

**SUNY Alfred State College of Technology
Department of Architecture and Design**

2016 Visiting Team Report [Continuation of Candidacy]

Bachelor of Architecture (157 credit hours)

The National Architectural Accrediting Board
October 26, 2016

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

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

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I. Summary of Visit

a. Acknowledgements and Observations

The Bachelor of Architecture (B. Arch) degree program at Alfred State College is working toward becoming the only NAAB-accredited, 5-year B. Arch professional architecture degree within the State University of New York (SUNY) system. The professional community is extremely supportive of the program and eager for its graduates to be workforce-ready. The B. Arch program is fully backed by the college administration, which supported its founding. As President Irby Sullivan stated, the B. Arch degree is a “marquee program” for the college.

First, as a 2-year Associate's degree program, next as a 4-year Bachelor of Science degree program, and now as a 5-year B. Arch professional architecture degree program, the core values of civic engagement, professional preparedness, and service to the community have remained as foundational paradigms in the program since its inception. Innovative programs, such as the Center for Architecture and Remote Sensing, and civic outreach initiatives, such as the Southern Tier Architectural Resources (STAR) Center, have helped to provide a strong public face for the Department of Architecture and Design.

The program has seen a great deal of success over the past few years. Its achievements are the exceptional rate of work placement of students upon graduation and the supportive learning culture in the department.

Although there has been a vast amount of progress made since the previous NAAB team visit in 2014, deficiencies still exist regarding long-range planning efforts, program self-assessment, faculty succession, and seven Student Performance Criteria.

The upper-level courses—ARCH 8306 Design Studio 6 (Comprehensive Studio), ARCH 8716 Design Studio 7 (Pre-Thesis), and ARCH 8776 Design Studio 8 (Thesis)—have yet to be taught to the first cohort class and have not been fully implemented. Thus, the Student Performance Criteria associated with these courses have typically been found to be not yet met.

The visiting team would like to thank the faculty, staff, and students of the Department of Architecture and Design; the chair of the department, Alex Bitterman; and Alfred State College as a whole for preparing a thorough team room and hosting the 2016 NAAB team. All of our requests prior to the visit, and during our time at the college, were addressed in a timely, efficient, and professional manner.

b. Conditions Not/Not Yet Achieved

Not Met	Not Yet Met	In Progress	Not Applicable
II.2.2 Professional Degrees and Curriculum	A.1 Communication Skills	I.2.5 Administrative Structure and Governance	II.4.5 ARE Pass Rates
	A.2 Design Thinking Skills		III.2 Interim Progress Reports
	A.8 Cultural Diversity and Social Equity		

	B.2 Site Design		
	B.3 Codes and Regulations		
	B.9 Building Service Systems		
	C.3 Integrative Design		

II. Progress on the Plan for Achieving Initial Accreditation

Alfred State College is committed to developing a complete and robust B. Arch program, and has made significant strides since the previous team visit. The college takes the accreditation process very seriously, and has shown its support of the program through financial and physical resource allocation. The chair of the department is dedicated to seeing the initial accreditation process come to fruition.

III. Progress Since the Previous Site Visit (2014)

2009 Condition I.1.4, Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi- year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

Previous Team Report (2014): The institutional planning processes are adequate. The program's and the College's long-range planning processes are not as evident. There is some reliance on an External Advisory Board, but little documentation of how faculty and staff manage critical issues such as enrollment, faculty succession and aspirational goals for the program. Data collection is adequate, but the application of the data to support programmatic improvements is not clear. The relationship of the program's planning efforts to those of the College are ambiguous.

2016 Team Assessment: This condition remains a deficiency. Since the 2014 NAAB visit, the department has concentrated on short-term planning while Alfred State College has been engaged in a long-range Strategic Plan (STRATCOM). STRATCOM has been co-chaired by the chair of the Department of Architecture and Design, which gives the architecture program a valued voice in the future mission, vision, and values of the college. While STRATCOM has been developed, the program has focused on a stabilization period to refine its mission, direction, and strategizing in meeting NAAB accreditation criteria. It was determined that long-range planning for the program would begin in January 2017—after this stabilization period ended and following the 2016 NAAB visit.

The program has divided its initial long-range planning into chief policy areas that correspond to the Defining Perspectives outlined in the *NAAB Conditions for Accreditation* (Condition I.1.4). As a basis for its long-range planning, the program has provided for initial staffing, admissions and recruitment procedures, academic portfolio review procedures, and space and building use plans. The team is concerned that,

without a long-range plan in place within the near future, it will be difficult to make decisions as the program grows.

2009 Condition, I.1.5, Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

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

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

Previous Team Report (2014): The team has marked this criterion not met because the program is still developing. Some of the key aspects of program self-assessment and procedures for realizing continuous improvement are in place for initial candidacy. Some areas of strength are noted in institutional student learning and course assessment rubrics as presented in the course binders. While the team assumed some degree of program and curriculum self-assessment by the entire faculty, documentation of the process by which this takes place and the history of the changes made were limited. With the exception of course surveys, student input into program and curriculum self-assessment was not adequately demonstrated in the evidence or through student meetings. The external review and recommendations system by a professional advisory board is an important component of the professional program and can be strengthened.

2016 Team Assessment: The 2014 Condition I.1.6 Assessment is divided into two parts. Part B: Curriculum Assessment and Development has been addressed. Part A: Program Self-Assessment Procedures remains a deficiency due to the lack of long-range planning.

2009 Condition I.2.2, Administrative Structure & Governance (Governance): The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

Previous Team Report (2014): Governance procedures are informal in the program for both faculty and students. Lack of a standing committee structure and defined representation for those committees is one indication of this.

