NAAB®

SUNY Alfred State College of Technology
Department of Architecture and Design

2018 Initial Accreditation Visiting Team Report

B. Arch [157 credit hours]

The National Architectural Accrediting Board
October 20-24, 2018

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

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

Contents

I. Summary of Visit

a. Acknowledgments and Observations

The team would like to acknowledge Alex Bitterman, chair of the Department of Architecture & Design, the faculty and the students for the warm welcome. The work that goes into creating a NAAB team room, particularly during initial candidacy, can be a herculean task, involving dedicated effort by faculty, staff, students, the institution (president, dean, provost, and controller), and individuals who champion this cause. The result of these efforts and quick response by all to questions raised during the visit allowed the team to effectively do the work required to review evidence for every class and studio within the curriculum. Students feel supported and recognized. Faculty are passionate about providing an exceptional education and real-world skills. The administration and staff gave generously of their time and clearly support the program.

The team found much to admire in the B.Arch. program:

- The program enjoys excellent relationships with the dean of the school, the controller, provost, and president of the college. As a candidacy program, these relationships are invaluable for the ongoing success of the program. The team heard numerous times how important the B.Arch. program is to the overall growth of the college and how the chair is instrumental in nurturing these relationships.

- The program has made significant strides since the 2016 visit. Key to this has been the passionate championing of the program by the chair. Evidence of his leadership can be found in the fact that all courses in the curriculum have now been started, student-to-student mentoring has begun in addition to the already excellent mentoring occurring with faculty, and faculty searches are in process for those who have retired and are near retirement.

- The team found a highly energetic and passionate student body that is exceptionally engaged with the program and student life. They know and appreciate the value of the real-world education they are receiving and many have had opportunities to work as interns in offices. The visiting team is impressed with the number of students who have already started the Architectural Experience Program (AXP), documenting their experience for licensure. Many students are actively involved with AIAS, Women in Non-Traditional Studies (WINS), and community projects. Students, when asked who their heroes are, responded that it is faculty and returning students. It is clear that the program views itself as a family that looks out for and supports one another. The team heard only positive comments from students in the general and student leader meetings.

- The program has been incredibly effective, as has the college as a whole, at doing more with less (space, money, and other resources). The team was impressed by the creative initiatives used to obtain needed equipment and materials specific to program needs. Despite these limitations, sharing resources across departments has also enhanced what the program can provide to their students.

The team also found several areas in need of continued attention on the part of school administrators and faculty:

- Alfred State College is one of sixty-four colleges in the State University of New York (SUNY) system and one of six technology colleges. Funding for SUNY has

effectively been reduced from nearly 65% state funded to 23% state funded over the last fifteen years.

● The strategic long-range plan for the program is currently in process. Much of the evidence is based on informal, yet highly effective relationships. Concise, formal documentation was not evident.

● Physical facilities are nearing maximum capacity with studios being shared between courses, lab space doubling as overflow classroom space, and courses taught in multiple buildings.

● Formal input into the budget process by instructional technology staff was not evident.

● According to the program, a strong image and identifiable presence are missing.

● While evidence of support for the development of the B.Arch. program is clearly evident at the department and college level, the program relies heavily on a few individuals to organize the team room and curate student work.

b.   Conditions Not Met (list number and title)

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

[X] Not Demonstrated

2018 Analysis/Review: Upon review of the information provided in the APR and visiting the facilities, the program has completed their first draft version of the strategic long-range plan that spans AY 2018-2019 to AY 2033-2034. The draft plan is derived from a regular cycle of assessment already in place and follows the methodology for review and planning per SCUP (Society for College and University Planning).

While the evidence suggests that a long-range draft plan with program goals/objectives has been established with a methodology for assessment, it was not easily usable by the team. The objectives/goals identified in the long-range draft plan are: Promoting Equity, Inclusion, and Diversity; Supporting Student Development; Strengthening Student Development, Fulfillment, and Advancement; Building New Courses and programs; Enhancing Alumni Engagement and Philanthropic Support; Reinforcing Hands-On Education through Spaces and Technologies, and Advancing Our Reputation. A timeline, priority and process of implementation are not apparent for these goals/objectives.

