecture**. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Team Findings: Met

2025 Team Analysis:

4.2.1: NYCCT provides a curriculum map showing all the required courses for B. Arch students, which consists of 160 credits. The curriculum includes 95 credits of required architectural courses that are meant to meet the requirements of PC1-8 and SC1-6. These include 50 credits in design studios (ten courses), 16 credits in History/theory (six courses), 24 credits in building technology and structures (eight courses), 2-credit course in site planning, and 3-credit course in professional practice.

4.2.2: The B Arch curriculum includes 42 credits of general studies courses, which are listed under City Tech's General Education Common Core. Comon Core courses are listed at the following link https://www.citytech.cuny.edu/advisement/gen-ed.aspx.

4.2.3: The B Arch curriculum includes 18 credits of professional electives (six courses). At least a couple of required electives highlight the program mission, namely Building performance workshop (Arch 3550) and Sustainability: History and Practice (Arch 3551).

4.2.4: B Arch curriculum plan is included in the APR where the required 160 credits are distributed over ten semesters with 14-18 credits load for each semester.

4.2.5: Not applicable.

4.2.6: Not applicable.

4.3 Evaluation of Preparatory Education (*Guidelines*, p. 16)
The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes,

and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Team Findings: Met

2025 Team Analysis:

4.3.1: All prospective First Year, Internally and Externally Transfer, and Advanced Standing students are directed to the program website: http://www.citytech.cuny.edu/architectural/architectural-B. Arch.aspx#. for admissions policies and requirements, application to NYCCT architectural program, and complete contact information.

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.

The B.Tech. and B.Arch. curricula in the department have been designed to be the same for the first three years. B Tech Students in the department wishing to transfer to the B. Arch program apply as advanced- standing students and go through a rigorous and competitive application process during their third year at the college which includes a close review of their transcript and portfolio by the B. Arch Admissions Committee.

External transfer students applying to the B. Arch program go through a rigorous transfer application process. To ensure that transfer students meet all the required NAAB criteria the department has stipulated that transfer applicants will not be granted transfer credits for ARCH 3512 Architectural Design V or ARCH 3531 Building Technology IV courses. Additionally, the rest of the NAAB criteria is met during the last two years of the program. For other courses, taken by transfer students outside of our college, a transfer credit evaluator will determine course equivalencies and apply credit as warranted. Two full-time faculty members serve as transfer credit evaluators.

Within CUNY most general education course equivalences have already been evaluated and can be reviewed online within the CUNY system. Students transferring from other institutions who are accepted into the B. Arch program must provide copies of architecture, architectural technology, or equivalent syllabi, course descriptions and writing samples or coursework for evaluation by the department's transfer credit evaluator.

4.3.2: Not applicable

4.3.3: Transfer student applications are carefully reviewed by the B. Arch Admissions Committee. Students transferring into the program should have completed the coursework

necessary to effectively start the third year of the program. If a student does not meet the required criteria, they will be given the opportunity to enroll in the B. Tech program instead and apply again as an Advanced Standing Student once they meet the criteria. APR p.92 shows a list of required and recommended coursework for transfer students to have completed to be considered competitive during the selection process.

Evidence of the evaluation process for transfer and advanced standing is articulated on p. 91-92 of the APR and the program website. Additional evidence was found in the program Drop Box including examples of Admissions Committee Evaluation Guidelines, Transfer Student evaluations and acceptance letters for First Year, Advanced Standing and Transfer students.

Evidence was verified on-site with the 2 faculty credit transfer evaluators, Claudia Hernandez-Feiks and Jieun Yang. Additional verification was provided in a meeting with the students**.**

5—Resources

5.1 Structure and Governance (*Guidelines*, p. 18)

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

- 5.1.1 **Administrative Structure**: Describe the administrative structure and identify key personnel in the program and school, college, and institution.
- 5.1.2 **Governance**: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Team Findings: MET

2023 Team Analysis:

5.1.1. Administrative Structure:

The APR clearly articulates the administrative structure of the College and the Department of Architectural Technology. This section also outlines the 'chain of command' from CUNY Board of Trusties, Chancellor, President, Provost, and deans and the department of Architecture Technology chair. The architectural technology department in particular, as well as the School of Technology and Design in general, are described as having a clearly defined administrative structure with elected committees handling duties like curriculum development and accreditation procedures, which strengthens the ideas of shared governance and accountability.