2016 Team Assessment: This condition is no longer a deficiency.

2009 Condition I.2.3, Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a*

professional degree program in architecture. This includes, but is not limited to the following:

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

Previous Team Report (2014): The team reviewed the spaces dedicated to the emerging professional program. The program is spread out among many floors of the Engineering Technology Building. Individually, much of the space dedicated to program in its current form is adequate to support the learning culture necessary for a professional program. All studios were adequately sized. Studios had a combination of new and used furniture. All studios seemed to be equipped with adequate technology to support instruction and presentation. Lecture rooms appeared similarly equipped.

There appears to be a space allocation process at the institution, though space allocations seem to be somewhat haphazard, understandably given the rapid changes as a result of the transition from AAS and BS programs to the professional B.Arch. Students and faculty both expressed concerns about dedicated studio spaces, hot seat scenarios, and future planning and future allocations of space to accommodate the growing program that is professional in nature. It was clear to the team that strategic planning with regard to contiguous spaces dedicated to the professional program within the Engineering Technology Building, or through some other means, is an important part of the strategic planning effort for the program as it continues forward.

2016 Team Assessment: This condition is no longer a deficiency.

2009 Condition I.2.4, Financial Resources: *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

Previous Team Report (2014): Many program costs are covered centrally. However the budget for enhancements to the program, including travel support, lectures, collections development, professional dues, new publications and promotional materials, among others, is unusually small. The college administration is aware of this and expects to focus on it in the future.

2016 Team Assessment: This condition is no longer a deficiency.

2009 Condition II.2.2, Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch), the Master of Architecture (M. Arch), and the Doctor of Architecture (D. Arch). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch, M. Arch, and/or D. Arch are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

Previous Team Report (2014): This criterion is nearly complete, however the visiting team identified 38 general education credit hours in the B.Arch. program as presented (pg. 42 of the APR and in team room materials). A total of 45 credit hours of general education credits are required (pg. 27, Table 1 of 2009 Conditions for Accreditation). The team predicts the curriculum review development needed to address this deficiency can occur by the next visit.

2016 Team Assessment: This condition remains **Not Met**. The college's current B. Arch degree program requires 157 semester credit hours, of which 39 are considered to be General Studies. The NAAB requires a minimum of 150 semester credit hours for this program; 45 of these are required to be General Studies.

The information provided in the APR, and confirmed in the team room, does not support the requirements of this condition. FNAT 1303 Architecture History 1 and FNAT 5303 Architecture History 2 make up a total of 6 credits within the 45 stated General Studies credits. Since these courses are being utilized as required courses that meet program-specific Student Performance Criteria, they are not permitted to be calculated as part of the General Studies credits.

2009 Condition II.2.3, Curriculum Review and Development: *The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.*

Previous Team Report (2014): The visiting team gathers that faculty members participate in curriculum review development through institutional processes. The professional advisory board participates annually in curriculum review. The students do not formally participate in curriculum review and development, though perhaps this does happen informally due to the strong community nature of the program. Stronger evidence of participation in curriculum review and development by all stakeholders in the program should be provided by the next team visit.

2016 Team Assessment: This condition is no longer a deficiency.

2009 II.4.1, Statement on NAAB-Accredited Degrees: *In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.*

Previous Team Report (2014): No evidence of compliance in either the academic course catalog or on the program's website.

2016 Team Assessment: This condition is no longer a deficiency.

2009 II.4.3, Access to Career Development Information:

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

www.ARCHCareers.org
The NCARB Handbook for Interns and Architects
Toward an Evolution of Studio Culture
The Emerging Professional's Companion
www.NCARB.org
www.aia.org
www.aiaas.org

www.acsa-arch.org

Previous Team Report (2014): No evidence of compliance in either the academic course catalog or on the program's website.

2016 Team Assessment: This condition is no longer a deficiency.

2009 Criterion A.1, Communication Skills: *Ability to read, write, speak and listen effectively.*

Previous Team Report (2014): ARCH8716 and ARCH8776 are designated as courses meeting this SPC in the matrix; however they have not yet been offered, so the SPC is Not Yet Met. Partial evidence for this criterion is demonstrated in ARCH1013, FNAT1303 and FNAT5303 in the form of papers and research projects. Consider reassigning this SPC to earlier in the curriculum as it is foundational in nature.

2016 Team Assessment: This criterion remains **Not Yet Met**. The evidence provided in ARCH 8003 Professional Practice and FNAT 5303 Architecture History 2 did not demonstrate a consistent level of achievement with regard to writing effectively.

2009 A.2, Design Thinking Skills: *Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.*

Previous Team Report (2014): ARCH8776 is designated as the course meeting this SPC in the matrix; however it has not yet been offered, so the SPC is Not Yet Met. Partial evidence for this criterion is demonstrated in ARCH1184 and ARCH2394, as well as ARCH8306. Consider exhibiting evidence that includes models, iterative process drawings, and other artifacts that will demonstrate design thinking longitudinally over the course of a project and/or a studio.

2016 Team Assessment: This criterion remains **Not Yet Met**. The primary courses that are designated in the SPC Matrix to address this SPC are ARCH 8306 Design Studio 6 (Comprehensive Studio), ARCH 8716 Design Studio 7 (Pre-Thesis), and ARCH 8776 Design Studio 8 (Thesis). Though there is documentation indicating that portions of this criterion are being addressed in some of the student work, evidence of student achievement at the prescribed level was not evident in all student work and lacked rigor.

2009 Criterion A.4, Technical Documentation: *Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.*

Previous Team Report (2014): There is sufficient evidence to show that the students have the ability to make technically clear drawings. This is manifest in all of the design studio work as well as computer visualization. Although writing outline specifications is taught in ARCH 8003, there is no evidence showing that students have the ability to do this. In ARCH 5306 and 8306 in particular, there is evidence that students have built physical and computer models of components, but the evidence suggests that they do not have the ability to use these models as communication tools. The models are either showing improper assembly techniques, not enough detail to show that the student understands how the components work together, or the models are presented in a way which is unclear or uncommunicative, such as showing a structural wall section where the connection between the floor/roof structure is hidden on the back side of the wall.