Four chief policies that support the long-range draft plan are in evidence. These plans were reinforced during meetings with college administration. The chief policies are: The Staffing Plan; the Admissions Recruitment Plan, Academic Portfolio Review, and the Spacing Plan. The Staffing Plan amended in 2017 outlines past performance and future strategy for staffing and recruitment through to 2025. In AY 2017-18 the plan provided a formal curriculum coordinator. The Admissions and Recruitment Plan intends to keep a steady rate of growth of 1% per year through 2025 (this is less than the campus target of 1% to 3%). The Academic Portfolio Review, beginning in 2017, provides a comprehensive review of existing academic portfolio and

develops a long-range ten-year plan to examine future growth. The Space Plan will include a "refreshed course structure, studio options and future new faculty" to comply with the NAAB five perspectives. The Space Plan will be part of the campus master plan, which is currently underway. The outcome will require the re-registration of all department programs through New York State. Per the program chair, this re-registration will not affect student or program progress, and is part of the SUNY process.

Student Performance Criteria:

- A.6 Use of Precedents
- B.1 Pre-Design
- B.5 Structural Systems
- C.2 Integrated Evaluations and Decision-Making Design Process
- D.3 Business Practices

c. Conditions Not Yet Met (list number and title)

Student Performance Criteria

- A.8 Cultural Diversity and Social Equity

II. Progress Since the Previous Site Visit

2014 Condition I.2.5, Administrative Structure and Governance:

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

Previous Team Report (2016): 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 is 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 a 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.

> **2018 Visiting Team Assessment:** The program chair's relationship with the college administration (president, provost and dean) is impressively collegial and has set the tone for establishing an inclusive environment for decision making at the college and within the program. The team supports more formal documentation of the program's relationship to college administration. Both the faculty and the students complemented the program's leadership and staff with keeping them informed on important issues.

2014 Student Performance Criterion A.1, Professional Communication Skills: *Ability* to write and speak effectively and use appropriate representational media both with peers and with the general public.

Previous Team Report (2016): 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.

> **2018 Visiting Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 8716 Design Studio 7 and ARCH 4304 Design Studio 2.

2014 Student Performance Criterion 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 (2016): 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.

> **2018 Visiting Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 8306 Design Studio 6: Comprehensive.

2014 Student Performance Criterion 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.

Previous Team Report (2016): 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.

> **2018 Team Assessment:** Evidence of student achievement at the prescribed level was not found in student work prepared in the 2017 ARCH 8733 Modern Architecture Theory.

> The 2018 ARCH 8733 Modern Architectural Theory has been updated to address this criterion. As the course has not yet completed its initial semester, it is not yet met.

2014 Student Performance Criterion 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.

Previous Team Report (2016): 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.

> **2018 Visiting Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 8306 Design Studio 6: Comprehensive.

2014 Student Performance Criterion 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.

Previous Team Report (2016): 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.

> **2018 Visiting Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 8306 Design Studio 6: Comprehensive. The assembled drawing sets show evidence of consistent ability. Met with distinction.

2014 Student Performance Criterion 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.

Previous Team Report (2016): 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.

> **2018 Visiting Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 3003 Environmental Controls 1 (lighting) and ARCH 8306 Design Studio 6.

2014 Student Performance Criterion 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.

Previous Team Report (2016): 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.

> **2018 Visiting Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 8776 Design Studio 8.

2014 Condition 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.

Previous Team Report (2016): 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.

> **2018 Visiting Team Assessment:** This condition is met. Per the Alfred State College of Technology website and confirmation from the program chair, the architecture program curriculum for B.Arch. Degree, Code #0135, requires 157 semester credit hours. The program meets the required total of 45 general study credits as follows: 39 credits are specifically listed as general studies; another 6 general study credits are counted through the required 18 "Academic Cognate Areas" of study required by the program. These 18 semester credit hours are not used in SPC validation and are taught outside the department.

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

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT
This part addresses the commitment of the institution, its faculty, staff, and students to the development and evolution of the program over time.

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

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

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

[X] Described

2018 Analysis/Review: The Department of Architecture and Design, including the B.Arch. program, is part of the School of Architecture, Management and Engineering Technology (SAMET) at Alfred State College within the State University of New York (SUNY). Alfred State College, which began as a state school in 1908 and was incorporated into SUNY in 1948, is considered SUNY's premier college of technology. Recognized for its strong sense of community, hands-on education, affordability, and small class sizes, Alfred State College is held in regard for its personable, caring, and peaceful community that emphasizes real-world learning.

The foundations for the B.Arch. program began in 1952 as part of a building/construction technology curriculum. It first obtained accreditation in 1965 by the Engineers' Council for Professional Development (later ABET). In 1974, the program expanded course offerings for the Architectural Technology curriculum in response to industry demand for architectural specialization in the early 1970s. Throughout the 1990s computer technology was integrated and in 1999 the Bachelor of Science (B.S.) in this curriculum was awarded to its first students, also ABET accredited. In 2012 the Department of Architecture and Design was formed to better reflect offerings at the college, including Architectural Engineering Technology, Architectural Technology, and Interior Design (all B.S. programs). In 2013 the B.Arch. program was deemed eligible for candidacy by NAAB. The curriculum of the B.Arch. program reflects the institution by focusing on practical, hands-on, project-based learning, civic engagement, leadership, and sustainability.