5.1.2 Governance:

The governance structure of the program creates an inclusive procedure that incorporates input from staff, students, and teachers, displaying a dedication to shared governance. Faculty meetings are conducted twice a month where committee activities are reviewed, including departmental projects and curricular revision. Planned surveys of adjunct professors and students to gather their opinions on program changes demonstrate the program's emphasis on openness and engagement. Decision-making processes are guaranteed to incorporate a range of viewpoints due to the College Council's structure, which includes participation from multiple groups.

In the meetings with faculty and administrators during the visit, the team verified the effectiveness of the administrative and governance structure described in the APR.

5.2 Planning and Assessment (*Guidelines*, p. 18)

The program must demonstrate that it has a planning process for continuous improvement that identifies:

- 5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Team Findings: Met

2025 Team Analysis:

5.2.1: The Department of Architectural Technology has developed a culture of assessment that includes reviews from the students, faculty and program up to the College level. CUNY requires, every 10 years, an institutional assessment of the program. that has been codified so that it better serves the development and refinement of curriculum adjustments as well as teaching methodologies and program-level review. The program currently assesses at both the program and course levels. The department chair summarizes progress on long range planning, as it aligns with College and University initiatives, to the Dean via a Goals and Target Report submitted at the end of each academic year.

To address long-term objectives, the department has formed and tasked a steering committee to review and create multi-year objectives such as diversity in the faculty, dedicated studio space creation, fundraising to expand curriculum, increasing relevance in the marketplace and seeking out new industry partners.

This evidence was found in the APR, CUNY 10 Year Report and in discussion on site with the Program Administrators and Faculty.

5.2.2: Key performance indicators include: p.97 APR

- NAAB criteria - Each of these criteria has a designated faculty leader who is responsible for leading the vision, documentation, and annual assessment of the criterion.
- Assessment report from AIRE (See 5.3.2 Assessment Liaison) -
- Review of faculty performance aimed at teaching effectiveness (See 5.3.2)
- Department Goals and Targets annual report (See 5.3.2 Department Chair) - The chair is responsible for assuring the department assessment process is functioning as required. The chair assigns a faculty member as an assessment liaison and works with the liaison to plan strategically the department's assessment efforts.

5.2.3: Progress made is stated in the APR under Objectives and Mission on p.98 and was verify in meetings with program administrators, faculty and students.

Diversity in new Faculty: 3 new hires since 2021
Dedicated Studio space: The department has provided dedicated space for the first three cohorts of thesis students (2022–2024), each comprising of 15 students.

Fundraising: The Steering Committee has established a partnership with the AIA Brooklyn Chapter to advance the goal of holding a biennial fundraising event to support departmental goals and student advancement. The first event was held successfully in Fall of 2022.

Marketplace Relevance: The ULI-Urban Land Institute was engaged to implement their proprietary Urban Plan simulation model in the curriculum for the past 4 semesters. The long-range plan is to expand the ULI curricula across multiple studios and train additional faculty to deliver the course work.

New Industry Partnerships: The Passive House Institute (PHI) has been established as an industry partner. Current coursework and curriculum integration with Passive House curriculum and standards was piloted in the Spring 2022 semester in ARCH 2331- Building Tech II. The goal has been to integrate Passive House design and detailing into the curriculum and give the students options for certification, enhancing a graduate's value in the marketplace.

5.2.4: Strengths, challenges and opportunities are stated in the APR on p.99 and was verify in meetings with program administrators, faculty and students.

Strengths: New Dedicated adjunct faculty from the profession keep the curriculum current with industry practices.

Challenges: Ability to compete with growing number of private programs in New York area. Additional resources for equipment and technology are moving forward and requests for additional space are included in discussions of the current assessment cycle.

Opportunities: Increased visibility of Program has resulted in increased student internships in the private sector and student scholarships

5.2.5: The department's ability to engage a broad cross section of design professionals from around the world, local community leaders, and governing bodies by use of remote technology in the design jury process, guest lecture series has resulted in a broad examination of our methodology and work by influential, outside practitioners and thought leaders.

5.3 Curricular Development (*Guidelines*, p. 19)

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

5.3.2 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.