2016 Team Assessment: This condition is no longer a deficiency.

2009 Criterion A.5, Investigative Skills: *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.*

Previous Team Report (2014): The work in design and history courses shows the ability to gather, record, and assess relevant information within architectural coursework. Yet, there is not sufficient evidence to show that students demonstrate the ability to apply that information in design work. For example, in ARCH 6306 students have clearly done a significant amount of gathering and recording information about vernacular architecture but the designs generated from these precedent studies do not show an understanding of these buildings or the ability to apply what they have researched to their design work.

2016 Team Assessment: This condition is no longer a deficiency.

2009 Criterion A.7, Use of Precedents: *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.*

Previous Team Report (2014): Limited precedents are evident in ARCH 3104, Design Studio I only. The following studio work has almost no evidence of their integration into design assignments.

2016 Team Assessment: This condition is no longer a deficiency.

2009 Criterion A.9, Historical Traditions and Global Culture: *Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.*

Previous Team Report (2014): Two art history survey courses, FNAT 1303 and 5303, are the primary courses for this SPC. FNAT 1303 covers the entire history of architecture in a semester. Its focus is on construction and building elements in different historical periods. There is no evidence of social and cultural factors in the assignments. The course materials for FNAT 5303 included only Powerpoint presentations of student projects; no assignments, exams, readings, etc. were included in the materials for the team to review for that course.

2016 Team Assessment: This condition is no longer a deficiency.

2009 Criterion A.10, Cultural Diversity: *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.*

Previous Team Report (2014): Three existing courses and one not yet offered are the primary means for satisfying this SPC. FNAT 1303 covers the entire history of architecture in a semester. Its focus is on construction and building elements in different historical periods. There is no evidence of social and cultural factors in the assignments. The course materials for FNAT 5303 included only Powerpoint presentations of student projects. No assignments, exams, readings, etc. were included in the materials for the team to review. ARCH 1013 has

no evidence of compliance; the syllabus was not available. ARCH 8713 Modern Architectural Theory has not yet been taught.

2016 Team Assessment: This criterion remains **Not Yet Met**. The content for this SPC is now covered under A.8 Cultural Diversity and Social Equity. The courses designated in the SPC Matrix to address this criterion are ARCH 6306 Design Studio 4 and ARCH 6406 Studio Sorrento. Though there is documentation indicating that portions of this criterion are being addressed in some of the student work, evidence of student achievement at the prescribed level was not demonstrated across both studios.

2009 Criterion A.11, Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

Previous Team Report (2014): There is no evidence of compliance for research in the earlier years of the program. In the upper level studios there is scattered evidence on a project-by-project basis.

2016 Team Assessment: This condition is no longer a deficiency.

2009 Criterion B.2, Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

Previous Team Report (2014): ARCH 5306 is the course designated as the course meeting this SPC in the matrix; however the evidence for this criterion was not adequately demonstrated, so the SPC is Not Yet Met. Partial evidence of this criterion is demonstrated in ARCH 3003.

2016 Team Assessment: This criterion remains **Not Yet Met**. The content for this SPC is now covered under B.3 Codes and Regulations. The primary courses that are designated in the SPC Matrix to address this criterion are ARCH 8306 Design Studio 6 (Comprehensive Studio) and ARCH 4013 Municipal Codes and Regulations. However, the evidence provided did not demonstrate that an ability level was being applied to all student work.

2009 Criterion B.3, Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

Previous Team Report (2014): ARCH7003 is the course designated as the course meeting this SPC in the matrix; however only partial evidence for this criterion was demonstrated, so the SPC is Not Yet Met. Partial evidence of this criterion is demonstrated in ARCH3003, ARCH7306, ARCH6306, and ARCH8306. The program is advised to consider designating a relevant design studio course to this criterion to complement the theoretical content found in ARCH7003.

2016 Team Assessment: This condition is no longer a deficiency.

2009 Criterion B.4, Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

Previous Team Report (2014): ARCH7003 is the course designated as the course meeting this SPC in the matrix; however the evidence for this criterion was not adequately demonstrated, so the SPC is Not Yet Met. Partial evidence of this criterion is demonstrated in ARCH3104, ARCH7306, and ARCH8306. Consider designating a relevant design studio course to this criterion to complement the ARCH7003 theoretical content.

2016 Team Assessment: This criterion remains **Not Yet Met**. The primary courses that are designated in the SPC Matrix to address this SPC are ARCH 8306 Design Studio 6 (Comprehensive Studio) and ARCH 4304 Design Studio 2. Though there is documentation indicating that portions of this criterion are being addressed in some of the student work, evidence of student achievement at the prescribed level was not found in all student work.

2009 Criterion B.5, Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress.

Previous Team Report (2014): Studio and construction technology courses do not show evidence of the ability to apply the basic principles of life-safety systems. There is no evidence an understanding of egress requirements in commercial buildings and almost no projects show stairs which comply with egress requirements in the following courses: ARCH3014, ARCH4014, ARCH4013, ARCH4304, ARCH5306, ARCH6306, ARCH7306, and ARCH8306.

2016 Team Assessment: This condition is no longer a deficiency.

2009 Criterion B.6, Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

- | | |
|------------------------------------------------------|-----------------------------------|
| A.2. Design Thinking Skills | B.3. Sustainability |
| A.4. Technical Documentation | B.4. Site Design |
| A.5. Investigative Skills | B.5. Life Safety |
| A.8. Ordering Systems | B.7. Environmental Systems |
| A.9. Historical Traditions and Global Culture | B.9. Structural Systems |
| B.2. Accessibility | |

Previous Team Report (2014): The professional curriculum is not yet developed to the point where Comprehensive Design can be demonstrated in a single project. The program indicated that it is evident in early studio courses in the professional sequence, but the team found no evidence of this.