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

This dovetails closely with the Institution's mission: "Alfred State delivers outstanding associate and baccalaureate degree programs through hands-on learning, preparing-in-demand and involved students in a caring community."

As one of only six professional programs on campus, the B.Arch. program is seen as a marquee program within Alfred State College. The department chair and faculty are viewed as key members in the long-term planning of the institution and are involved in the academic senate and planning decisions with approximately 30% of the department's faculty participating. The department chair is co-chair of the college's strategic planning committee.

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

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

[X] Demonstrated

2018 Analysis/Review: The team found evidence that the Learning Culture for the program is highly collaborative and engaging. The students have ready access to current technological tools to advance their skills throughout their academic career. The learning environment reflects this use of technology while also promoting collaboration. Engagement with other departments occurs where course work and lab facilities overlap. A written version of the studio culture policy is posted in all studios and illustrates the core values of the program. The trusting, respectful culture between the students and faculty was immediately evident during the student meeting. Students expressed appreciation of the assistance and guidance they receive from their peers, faculty and staff, often outside of regular class hours.

The program has built a healthy learning environment based on the following core values: Healthy Lifestyle, Time Management, Collaboration, Design Process, Effective Communication Skills, Critical Disclosure, Assessment, Civic Engagement & Service, Leadership Development, Diversity & Inclusion, and Community. The team found these core values reflected during meetings held with students, faculty and staff.

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

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

[X] Demonstrated

2018 Analysis/Review: The program has demonstrated that it works diligently to foster an equitable and cohesive environment for students, faculty, and staff. The Office of Diversity, Equity and Inclusion (ODEI) provides leadership and strategic direction to all SUNY campuses. As part of the STRATCOM long-range plan, a Chief Diversity Officer (CDO) and Title IX Coordinator was hired in 2016. The CDO has made strides towards elevating inclusiveness and implementing best practices related to diversity, equity, and inclusion in such areas as the recruitment and retention of underrepresented students and senior administrators, faculty, and staff.

Current B.Arch. program enrollment shows an increase in underrepresented minority students to 10% of the student body in 2018 versus 0% at the program inception in Fall 2013. International students now comprise 4% of the student body while 13% are Black or African American, Hispanic/Latino, Unknown, or Underrepresented Multiple Race. This is impressive compared to the average for the Allegany Steuben County, an area where the college is located, which is 95% White.

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

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

B. **Design.** The program must describe its approach for developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.

C. **Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.

D. **Stewardship of the Environment.** The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.

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

[X] Described

2018 Analysis/Review:

A. **Collaboration and Leadership:** Multiple collaborative projects occur within the program. These include: Center for Architecture and Remote Sensing (CARS), in which students collaborate with professionals from around the region to document buildings and sites with drones; the Guaranty Interpretive Collaboration Exhibition (GICE) which created an interpretive model of historically significant architectural treasures; and the Southern Tier

Architectural Resources Center (STAR Center) which teams' student and civic leaders to collaborate on projects in local communities.

B. **Design:** Professional offices where students are employed or intern note that the students are self-directed in design approach and are technically capable. Connections to the business world often present themselves through a professor or through the Career Services Office, which conducts several Career Fairs during the academic year.

C. **Stewardship of the Environment:** The program is committed at every level to producing graduates that understand and are prepared to be responsible stewards of the environment. Responsibility regarding materials and environmental safety begins immediately in ARCH 1184 Design Fundamentals I, which teaches resourcefulness, recycling, and reuse. This also covers issues related to VOCs and other environmental contaminants.

D. **Community and Social Responsibility:** The program's mission is to provide 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. The program emphasizes 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.1.5 Long-Range Planning: The program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional mission and culture.

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2018 Analysis/Review: Upon review of the information provided in the APR and visiting the facilities, the program has completed their first draft version of the strategic long-range plan that spans AY 2018-2019 to AY 2033-2034. The draft plan is derived from a regular cycle of assessment already in place and follows the methodology for review and planning per SCUP (Society for College and University Planning).