Team Findings: Not Met

2025 Team Analysis:

5.3.1:

The response describes how assessment data from activities and courses is used to inform an "annual report for each criterion." This then leads to an "improvement plan," which directly relates assessment results to potential changes. The assessment data is collected for "NAAB program and student criteria," and that "NAAB criteria leaders will collect assessment data." The response highlights a continuous process where data is collected, reviewed, and used to implement changes involving faculty members. The response mentions that the improvement plan will be reviewed with the B. Arch Program Directors, Sequence and Course Coordinators, Curriculum and Appointments Committee, and/or teaching faculty and activity facilitators.

Upon the request of the visiting team, the program provided a chart of the current assessment process of student learning outcomes. The chart, as well as the documented assessment process in section 3, demonstrates that the assessment process of student learning outcomes remains largely internal to the course, with the course coordinator playing the central role. Such process does not distinguish between the evaluation of student work (to provide a course grade) and the assessment of student learning outcomes to meet curricular objectives or criteria. Hence, the APR does not demonstrate an effective process for curricular development based on documented assessment findings. For this condition to be met, the visiting team recommends that the program develops an assessment process external to the course evaluation/grading process to provide feedback and recommendations to the course coordinators and instructors for course development. This feedback and recommendations should be based on documented objective assessment of the course student learning outcomes and curricular objectives.

5.3.2:
The response clearly outlines the specific roles and responsibilities of various individuals and committees involved in curriculum development and related initiatives: Department chair, Department Assessment Liaison, Program Directors, NAAB Criteria Leaders, Sequence Coordinators, Course Coordinators, Teaching Faculty, Curriculum Committee, and Full Time Faculty. A diagram is provided to illustrate the roles and process for assessment on p.105 of the APR.

5.4 Human Resources and Human Resource Development (*Guidelines*, p. 19)
The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

- 5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
- 5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.
- 5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- 5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Team Findings: Met

2025 Team Analysis:
5.4.1: Each faculty appointment, regardless of type, has both professional and academic experience. This is evidenced by the resumes provided by the department. Currently, the department reports 21 full-time faculty, of which 20 are registered architects. The department also has 60 adjunct faculty members to support the full-time faculty.

Faculty and students are supported by two full-time laboratory technicians, as well as 1.5 FT office assistants.

5.4.2: The Department of Architectural Technology has a designated Architect Licensing Advisor who is a full-time faculty member. In addition to teaching the Professional Practice

Course as evidenced by the material provided by the College, the advisor attends appropriate NCARB meetings and maintains a relationship with the New York Architecture Board. The department's B Arch degree meets the state's education requirements for licensure.

5.4.3: The College's Faculty Commons provides faculty and staff professional development. The Faculty Commons provides two workshops specifically for members of the Department of Architectural Technology. In addition, the College provides financial assistance for faculty to attend professional development, with potential assistance on travel expenses available through the department. The VTR reports that many faculty serve on committees within AIA New York, and one faculty member is the First Vice President/President Elect of the AIA.

5.4.4: Due to the nature of the student body as an open access institution, the department reports it provides a number of unique programs to support their students. This includes financial assistance programs, counseling, and career advising. These efforts are supported by academic coaching, technology resources and tutoring.

All of the areas covered under 5.4 have been verified during the site visit through discussions with students, faculty and administrators as well as observations while on site.

All of the areas covered under 5.4 have been verified during the site visit through discussions with students, faculty and administrators as well as observations while on site.

5.5 Social Equity, Diversity, and Inclusion (*Guidelines*, p. 20)

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
- 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.
- 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.
- 5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

Team Findings: Met

2025 Team Analysis:

5.5.1: The program's faculty, staff, and student body all display a strong commitment to fairness, diversity, and inclusion. According to data from the Architecture Program Report, the Department Appointments Committee has been successful in hiring a diverse faculty, with the most recent hires including four women and one Asian male. This demographic adjustment aims to better reflect the varied student body. Conversations with faculty members regarding recruiting practices and the effects of diverse hiring on departmental culture were among the interactions during the site visit, offering firsthand evidence of the department's dedication to inclusivity.

5.5.2: In the program response, the diversity plan for faculty and staff places a strong emphasis on actively recruiting from a variety of networks, such as HBCUs and NOMA. In contrast to national trends in the profession, the faculty's demographics demonstrate the department's dedication to enhancing diversity. Discussions with the Department Appointments Committee during the visit validated their efforts by highlighting their tactics and proactive participation in outreach campaigns to promote teaching opportunities to underrepresented groups.