2016 Team Assessment: This criterion remains **Not Yet Met**. The content for this SPC is now covered under C.3 Integrative Design. Comprehensive design requires the assimilation of numerous singular components integrated into a larger holistic design understanding. The primary courses designated in the SPC Matrix to address these

conditions have not yet been fully established and lack rigor. Appropriate learning outcomes in this content area were not consistent across all student work.

2009 Criterion B.10, Building Envelope Systems: *Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.*

Previous Team Report (2014): Basic knowledge at a level of awareness is provided in ARCH 4014 Construction Tech 2; none is evident in ARCH 3014 Construction Tech 1. Both courses cover a broad array of construction methods, and a more detailed and thorough analysis is therefore lacking.

2016 Team Assessment: This condition is no longer a deficiency.

2009 Criterion B.11, Building Service Systems Integration: *Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems*

Previous Team Report (2014): No evidence of compliance in the design studios. ARCH 3003 Environmental Controls 1 and ARCH 7003 Sustainable Building Design of selected – but not all – of the components of this SPC. For example, vertical transportation, plumbing, and security are not addressed.

2016 Team Assessment: This criterion is now covered under B.9 Building Service Systems. It remains **Not Yet Met**. The primary courses that are designated in the SPC Matrix to address this criterion are ARCH 3003 Environmental Controls 1 and ARCH 7003 Sustainable Building Design. The work presented in ARCH 8306 Design Studio 6 (Comprehensive Studio) did not show a consistent understanding level with regard to the building service systems of communication and vertical transportation.

2009 Criterion C.1, Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.*

Previous Team Report (2014): ARCH7306 is the course designated as the course meeting this SPC in the matrix; however the evidence for this criterion was not demonstrated, so the SPC is Not Yet Met. It is not clear from the evidence exhibited the degree to which students interacted with other disciplines of study and students/faculty/practitioners. The project exhibited itself did seem conducive to meeting this criterion in the future however, if the multi-disciplinary team aspect can be introduced.

2016 Team Assessment: This condition is no longer a deficiency.

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

Previous Team Report (2014): ARCH4304 and ARCH5306 are the courses designated meeting this SPC in the matrix; however the evidence for this criterion was not demonstrated, so the SPC is Not Yet Met. Because this criterion is designated as "understanding" the common types of evidence include papers, research projects, quizzes and/or exams. Consider assigning this criterion to an appropriate course that can realize the correct forms of evidence in the future.

2016 Team Assessment: This condition is no longer a deficiency.

2009 Criterion C.3, Client Role in Architecture: *Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.*

Previous Team Report (2014): ARCH8003 is the course designated as the course meeting this SPC in the matrix; however the evidence for this criterion was only partially addressed, so the SPC is Not Yet Met. Consider improving the types of evidence used to demonstrate meeting this criterion in future team visits

2016 Team Assessment: This condition is no longer a deficiency.

2009 Criterion C.8, Ethics and Professional Judgment: *Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.*

Previous Team Report (2014): ARCH 8003 Professional Practices addressed Ethics and Professional Judgment as one of five topics in a single class session. Students are surveyed about their opinions regarding ethical situations; this represents the entirety of evidence of compliance. (N.B. Although the NAAB SPC matrix identifies ARCH 8003 as meeting this criterion, the syllabus does not identify this SPC as being met in the course.)

2016 Team Assessment: This condition is no longer a deficiency.

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

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

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

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

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

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

2016 Analysis/Review: Alfred State College has a strong sense of community, hands-on education, affordability, and small class sizes. Known especially for its personable, caring, and peaceful community, which emphasizes real-world learning, the college attracts goal-oriented students from throughout the state of New York.

As one of five units within the 64-unit SUNY system designated as a "College of Technology," Alfred State College is dedicated to technically oriented, professional degree programs. The B. Arch is the latest program at the college that will lead to licensure, following the B.S. in Architectural Technology and other Engineering Technologies, the B.S. in Nursing, and other programs in Forensic Science Technology and Veterinary Technology.

The college defines its mission, vision, and values as follows:

Mission: "Alfred State delivers outstanding associate and baccalaureate degree programs through hands-on learning, preparing in-demand and involved students in a caring community."

Vision: "Alfred State will be the premier regional college of technology creating opportunity for our students to achieve successful careers and purposeful lives."

Values: "Civility, Practicality, Service, Integrity, Preparedness."

The B. Arch program defines its mission as follows:

Mission: "Alfred State's Bachelor of Architecture provides a career-focused, project-based education integrating theory and practice with a strong multidisciplinary foundation that draws upon an institutional heritage of building and technology. Emphasizing core values of leadership, professional preparedness, and work ethic, experienced faculty offer personal instruction and guidance to students as they collaborate with real people to explore real challenges across the region and beyond."

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

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

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

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

2016 Analysis/Review: This condition is **Met with Distinction**. The program has a robust and energetic learning culture. This culture was evident in all of the engagements that the team had with the program, from the chair to the first-year students. Based on the program's four main principles of presence, resources, academic quality, and community, the program is enriched with a learning culture that exceeds its written statement, which is posted in each studio and provided to each incoming student.

A prime example of the positive culture surrounding the program was apparent when the team met with the student body. The students commented multiple times on their respectful and positive relationships with the faculty, and they demonstrated confidence in the knowledge being taught by the faculty. Senior students are quick to lend a hand in sharing a skill set or addressing questions for their peers. The faculty and students are very collegial and encourage collaboration and optimism toward one another, which creates a positive learning community.

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

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

2016 Analysis/Review: Alfred State College has a universal policy on diversity and inclusion, which is communicated through its website and reinforced through its Codes of Student Conduct and Academic Integrity for students. The college's stated "Principles of Community" are an integral part of its mission and vision. The college also maintains the Center for Equality, Inclusion and Title IX to provide programs, training, advocacy, and outreach to students, faculty, and staff. The program has provided evidence of EEO/AA policies through the college office for EEO/AA and its corresponding website.