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Four chief policies that support the long-range draft plan are in evidence. These plans were reinforced during meetings with college administration. The chief policies are: The Staffing Plan; the Admissions Recruitment Plan, Academic Portfolio Review, and the Spacing Plan. The Staffing Plan amended in 2017 outlines past performance and future strategy for staffing and recruitment through to 2025. In AY 2017-18 the plan provided a formal curriculum coordinator. The Admissions and Recruitment Plan intends to keep a steady rate of growth of 1% per year through 2025 (this is less than the campus target of 1% to 3%). The Academic Portfolio Review, beginning in 2017, provides a comprehensive review of existing academic portfolio and develops a long-range ten-year plan to examine future growth. The Space Plan will include a "refreshed course structure, studio options and future new faculty" to comply with the NAAB five perspectives. The Space Plan will be part of the campus master plan, which is currently

underway. The outcome will require the re-registration of all department programs through New York State. Per the program chair, this re-registration will not affect student or program progress, and is part of the SUNY process.

I.1.6 Assessment:

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

·   How well the program is progressing toward its mission and stated objectives.

·   Progress against its defined multiyear objectives.

·   Progress in addressing deficiencies and causes of concern identified at the time of the last visit.

·   Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

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

[X] Demonstrated

2018 Analysis/Review:

A. **Program Self-Assessment:** Progress has been made since the last visit. Each semester the faculty reviews the output and efficacy of each and every course. The course-level assessment feeds a more formal process that correlates performance with annual programmatic goals. These programmatic goals align with the program, school, and divisional goals that are linked to the college's strategic plan. The team observed a lack of evidence in the self-assessment plan connecting the dots between the multi-year program progress/objectives, deficiencies, causes of concern, strengths, challenges, and opportunities faced.

B. **Curricular Assessment and Development:** The program has a robust curriculum assessment process by examining the student work with the Program Student Learning Outcome (PSLO) method. They have started to use "Blackboard" which has allowed the program to look at student work with a critical view to improve the quality of student outcomes. This system has allowed the program to collect data of the student work from multiple years and classes in one place, which allows the faculty and department to look at the progress and identify the places in need of improvement.

(I): Section 2 – Resources

I.2.1 Human Resources and Human Resource Development:

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

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

[X] Demonstrated

2018 Team Assessment: Alfred State College establishes teaching loads by contact hours. The program faculty teaching loads, as reported in meetings with the faculty and dean, range from 16-18 contact hours. The students were complimentary of faculty's commitment to being in the classroom to assist students outside of these scheduled contact hours. The program has appointed an Architecture Licensing Advisor (ALA) who has been trained in the areas of the Architectural Experience Program (AXP). The students in the program are impressively well informed on licensing issues and a majority of them have already started their AXP records with NCARB. The faculty are active professionally - many with architecture practices outside of the program. The program provides adequate financial support for faculty to attend academic and other conferences. The program staff are also well supported for professional development. The students were very complimentary of faculty and staff for going well beyond the call of duty in academic/personal advising, career guidance and job, internship placements, and even on occasions home cooked meals brought right into the studio on weekends. The strong bonds between students, faculty and staff are commendable.

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

Physical resources include but are not limited to the following:

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

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

[X] Described

2018 Team Assessment: Upon review of the information provided in the APR and visiting the facilities, the team concludes resources needed to run a successful architecture program are evident.

In general, space is at a premium on campus and the Engineering Technology Building (ETB) supports multiple departments both in and outside of SAMET that share resources (space and equipment). Currently, the program has approximately 18,000 SF of dedicated space at ETB with another 5,000 SF utilized in other campus buildings. Studio space is often shared between courses (taught at different times) with each student assigned a dedicated workspace with drop-down power access and assigned computer monitors within the studio. Improvements since the 2016 visit include installation of high-definition projectors in classrooms, access to an enhanced digital infrastructure with a significantly increased bandwidth, and new furniture and equipment in the thesis and first-year studios. It is intended that studio furnishings will continue to be enhanced on a five-year rotating basis. Faculty have dedicated offices near studio space and adequate space for class preparation and advising. Mentoring happens in offices, classrooms, and studio space.

The B.Arch. students have access to: The Makerspace, a model-making lab where equipment has been upgraded since the 2016 visit; a Digital Fabrication Lab; a Laser Cutter Room; a Main Plotter Room, which includes six high speed plotters and one high-resolution plotter; and a small dedicated Architecture Library. All are located within ETB. Labs, including the Makerspace and Digital Fabrication Lab, are often used as overflow classrooms.

Additionally, students have access to other large-scale scanning equipment; a soils, concrete and material testing lab, maintained by the Civil Engineering Technology department; an energy systems and HVAC&R lab, maintained by the Mechanical and Electrical Engineering department, and other classrooms available within ETB.