5.5.3: The plan to increase student diversity involved outreach through initiatives like "College Now" and upholding strict admissions requirements. Based on enrollment figures, the report's data demonstrated that the program has mainly kept its diversity levels in line with the demographics of the college. During the site visit, staff members shared their experiences attending public information sessions and reported on the success stories from these initiatives, demonstrating a genuine commitment to broadening the student body.

5.5.4: The program's structure has a well-documented institutional support for EEO/AA, with a focus on implementing comprehensive diversity programs and adhering to university policies. The answer made the Office of Compliance and Diversity's role, and conversations with program leaders throughout the visit confirmed a continued dedication to these compliance measures and diversity initiatives through outreach and strategic partnerships.

5.5.5: The Center for Student Accessibility, which offers comprehensive assistance for students with impairments, demonstrates the program's dedication to adapted environments. The program's inclusive strategy for promoting diversity and inclusion across its operations was validated by the evidence and first-hand testimonies from program participants during the site visit.

5.6 Physical Resources (*Guidelines*, p. 21)

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

- 5.6.1 Space to support and encourage studio-based learning.
- 5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
- 5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- 5.6.4 Resources to support all learning formats and pedagogies in use by the program.
- 5.6.5 Plans for disaster and recovery of information.

Team Findings: Not Met

2025 Team Analysis:

5.6.1: The department reports their primary space is contained within 12,682 sf. of the 8th floor of Voorhees Hall. In addition, there are dedicated classrooms, drafting studios, lecture classrooms and additional fabrication spaces elsewhere in the building. Because the department serves a significant number of students, and are housed primarily in spaces not designed for studios, they have transformed a number of spaces into studios and report that the College is moving towards upgrading facilities, including computing capabilities.

Studio spaces are typically shared by two sections of the same class, as opposed to being dedicated to a single section. In addition, the Director reported during conversations that students do not have access to studio space 24/7. The Department has surveyed students to

understand their preferred work environment and determined they prefer to have flexibility and utilize laptop computers. Students and faculty expressed that the fact studios are shared by more than one section at a time presents challenges, especially if the sections are not coordinating their curriculum.

Student storage has also been identified as an issue that the department is working toward resolving. During the site visit, students reported that they must transport their models and other materials to school and back to their residence on a daily basis.

5.6.2: In addition to their dedicated spaces, the department utilizes lecture halls and classrooms in the New Academic Building. Multi-disciplinary classes and final thesis presentations utilize spaces in this building. The visiting team observed that often, the spaces used for non-studio classes are poorly designed for those purposes.

The department provides a robust fabrication lab on the 8th floor to support the design studios. The lab has a variety of equipment, including 3D printers, laser cutters, plotters, and a photo booth. The visiting team observed significant student usage of the lab. The administration also reported that the lab is utilized by the students to work between classes. The program reported that the replacement of 2 laser cutters, CDC milling machine, and 2 Rolland machines are scheduled for later this year, according to the director of the Fabrication Lab.

The department also shares a shop with other departments and has created additional collaborative spaces for student activities. The team observed that the shop has limited hours and space. The staff reported that they will be replacing some of the equipment that has reached the end of its useful life.

The team observed that students, who are often on campus for the entire day due to the distance they commute, have inadequate space for informal collaboration and to work between their classes. There is minimal space available on the 8th floor, and limited space elsewhere in the building for these activities. Students reported having to "hunt" for spaces outside of their classrooms to work, and that often those spaces do not have adequate support such as outlets, to support their needs.

5.6.3: The department uses an open-plan faculty office, with a small conference room for private meetings. In addition, the Director of Advisement and the departmental Director have private offices. The latter has space for inter-departmental collaboration. During the meeting with the faculty, they expressed that the open office plan works well for collaboration, but that, at times, they must move to private offices for more sensitive conversations with students, which can, at times, be problematic. The faculty expressed a vision of an expanded office with a dedicated conference space for faculty.

5.6.4: The department maintains subscriptions for software programs that can be utilized by students and faculty. General computer labs for students are available within the building that houses the Department of Architecture Technology, with program specific computer labs scheduled to reopen for the Spring 2025 semester. Students told the visiting team that they feel they had all of the programs they needed to be successful in the program.