The program has a specific plan for maintaining and increasing faculty diversity. It has mitigated challenges posed by the college's location and salary limitations by recruiting adjuncts and mentoring them into full-time tenure-track professors. However, the program has not provided evidence regarding how it plans to maintain or increase its diversity among students and staff.

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

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

2016 Analysis/Review: The program states that it leads by example and see itself as a family. This was evident in meetings with the administration, staff, and faculty. The leadership and communication structure is informal, yet constant. This structure provides for balanced collaborative initiatives between the faculty, the students, and the community, which are further reinforced through the departmental mission statement.

The hands-on approach is evident in research projects conducted through the Center for Architecture and Remote Sensing and the Southern Tier Architectural Resources (STAR) Center. The upper-level studio projects demonstrated different levels of social engagement with local communities and provided collaborative experiences for all.

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

2016 Analysis/Review: The program approaches design through a reality-based curriculum. Projects are based on practicality, responsibility, and meaning. This approach is supported through feedback from faculty who are experienced in practice and from professional advisors. Courses throughout the curriculum demonstrate a multiple iteration approach to complex problems and introduce the collaborative role of an architect.

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

2016 Analysis/Review: This perspective is **Met with Distinction.** The Department of Architecture and Design does an exceptional job of preparing its graduates for the workforce. Since the college was founded on the principle of providing workforce-ready graduates, the department has developed a robust curriculum to support this endeavor with strategic input from professionals through the Advisory Board. One of the primary reasons that prospective students choose to attend Alfred State College for the B. Arch program is to have a job upon graduation. The entire student body is well aware of the requirements for licensure within and outside the state of New York. Work experience opportunities are arranged for students on an informal basis through faculty members.

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

2016 Analysis/Review: The program demonstrates its stewardship of the environment at every level. Early in the curriculum, the program introduces the ideas of resourcefulness and repurposing, and, in the middle years, it continues with an understanding of sustainable building and construction. These concepts are developed in ARCH 1184 Design Fundamentals 1 and ARCH 3003 Environmental Controls 1. The teaching of environmental stewardship continues through upper-level studios.

- E. Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social

responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

2016 Analysis/Review: The heart of the program lies within this perspective. The mission of the program emphasizes collaborative efforts "with real people to explore real challenges across the region and beyond" to "create good design for the social good." For 10 years, ARCH 6306 Design Studio 4 has addressed local and regional issues through projects that help communities visualize strategies for revitalization and sustainable improvements. This civic engagement studio includes both community-based and service-learning projects.

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

2016 Analysis/Review: Since the 2014 NAAB visit, the department has concentrated on short-term planning while Alfred State College has been engaged in a long-range Strategic Plan (STRATCOM). STRATCOM has been co-chaired by the chair of the Department of Architecture and Design, which gives the architecture program a valued voice in the future mission, vision, and values of the college. While STRATCOM has been developed, the program has focused on a stabilization period to refine its mission, direction, and strategizing in meeting NAAB accreditation criteria. It was determined that long-range planning for the program would begin in January 2017—after this stabilization period ended and following the 2016 NAAB visit.

The program has divided its initial long-range planning into chief policy areas that correspond to the Defining Perspectives outlined in the *NAAB Conditions for Accreditation* (Condition I.1.4). As a basis for its long-range planning, the program has provided for initial staffing, admissions and recruitment procedures, academic portfolio review procedures, and space and building use plans. The team is concerned that, without a long-range plan in place within the near future, it will be difficult to make decisions as the program grows.

I.1.6 Assessment:

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

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

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

2016 Analysis/Review: It is difficult to assess a program when the department that it is in lacks a long-range plan. It is understandable for a program undergoing candidacy to rely heavily upon the NAAB for assessment. Program self-assessment procedures are necessary as the program establishes an accredited degree program.

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

2016 Analysis/Review: The program has a clearly defined layered approach to curricular assessment, which spans across the program, department, and college. The program participates in an annual academic assessment, which includes a direct Program Student Learning Outcomes (PSLO) assessment. The department faculty assess the student outcomes on an annual basis, and revise the courses and curriculum based on faculty assessments and feedback from the Advisory Board.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

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

[X] Demonstrated

2016 Team Assessment: The program is appropriately supported by faculty and staff at the current student levels, and has provided a staffing plan that addresses future growth and the retirement of faculty members. Due to the physical location of the college and the relatively low starting salaries, the college faces challenges in recruiting and retaining faculty.

The program has doubled the amount of faculty development funds over the past year, which has opened up additional opportunities for faculty research. These funds include undergraduate research opportunities for student participation, such as those in the program's Center for Architecture and Remote Sensing.

The faculty contact hours are proportional for a teaching college (as opposed to a research institution). The program has an Architect Licensing Advisor (ALA) who is a licensed architect and who is funded by the program to attend the annual Licensing Advisors Summit.

In support of the mission of the college, the department is focused on providing job-ready professionals upon graduation. Support services for students in the program are provided through both formal and informal arrangements. Academic advising is provided for each student through formal arrangements made by the department in order to keep students informed of their academic requirements. As students matriculate through the program, informal relationships are developed between faculty and students, and career guidance and other work experience opportunities are made available.

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

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

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

- Information resources to support all learning formats and pedagogies in use by the program.

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

[X] Demonstrated

2016 Team Assessment: Since the previous visit, notable advancements have been made in the department's physical resources. Each student, beginning in the first year of studio, has his/her own dedicated work space. In addition, the program has provided a digital fabrication lab (including MakerBots and laser cutters), the Center for Architecture and Remote Sensing, and a digital modeling lab (with appropriate software applications) to support the curriculum of the School of Architecture, Management, and Engineering Technology (SAMET), which the Department of Architecture and Design is in. Each of these spaces is heavily utilized by the architecture student body.