Other resources available to the program include: space in Peet Hall dormitory for a "learning/living" studio and informal lectures and a film series; the Student Leadership Center which houses a Hands-on Project Room (HoPR) that provides high-bay space for students and faculty to collaborate on larger projects, and the STAR Center, which allows for student participation in civic engagement projects; and various other locations on campus for exhibition space such as Llewellyn Gallery in SAMET and Hinkle Library.

Though space is at a premium, there is collegiality and cross-pollination that occurs between the different departments because of space sharing. College courses not related to SAMET are also being taught in the EBT including general education, which has taken most of the second floor, and physics, which has taken most of the third floor. These courses are creating space conflicts which are currently and will continue to impact the B.Arch. program as it grows.

Currently, SUNY has a "no new" building policy exacerbating space needs further. In November 2019 the college will receive the first study on how to reallocate existing space on campus with further studies relating to funding and priority to follow. While the need for additional space within the department is well recognized at every level of the institution, there are currently no plans for dedicated space or department relocation.

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

[X] Demonstrated

2018 Team Assessment: Upon review of the information provided in the APR and visiting the facilities, the team concludes the program has provided evidence of fiscal stability. On-site meetings with the department chair, dean, provost, controller, and the president of the college confirmed fiscal support for the B.Arch. program will 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 architecture.

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

[X] Demonstrated

2018 Team Assessment: The team found evidence that the program has information resources available in a small dedicated architecture library and through the campus library. This includes a small textbook library which consists of all the required books for the courses and that can be accessed by students or faculty at any time. The program has relevant periodical subscriptions. The collection of books and reading material in the libraries is an available and used resource. The program is constantly working with the financial office and library to keep the library up-to-date with the most recent reading material available based on available budget.

I.2.5 Administrative Structure and Governance:

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

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

[X] Described

2018 Visiting Team Assessment: The program chair's relationship with the college administration (president, provost, dean, and controller) is impressively collegial and has set the tone for establishing an inclusive environment for decision making at the college and within the program. The team supports more formal documentation of the program's relationship to college administration. Both the faculty and the students complemented the program's leadership and staff with keeping them directly informed on important issues.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

Student learning aspirations for this realm include

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

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 8716 Design Studio 7 (graphic communication) and ARCH 4304 Design Studio 2 (written communication).

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

[X] Met

2018 Visiting Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 8306 Design Studio 6: Comprehensive.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6306 Design Studio 4.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 7306 Design Studio 5.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 8306 Design Studio 6 (natural ordering systems) and ARCH 3103 Design Studio 1 (formal ordering systems).

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

[X] Not Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was not found. Evidence of the ability to examine was well-documented in student work prepared for ARCH 7306 Design Studio 5. Evidence of the ability to incorporate the principles was not found.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared in FNAT 1303 Architectural History I.

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

[X] Not Yet Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work prepared in the 2017 ARCH 8733 Modern Architecture Theory. The 2018 ARCH 8733 Modern Architectural Theory has been updated to address this criterion. As the course has not yet completed its initial semester, it is not yet met.

Realm A. General Team Commentary: Students in the B.Arch. program have a good command of representation and critical thinking skills. Work shown over the five-year curriculum demonstrates the

ability to investigate and research, communicate in graphic and written form, and order information and systems. Principles are introduced early in the program, further developed during middle years, and confirmed in the 5th year. The emphasis on real-world applications and representation is evident in coursework and ties back to the program mission.

The following are not met:
A.6 Use of Precedents. Evidence of student achievement at the prescribed level was not found. Evidence of the ability to examine was well-documented in student work prepared for ARCH 7306 Design Studio 5. Evidence of the ability to incorporate the principles was not found.

The following was not yet met:
A.8 Cultural Diversity and Social Equity. Evidence of student achievement at the prescribed level was not found in student work prepared in the 2017 ARCH 8733 Modern Architecture Theory. The 2018 ARCH 8733 Modern Architectural Theory has been updated to address this criterion. As the course has not yet completed its initial semester, it is not yet met.

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

Student learning aspirations for this realm include

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

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

[X] Not Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was not found. Evidence reviewed in ARCH 3104 Design Studio 1 or ARCH 2394 Design Studio Fundamentals 2 did not show ability to incorporate the required client and user needs; an inventory of spaces and their requirements; and an analysis of site conditions (including existing buildings).

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 8306 Design Studio 6: Comprehensive.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 8306 Design Studio 6: Comprehensive. The assembled drawing sets show evidence of consistent ability. Met with distinction.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4014 Construction Tech 2. The presented drawings were produced at high level of ability. Met with distinction.