The Ursula C Schwein Library maintains a wide range of architectural publications, books and reference materials for use by students and faculty. The library also provides a dedicated librarian for the program. The department also maintains a digital tools library, as well as a laptop loan program. In visiting with the librarian, the visiting team was impressed with the availability of materials. It was also noted that the librarian also co-teaches some classes in the program and assists in building student research skills.

The fabrication lab is staffed by dedicated personnel. It contains 3D printers, Laser cutters and a plotter. The department reports that the faculty is appealing to the Provost to make improvements to the lab in order to support students and the department's pedagogy.

5.6.5: The department has applied lessons learned during the pandemic related to digital methodologies. They cite the installation of a Virtual Desktop Infrastructure in one classroom as proof of concept and has moved forward with an expansion on a new Apporto VDI platform, which allows students access to digital tools from any area on campus, allowing activation of informal campus spaces when paired with a full complement of studio software.

The Visiting Team was able to verify the information provided in Condition 5.6 through observations while on site and conversations with administration, faculty and students.

5.7 Financial Resources (*Guidelines*, p. 21)
The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Team Findings: Met

2025 Team Analysis:
NYCCT is funded through public funds and tuition distributed as follows: 46% from the state of New York, 10% from the city of New York, and 44% from tuition. While the student enrollment increased by 15% from 2020 to 2023, the Department of Architecture Technology instruction budget was doubled during the same period, mainly through salary adjustments as mentioned during the visit, while the operating budget increased significantly. The financial structure shows stability of funding for the coming years with no projected reduction in public funding and a possible increase in student tuition due to a trend of increased enrollment since 2020. The faculty receive some funding for development and the Faculty Commons provide resources for curriculum, assessment, and instruction development. Students have access to multiple college and departmental scholarships, laptop grants, and financial awards.

During the site visit, the team verified that students believed they had access, free of charge, to the software necessary for them to succeed in their work. In addition, while some initially utilized the program's computers, they ultimately purchased higher performing laptops, as they believed the school's were outdated and less powerful than what they required. The program reported that their desktop computers are replaced every three years, but last year the program purchased over 100 new laptop computers.

The team also inquired about the budget increases that have occurred. The program reports that it was a combination of increasing faculty compensation, and recruitment of additional faculty due to increasing enrollment.

The Faculty Commons is the primary professional development and support mechanism for the College's faculty. It is chaired, in part, by one of the faculty members from Architectural Technology. The Commons provides teaching portfolio workshops to support tenure track faculty, among other professional development activities, including advisement refreshers. It also assists new faculty with the development of their professional development plan, which is reviewed yearly by the chair. When the faculty met with the visiting team, they expressed that they see the Faculty Commons as an asset to them in their work.

The College assesses seven general education learning outcomes on a three year cycle and

provides data to departments for use in the assessment process. Additionally, the College reported to the team that new faculty are given a reduced class load for the first two years in order to develop their teaching pedagogy and course syllabi.

5.8 Information Resources (*Guidelines*, p. 22)
The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Team Findings: Met

2025 Team Analysis:
Evidence from the APR supports the program's strong response to the criterion of effectively offering access to architecture literature and resources. For academics, staff, and students, the Ursula Schwerin Library offers a thorough support system that makes sure their needs for architectural literature and visual materials are successfully satisfied.

A clear dedication to discipline-relevant support is demonstrated by the presence of specialized architectural librarians and visual resource specialists, especially the full-time librarian acting as the liaison for the architectural department. The duties performed by this librarian, including resource acquisition and promotion, information literacy training, and providing customized research support, show a methodical approach to improving the academic experience for faculty and students studying architecture. Additionally, equitable access to the library's resources is made possible by its physical location and hours of operation. Diverse study preferences are accommodated by the dual-level plan, which features numerous study rooms and designated collaborative spaces. All users will continue to find access convenient because of the library's expanded hours and remote assistance services, which include a 24/7 chat reference service.

Access to a greater variety of information is also made easier by the integration of CUNY's extensive library system. Students' study opportunities are enhanced by the availability of materials available on loan from a wide range of libraries. Also identified interlibrary loan services as a useful tool that helps students access outside resources for their projects. As evidenced by the APR, the program successfully illustrates access to architecture literature and resources through a multifaceted approach that includes committed library staff, a wide range of flexible access options, and strong collaboration.