A maker space has been established for students to have additional work space, and a plan is in place to provide further equipment and resources to enhance student learning outcomes. The maker space has been particularly useful for group work with foam cutting and small model-making equipment. The exhaust systems and electrical installations are not adequate for the use of larger wood shaping equipment. Adjacent to the studio spaces, a quiet conference area has been provided for student use, where smaller meetings can take place. In concert with a number of electrical upgrades within the studio spaces, a plan is in place to enhance the digital projection technologies within these spaces, which will provide wireless connectivity and high-resolution projection.

The department ensures that all students have adequate resources to perform their work, regardless of one's economic status. Materials and equipment, such as lights, drafting boards, and computer monitors, are salvaged each year from students that are not returning to the program, and they are recycled and reused for further use. Students are required to have a laptop when they begin the program as a first-year student. The cost of the laptop is covered by financial aid, and computer software is made available at little or no cost to students.

All faculty members have separate, private offices. Many of these offices are easily accessible to students since they are located directly across the corridor from the studio work spaces.

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

[X] Demonstrated

2016 Team Assessment: Through a list of program budgets and cost breakdowns in the APR, the program has provided evidence indicating that its fiscal health is currently stable. A long-term financial planning document has been created by the department and has been shared with the dean of SAMET. Since the previous visit, the department has obtained appropriate financial support from both the SAMET and college administration. On-site observation by the team and meetings with the department chair, the dean of SAMET, the provost, and the president confirmed that financial support for the B. Arch program would continue to be a priority.

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

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

[X] Demonstrated

2016 Team Assessment: Information resources are robust at Alfred State College and are framed by the Hinkle Memorial Library and the SUNY open-source learning materials initiative.

The Hinkle Memorial Library has served the existing programs in architectural technology and interior design well over the past years. The introduction of the B. Arch degree program required a significant increase in its architecture-related holdings. The faculty of the Department of Architecture and Design continue to work with library staff to ensure that critically needed books and magazines that are not currently part of the collection are being purchased in a timely manner through allocated funds and to ensure that students have access to, and knowledge of, the resources available. The library has spent over \$10,000 within the past 2 years on improving its physical architectural collection.

As a library unit of SUNY, the Hinkle Memorial Library is a member of SUNYConnect, which is a consortium of the 64 libraries in the SUNY system that are all part of this library management system. SUNYConnect is a joint initiative of the Provost's Office of Library and Information Services and the SUNY libraries. The Hinkle Memorial library purchases electronic resources directly through consortia agreements and through SUNYConnect.

The librarians encourage involvement by faculty in the development and maintenance of materials that are relevant to the department and provide specific research skills for particular course content.

1.2.5 Administrative Structure and Governance:

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

[X] In Progress

2016 Team Assessment: The Department of Architecture and Design is one of six departments in SAMET. The department chair is a member of the Academic Affairs Collaborative Team (AACT) and the SAMET Chairs' Council.

In addition to departmental meetings and governance, the Faculty Senate at Alfred State College is the chief representative governing body of the college faculty at large. The Faculty Senate is empowered to recommend policies relating to faculty affairs and student academic affairs. Faculty Senate meetings are open to all faculty and staff on campus, and the department has the same representation in the body as the other departments within the college as a whole. In addition, the department faculty are regularly called upon to serve on campus-wide committees.

The faculty and the administrators are inclusive and collegial, which is a direct response to the local culture of the community. The senior administration and leadership at the department level remain easily accessible and engaged in departmental affairs. However, there is a lack of prescribed order in the administrative structure and governance of Alfred State College. Progress has been made in formalizing the administrative structure at both the school and college levels since the previous visit.

Students are actively involved with the Architecture Club and have recently started an AIAS Chapter with the support of the department chair.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

Student learning aspirations for this realm include:

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

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

[X] Not Yet Met

2016 Team Assessment: The evidence provided in ARCH 8003 Professional Practice and FNAT 5303 Architecture History 2 did not demonstrate a consistent level of achievement with regard to writing effectively.

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

[X] Not Yet Met

2016 Team Assessment: The primary courses that are designated to address this SPC are ARCH 8306 Design Studio 6 (Comprehensive Studio), ARCH 8716 Design Studio 7 (Pre-Thesis), and ARCH 8776 Design Studio 8 (Thesis). Though there is documentation indicating that portions of this criterion are being addressed in some of the student work, evidence of student achievement at the prescribed level was not evident in all student work and lacked rigor.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 8716 Design Studio 7 (Pre-Thesis) and ARCH 8776 Design Studio 8 (Thesis).

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 7306 Design Studio 5 and ARCH 2394 Design Fundamentals 2.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 1184 Design Fundamentals 1 and ARCH 2394 Design Fundamentals 2.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 3104 Design Studio 1 and ARCH 7306 Design Studio 5.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for FNAT 1303 Architecture History 1, ARCH 4304 Design Studio 2, and ARCH 6306 Design Studio 4.

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

[X] Not Yet Met

2016 Team Assessment: The courses designated in the SPC Matrix to address this criterion are ARCH 6306 Design Studio 4 and ARCH 6406 Studio Sorrento. Though there is documentation indicating that portions of this criterion are being addressed in some of the student work, evidence of student achievement at the prescribed level was not demonstrated across both studios.

Realm A. General Team Commentary: The visiting team appreciates the re-emphasizing of basic design elements throughout the beginning and middle of the program. The work presented in the design foundation courses shows a breath of different design processes that engage students in a critical way of thinking. The program's core values are centered on the criteria based within the realm of real-world applications and representation. The hard work of both the faculty and the students is evident in the coursework, and is an impacting factor and strength of the program.

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

Student learning aspirations for this realm include:

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

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 8716 Design Studio 7 (Pre-Thesis).

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

[X] Not Yet Met

2016 Team Assessment: The primary courses that are designated in the SPC Matrix to address this SPC are ARCH 8306 Design Studio 6 (Comprehensive Studio) and ARCH 4304 Design Studio 2. Though there is documentation indicating that portions of this criterion are being addressed in some of the student work, evidence of student achievement at the prescribed level was not found in all student work.