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

[X] Not Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was not found. The evidence reviewed in ARCH 8753 Advanced Structures did not demonstrate ability to apply and incorporate the principles of lateral, seismic, and gravitational forces.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 3003 Environmental Controls 1 (use of assessment tools) and ARCH 8306 Design Studio 6: Comprehensive (all other criteria).

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared in ARCH 4014 Construction Tech 2. The drawings and course material,

including homework, show a high level of ability to thoroughly address the criteria. Met with distinction.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4014 Construction Technology *2*.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 3003 Environmental Controls 1 (lighting) and ARCH 8306 Design Studio 6 (all other criteria).

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 8793 Professional Development.

Realm B. General Team Commentary: Students in the B.Arch. program have command of technical design and understanding of technical documentation, codes and regulations, and building envelope systems and assemblies. Evidence presented demonstrates the ability to design and assemble technical information which is in keeping with the college's mission and reputation as one of the premier technical colleges within SUNY. The fundamentals of technical design and documentation are in evidence in the earlier years and then mastered in ARCH 4014 Construction Technology and ARCH 8306 Design Studio 6: Comprehensive, and three of the SPC in Realm B were met with distinction. Specific achievement within two realms was not well documented, consequently these realms were not met.

The following are not met:
B.1 Pre-Design. Evidence of student achievement at the prescribed level was not found. Evidence reviewed in ARCH 3104 Design Studio 1 or ARCH 2394 Design Studio Fundamentals 2 did not show ability to incorporate the required client and user needs; an inventory of spaces and their requirements; and an analysis of site conditions (including existing buildings).

> **B.5 Structural Systems.** Evidence of student achievement at the prescribed level was not found. The evidence reviewed in ARCH 8753 Advanced Structures did not demonstrate ability to apply and incorporate the principles of lateral, seismic, and gravitational forces.
>
> The following are met with distinction:
> **B.3 Codes and Regulations.** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 8306 Design Studio 6: Comprehensive. The drawings are produced at high level of ability and thoroughly respond to the criteria.
>
> **B.4 Technical Documentation.** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4014 Construction Tech 2. The presented drawings are produced at high level of ability.
>
> **B.7 Building Envelope System and Assemblies.** Evidence of student achievement at the prescribed level was found in student work prepared in ARCH 4014 Construction Tech 2. The drawings and course material, including homework, show a high level of ability to thoroughly address the criteria.

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

Student learning aspirations in this realm include:

· Comprehending the importance of research pursuits to inform the design process.

· Evaluating options and reconciling the implications of design decisions across systems and scales.

· Synthesizing variables from diverse and complex systems into an integrated architectural solution.

· Responding to environmental stewardship goals across multiple systems for an integrated solution.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared in ARCH 6306 Design Studio 4.

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

[X] Not Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was not found. Specifically, evidence of ability to incorporate the principles of evaluating criteria, analysis

of solutions and prediction of the effectiveness of implementation was not found in either ARCH 8776 Design Studio 8 or ARCH 8306 Design Studio 6.

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] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared in ARCH 8306 Design Studio 6: Comprehensive.

Realm C. General Team Commentary: Students in the B.Arch. program have good command of research and design for integrated architectural solutions and integrative design. Work demonstrated shows understanding of building systems and building envelope assemblies. The technical documentation evidenced in ARCH 8306 Design Studio 6: Comprehensive is produced at a high level of ability and it is clear the program is striving for effective technical documentation. Clear documentation of problem identification, setting evaluative criteria, and predicting the effectiveness of implementation was not evident.

The following was not met:
C.2 Integrated Evaluations and Decision-Making Process. Evidence of student achievement at the prescribed level was not found. Specifically, evidence of ability to incorporate the principles of evaluating criteria, analysis of solutions and prediction of the effectiveness of implementation was not found in either ARCH 8776 Design Studio 8 or ARCH 8306 Design Studio 6.

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

Student learning aspirations for this realm include:

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

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

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared in ARCH 8793 Professional Development.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared in ARCH 8003 Professional Practice.

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

[X] Not Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was not found. Specifically, evidence of understanding financial management and business planning was not found in either ARCH 8003 Professional Practice or ARCH 8793 Professional Development.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared in 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 NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared in ARCH 8003 Professional Practice.