This evidence was confirmed during the visit through interaction, conversations, and observations with library, technology, and operations staff.

6—Public Information
The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees (*Guidelines*, p. 23)
All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

Team Findings: Met

2025 Team Analysis:
NYCCT provides a link under 6.1 on the APR. The link directly leads to NYCCT's accreditation page with information about accreditation, documentation, NAAB conditions and procedures, career development resources, and ARE pass rates. It easily accessible to use and find through this link NYCCT provided: https://www.citytech.cuny.edu/architectural/accreditation.aspx

6.2 Access to NAAB Conditions and Procedures (*Guidelines*, p. 23)
The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) *Conditions for Accreditation, 2020 Edition*
b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) *Procedures for Accreditation, 2020 Edition*
d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Team Findings: Met

2025 Team Analysis:
NYCCT provides a link under 6.2 on the APR. The link directly leads to all of the documents required. It is easily accessible and use through this link NYCCT provided: https://www.citytech.cuny.edu/architectural/accreditation.aspx

6.3 Access to Career Development Information (*Guidelines*, p. 23)
The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Team Findings: Met

2025 Team Analysis:
The Department of Architectural Technology Accreditation webpage includes links to Career Development Information located on the NCARB, AIAS, AIA, and ACSA websites.

The program, through their NCARB coordinator and advisors, expressed that many of their students are first generation college attendees, and often they have no connection with someone in the profession. To overcome this, the program initiated a Pre-Internship program, where students have the opportunity to meet with students during the Spring semester. Currently, 15 firms participate, and each meets with 10 students. Feedback from the firms on this effort suggests that the program be limited to 7 students per firm, in order to maximize effectiveness.

The program also has established a relationship with the New York Architectural League to

initiate a mentorship program. This program, which was started by NYCCT, has spread to other programs in the New York City metropolitan area. Through the program, 40 students from each school are paired with a mentor for a one-year period. The program matches the mentors and mentees.

NCARB licensing coordinator for the program, who explained the integration of an internship program into the school. There is a specific internship course, which, in addition to learning the licensing process, meets on Zoom every Saturday and there is a minimum of one office visit that is required as part of this course.

The school reports that of their first graduating class in 2022, 73% have started their NCARB AXP, 9% have begun the ARE, and 24% have matriculated into a M Arch program.

During the team's visit with students, all reported they were aware of the licensing requirements and at least 75% intend to pursue licensure.

6.4 Public Access to Accreditation Reports and Related Documents (*Guidelines*, p. 23)

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) The most recent decision letter from the NAAB awarding accreditation or candidacy
b) The Architecture Program Report submitted for the last visit
c) NCARB ARE pass rates

Team Findings: Met

2025 Team Analysis:

NYCCT provides a link under 6.4 on the APR https://www.citytech.cuny.edu/architectural/accreditation.aspx**.**

6.5 Admissions and Advising (*Guidelines*, p. 24)

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships

Team Findings: Met

2025 Team Analysis:

The web links provided in the APR open admission, advising, and financial aid web pages on the City Tech web platform. These web pages provide elaborate information on admission for different types of students such as freshman, transfer, international, advanced standing, and others. The B Arch curriculum, admission requirements, and evaluation process is clearly explained as well as the requirements and links to applying for financial aid and scholarships.

6.6 Student Financial Information (*Guidelines*, p. 24)

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

6.6.2 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.

Team Findings: Met

2025 Team Analysis:
6.6.1: NYCCT provides a direct link to costs, fees, and resources. It easily accessible to use and find through this link NYCCT provided: https://www.citytech.cuny.edu/admissions/tuition-general.aspx

6.6.2: NYCCT provides a direct link to a breakdown of costs for the students to have an initial estimate for tuition, fees, books, supplies, and materials. It easily accessible to use and find through this link NYCCT provided: https://www.citytech.cuny.edu/architectural/architectural-barch.aspx

D. The Visiting Team

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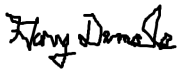
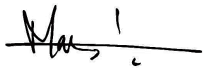
F. Report Signatures

Respectfully Submitted,



Gary E. Demele, FAIA, NCARB
Team Chair



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