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

[X] Not Yet Met

2016 Team Assessment: The primary courses that are designated in the SPC Matrix to address this criterion are ARCH 8306 Design Studio 6 (Comprehensive Studio) and ARCH 4013 Municipal Codes and Regulations. However, the evidence provided did not demonstrate that an ability level was being applied to all student work.

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

[X] Met

2016 Team Assessment: Technical documentation is reinforced throughout much of the curriculum. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4014 Construction Tech 2.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for CIVL 5213 Structures 2, and ARCH 8306 Design Studio 6 (Comprehensive Studio).

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 3003 Environmental Controls 1 and ARCH 7003 Sustainable Building Design, and further reinforced in ARCH 8306 Design Studio 6 (Comprehensive Studio).

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 3014 Construction Tech 1 and ARCH 4014 Construction Tech 2, and further reinforced in ARCH 8306 Design Studio 6 (Comprehensive Studio).

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 3014 Construction Tech 1 and ARCH 4014 Construction Tech 2, and further reinforced in ARCH 8306 Design Studio 6 (Comprehensive Studio).

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

[X] Not Yet Met

2016 Team Assessment: The primary courses that are designated in the SPC Matrix to address this criterion are ARCH 3003 Environmental Controls 1 and ARCH 7003 Sustainable Building Design. The work presented in ARCH 8306 Design Studio 6 (Comprehensive Studio) did not show a consistent understanding level with regard to the building service systems of communication and vertical transportation.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 8003 Professional Practice.

Realm B. General Team Commentary: The team appreciates the thorough technical knowledge and skills being delivered in the lecture courses within this realm. At times, the students have demonstrated a clear understanding of the topics at hand. However, within some of the criteria, the application of this knowledge to a design has been inconsistent across multiple studio sections and year levels.

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

Student learning aspirations in this realm include:

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

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 8716 Design Studio 7 (Pre-Thesis).

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 7306 Design Studio 5 and ARCH 8306 Design Studio 6 (Comprehensive Studio).

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

[X] Not Yet Met

2016 Team Assessment: The primary courses designated in the SPC Matrix to address this SPC are ARCH 8306 Design Studio 6 (Comprehensive Studio), ARCH 8716 Design Studio 7 (Pre-Thesis), and ARCH 8776 Design Studio 8 (Thesis). Though there is documentation indicating that portions of this criterion are being addressed in some of the student work, evidence of student achievement at the prescribed level was not evident in all student work.

Realm C. General Team Commentary: The content within Realm C requires the assimilation of numerous singular components integrated into a larger holistic design understanding. The primary courses that address these Student Performance Criteria have not yet been fully established and lack rigor. Though a portion of the exhibited projects illustrated knowledgeable awareness of this content area, appropriate learning outcomes were not consistent across all student work.

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

Student learning aspirations for this realm include:

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

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

[X] Met

2016 Team Assessment: Evidence that this criterion is **Met with Distinction** was found in student work prepared for ARCH 8003 Professional Practice.

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

[X] Met

2016 Team Assessment: Evidence that this criterion is **Met with Distinction** was found in student work prepared for ARCH 8003 Professional Practice.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 8003 Professional Practice.

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

[X] Met

2016 Team Assessment: Evidence that this criterion is **Met with Distinction** was found in student work prepared for ARCH 8003 Professional Practice.

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

[X] Met

2016 Team Assessment: Evidence that this criterion is **Met with Distinction** was found in student work prepared for ARCH 8003 Professional Practice.

<p>Realm D. General Team Commentary: The program does an exceptional job of introducing students to all that is involved in entering professional practice within the field of architecture. The Professional Practice course is taught by a licensed architect, who is a full-time faculty member. The students are well aware of the importance of architectural registration and their duty to society as an architect.</p>

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

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

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

[X] Met

2016 Team Assessment: Alfred State College is accredited by the Middle States Commission on Higher Education. The most recent review was conducted on November 18, 2010.

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

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

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

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

[X] Not Met

2016 Team Assessment: This condition remains **Not Met**. The college's current B. Arch degree program requires 157 semester credit hours, of which 39 are considered to be General Studies. The NAAB requires a minimum of 150 semester credit hours for this program; 45 of these are required to be General Studies.

The information provided in the APR, and confirmed in the team room, does not support the requirements of this condition. FNAT 1303 Architecture History 1 and FNAT 5303 Architecture History 2 make up a total of 6 credits within the 45 stated General Studies credits. Since these courses are being utilized as required courses that meet program-specific Student Performance Criteria, they are not permitted to be calculated as part of the General Studies credits.

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

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

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

[X] Met

2016 Team Assessment: The department has a clear and direct process for evaluating students entering the B. Arch program. The majority of the student body begins their studies at Alfred State College as freshmen. However, there are transfer students that enter the B. Arch program following their second year of study. The overwhelming majority of these transfers occurs through formal articulation agreements.

Alfred State College operates under the SUNY Seamless Transfer Policy, which allows students to transfer from one SUNY institution to another without jeopardizing a typical graduation date at the end of 4 years of study to obtain a Bachelor's degree. SUNY administers this policy for each of its 64 institutions, 30 of which are community colleges.

The B. Arch program at Alfred State College currently has articulation agreements with eight associate programs in the SUNY system. Through these agreements, the prior coursework of transfer students is examined to ensure that it meets specific Student Performance Criteria. Key faculty members keep in touch with each of these programs outside Alfred State to make certain that course content aligns between each of the institutions. Students transferring to Alfred State from within the SUNY system are admitted provisionally in order to give them an opportunity to take courses covering Student Performance Criteria that they might have missed.