Realm D. General Team Commentary: The program provides a good understanding of business principles in general, including well-documented marketing plans and project costing. Understanding how to work towards the good of the client, society, and public is clear and in keeping with the mission of the program and the college. The sense of being an integral part of a caring community while being immersed in a hands-on, technical-based, learning environment is noticeable. This is a solid foundation for understanding stakeholder relationships and students in the program seem eager to work in the real world. Clear documentation of financial management and business planning within a firm was not evident.

The following was not met:
D.3 Business Practices. Evidence of student achievement at the prescribed level was not found. Specifically, evidence of understanding financial management and business planning was not found in either ARCH 8003 Professional Practice or ARCH 8793 Professional Development.

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation

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

1. The institution offering the accredited degree program must be or be part of an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); or the Western Association of Schools and Colleges (WASC).

2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances:
   a. The institution has explicit written permission from all applicable national education authorities in that program's country or region.
   b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

[X] Met

2018 Team Assessment: The visiting team found evidence of the most recent Middle States Commission on Higher Education accreditation, dated May 30, 2013 and updated March 15, 2014, at https://www.alfredstate.edu/sites/default/files/downloads/Alfred%20State%20Self-Study%20Design-2015-Revised03.15.14.pdf

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

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

Therefore, 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 *2014 NAAB Conditions for Accreditation.* All accredited program must conform to the minimum credit hour requirements:

[X] Met

2018 Visiting Team Assessment: This condition is met. Per the Alfred State College of Technology website and confirmation from the program chair, the architecture program curriculum for B.Arch. Degree, Code #0135, requires 157 semester credit hours. The program meets the required total of 45 general study credits as follows: 39 credits are specifically listed as general studies; another 6 general study credits are counted through the required 18 "Academic

Cognate Areas" of study required by the program. These 18 semester credit hours are not used in SPC validation and are taught outside the department.

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

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or pre-professional 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 a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.

· The program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. See also Condition II.4.6.

[X] Met

2018 Team Assessment: The team found evidence of preparatory education documented in the APR which was confirmed in a meeting with the admissions staff.

Since the 2016 NAAB team visit, the program has developed eight articulation agreements with local community colleges to assist with the transfer-in-progress. The program has begun a three-year rolling process of auditing incoming articulation programs to ensure that courses transferred meet NAAB SPC. The program has removed several community college programs (which they are mandated by SUNY to accept) because it was determined that identified programs could not adequately meet transfer-credit requirements. This process, as the team understands it, is ongoing. It redoubles the program's efforts to ensure rigor and quality control over the B.Arch. program above and beyond the typical portfolio review required for acceptance into the program.

Part Two (II): Section 4 – Public Information

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Met

2018 Team Assessment: Required language is located on the Alfred State College of Technology SUNY Department of Architecture and Design web page via link to subcategory entitled NAAB.

II.4.2 Access to NAAB Conditions and Procedures:

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

The 2014 NAAB Conditions for Accreditation

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

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2018 Team Assessment: Access to required documents is located on the Alfred State College of Technology SUNY Department of Architecture and Design web page via a link to subcategory entitled NAAB. The 2009/2014 NAAB Conditions for Accreditation and 2012/2015 NAAB Procedures for Accreditation are both available.

II.4.3 Access to Career Development Information:

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

[X] Met

2018 Team Assessment: The team found evidence that students have access to career development with practicing faculty who own or work in firms and the college career development program. The faculty advisor has ongoing job postings on the job board for the students providing opportunities to develop their professional career. The program website provides links to AIA, AIAS, and NCARB websites providing them with appropriate information for career development.

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

2018 Team Assessment: The team found evidence that previous APRs and VTRs are available on the college's website for public access.

II.4.5 ARE Pass Rates:

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

this information available to current and prospective students and the public by linking their websites to the results.

[X] Not Applicable

2018 Team Assessment: The team found this is not applicable for this particular program as they are still in the candidacy period. Many students are already working on their AXP hours.

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 pre-professional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2018 Team Assessment: Application and instructions were found in the Architecture and Design section of the Alfred State College website. The application process, as well as access to an admissions counselor, is clearly laid out, as are requirements for a portfolio, including for new and transfer students. Information on the Educational Opportunity Program (EOP) is clear. This includes information on grants, such as EOP and Pell, the Tuition Assistance Program (TAP), other financial aid programs, and scholarship opportunities. Student diversity information is shown and celebrated through the Center for Equity, Inclusion and Title IX, and the Center for Intercultural Exploration. Students with self-identified disabilities are provided assistance from the Office of Student Disabilities Services.

A department licensing advisor provides guidance and information on requirements for experience and registration to the department's architectural students.

II.4.7 Student Financial Information:

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

[X] Met

2018 Team Assessment: The team found evidence of financial information on the program website. Procedures are in place to help with scholarship and financial aid through various programs.

PART THREE (III): ANNUAL AND INTERIM REPORTS

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

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

[X] Met

2018 Team Assessment: The program has submitted Annual Statistical Reports in the format required by the NAAB Procedures for Accreditation. It is consistent with institutional reports to national and regional agencies.

The 2017 Annual Statistical Report and Interim Progress Report shows 74 students enrolled in the program with 12 students having graduated during the last fiscal year. Twenty-nine students were awarded pre-professional degrees. Additional information provided, shows 81 students enrolled in fall 2018 (up from 24 students at the program's inception in fall 2013).

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

[X] Not Applicable

2018 Team Assessment: Interim Progress Reports are not applicable for programs still in their candidacy program.

IV.   Appendices:

Appendix 1. Conditions Met with Distinction

The following are met with distinction:

B.3 Codes and Regulations. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 8306 Design Studio 6: Comprehensive. The drawings are produced at high level of ability and thoroughly respond to the criteria.

B.4 Technical Documentation. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4014 Construction Tech 2. The presented drawings are produced at high level of ability.

B.7 Building Envelope System and Assemblies. Evidence of student achievement at the prescribed level was found in student work prepared in ARCH 4014 Construction Tech 2. The drawings and course material, including homework, show a high level of ability to thoroughly address the criteria.

Appendix 2. Team SPC Matrix

UPDATED MATRIX

SUNY Alfred State Architecture & Design	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																										
FNAT 2333 Survey of Design																										
FNAT 1303 Architectural History I							M																			
ARCH 2394 Design Fundamentals II																										
ARCH 2014 Computer Visualization																										
Year 2 ARCH 3104 Design Studio I					M																					
ARCH 3014 Construction Tech I																										
ARCH 3003 Environmental Controls I														M			M									
CIVL 4104 Structures I	M																									
ARCH 4304 Design Studio 2																										
ARCH 4014 Construction Tech 2												D			D	M										
ARCH 4013 Municipal Codes & Regs																										
Year 3 ARCH 5306 Design Studio 3																										
FNAT 5303 Arch Hist II																										
CIVL 5213 Structures 2																										
ARCH 6306 Design Studio 4			M																M							
ARCH 6406 Studio Sorrento																										
ARCH 7306 Design Studio 5		M																								
Year 4 ARCH 7003 Environmental Controls 2																										
ARCH 8306 Design Studio 6. Comprehensive		M			M					M	D			M			M				M					
ARCH 8003 Pro Practice	M																						M			
Year 5 ARCH 8716 Design Studio 7																										
ARCH 8733 Modern Arch. Theory								O																		
ARCH 8753 Advanced Structures																										
ARCH 8776 Design Studio 8																		M				M				
ARCH 8793 Professional Development																									M	M

Legend: M Met — D Met with Distinction — O Not Yet Met — (blank) Not Met

Appendix 3. The Visiting Team

Team Chair, Representing the AIA
Barbara Felix, AIA
BARBARA FELIX ARCHITECTURE + DESIGN
511 Agua Fria
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505-820-1555
Barbara.felix@bjfelix.com

Representing the ACSA
Professor Thomas Fowler IV, AIA, NCARB
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Representing the NCARB
Deborah Suzan Huff, NCARB, AIA, LEED BD&C
Master Architect/Senior Associate-SSOE Group
Brentwood, TN 37027
801.953.9554
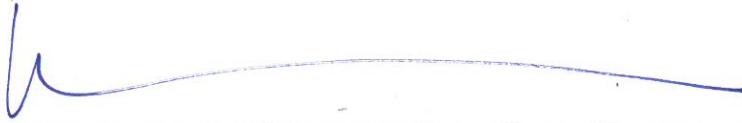dhuff@ssoe.com

Representing the AIAS
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Non-Voting Team Member
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KTA Preservation Specialists (and Clinical Associate Professor at University of Buffalo, School of Architecture and Planning)
422 Parker Ave.
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716-864-0628
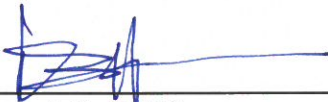ktranyor@kta-preservation.com
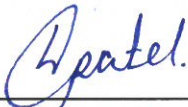
V.   Report Signatures

Respectfully Submitted,

_____

Barbara Felix, AIA
Team Chair

_____

Thomas Fowler, AIA
Team Member

_____

Deborah Huff, AIA
Team Member

_____

Harikrishna Patel
Team Member

_____

Non-Voting Team Member