First, each transfer student's application is reviewed by the Academic Affairs Office to ensure that appropriate application requirements are being addressed and that general education courses are being reviewed and assessed. Second, transfer students share portfolios with the department faculty so that design skills can be assessed and the students can be placed in appropriate courses. The students are made aware of their transfer status through a written letter prior to acceptance, and they are able to refute a decision to have them take a course if they believe that the content of that course was covered in prior coursework.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Met

2016 Team Assessment: The architecture program website provides the required language to meet this condition.

II.4.2 Access to NAAB Conditions and Procedures:

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

The 2014 NAAB Conditions for Accreditation

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

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2016 Team Assessment: The architecture program provides access to the *2009 NAAB Conditions for Accreditation*, the *2014 NAAB Conditions for Accreditation*, and the *2015 NAAB Procedures for Accreditation* on its website.

II.4.3 Access to Career Development Information:

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

[X] Met

2016 Team Assessment: The architecture program website provides evidence that this condition is **Met**. The program provides career development links to the NCARB Handbook for Interns and Architects, the State of New York Office of the Professions, and an architectural careers blog that contains an extensive amount of placement and career information.

II.4.4 Public Access to APRs and VTRs:

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

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.

- The most recent APR.¹
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2016 Team Assessment: The architecture program website provides the required documents to meet this condition.

II.4.5 ARE Pass Rates:

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

[X] Not Applicable

2016 Team Assessment: This condition is not applicable since there were no graduates of the B. Arch program at the time of the visit.

II.4.6 Admissions and Advising:

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

This documentation must include the following:

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

[X] Met

2016 Team Assessment: The Department of Architecture and Design website provides incoming students (both freshmen and transfer students) with a clear understanding of the admissions application process and the processes in place for academic advising. The department website provides links to application forms with instructions, admissions requirements, preprofessional degree content, financial aid, and scholarships.

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.

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

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

[X] Met

2016 Team Assessment: The department website provides links to financial aid information and estimated costs for completing the program. The program prides itself on being affordable and provides tools to prospective students to help them understand the total cost of attending Alfred State College. More than 75% of the college student body is provided with some means of financial assistance.

PART THREE (III): ANNUAL AND INTERIM REPORTS

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

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

[X] Met

2016 Team Assessment: The program provided the statistical data required, and this data has been verified by the institution and is consistent with institutional reports.

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

[X] Not Applicable

2016 Team Assessment: Interim Progress Reports are not applicable for candidacy programs.

V. Appendices:

Appendix 1. Conditions Met with Distinction

I.1.2 Learning Culture

The faculty and students are very collegial and share a great deal of respect toward one another, which creates a positive learning community.

I.1.4.C. Professional Opportunity

The faculty fully supports the students in becoming successful and active members of the professional workforce. The graduates of the program are workforce-ready.

II.1.1 Student Performance Criteria: Realm D. Professional Practice

ARCH 8003 Professional Practice is a robust and in-depth course that clearly demonstrates student learning outcomes. The student work in D.1 Stakeholder Roles in Architecture, D.2 Project Management, D.4 Legal Responsibilities, and D.5 Professional Ethics indicated that these criteria are Met with Distinction.

Appendix 2. Team SPC Matrix

	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5	
Year 1																											
ARCH 1184	Design Fundamentals I				X																						
FNAT 2333	Survey of Design																										
FNAT 1303	Arch Hist I						X																				
ARCH 2394	Design Fundamentals II		X	X																							
ARCH 2014	Comp. Viz.																										
Year 2																											
ARCH 3104	Design Studio 1					X																					
ARCH 3014	Construction Tech 1														X	X											
ARCH 3003	Env. Controls 1													X													
CIVL 4104	Structures 1																										
ARCH 4304	Design Studio 2						X																				
ARCH 4014	Construction Tech 2											X			X	X											
ARCH 4013	Muni Codes & Regs																										
Year 3																											
ARCH 5306	Design Studio 3																										
FNAT 5303	Arch Hist II																										
CIVL 5213	Structures 2													X													
ARCH 6306	Design Studio 4						X																				
ARCH 6406	Studio Sorrento																										
Year 4																											
ARCH 7306	Design Studio 5		X		X																X						
ARCH 7003	Sust. Bldg. Design														X												
ARCH 8306	Design Studio 6											X	X	X	X						X						
ARCH 8003	Pro Practice																		X			X	X	X	X	X	
Year 5																											
ARCH 8716	Design Studio 7		X						X											X							
ARCH 8733	Modern Arch. Theory																										
ARCH 8753	Adv. Structures																										
ARCH 8776	Design Studio 8		X																								
ARCH 8793	Pro Dev																										

Appendix 3. The Visiting Team

Team Chair, representing the Profession
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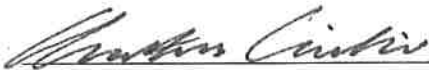
IV. Report Signatures

Respectfully Submitted,



Ryan McEnroe, AIA, ASLA, LEED®AP
Team Chair

Representing the Profession



Anthony Cricchio, RA
Team Member

Representing the Academy



Ken Conrad, P.E.
Team Member

Representing the NAAB

Program Response to the Final Draft Visiting Team Report



January 31, 2017

Ms. Andrea Rutledge, Executive Director
National Architecture Accrediting Board, Inc.
1101 Connecticut Avenue, NW Suite 410
Washington, DC 20036

Dear Ms. Rutledge and NAAB Board:

Our response to the 2017 VTR for SUNY Alfred State College is limited to a hearty thank you to the visiting team for their expertise, professionalism, and assistance during our most recent visit. It was truly a privilege to work with Ryan, Tony, and Ken. We benefitted significantly from their visit and have already begun to prepare for our next visit.

Sincere thanks are also in order for Cassandra, who was incredibly patient with us and provided expert guidance and insight. Likewise, heartfelt thanks to Andrea whose unwavering commitment to fairness and preparedness is always appreciated.

Many thanks to all involved for helping us to realize our goal of becoming an ever better program and for keeping us true to our mission of "Good architecture for the social good."

Sincerely,

A handwritten signature in black ink, appearing to read "A. Bitterman".

Alex Bitterman, M. Arch., Ph.D.
Chair and Professor