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

Initial Candidacy Visiting Team Report

B. Arch (157 credit hours)

The National Architectural Accrediting Board
12 March 2014

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1.   Team Comments & Visit Summary

The team found a strong sense of community within the new professional program, and between the program and its college constituency. There is clear support for the program at all levels of the institution. As the first undergraduate, professional architecture degree in the SUNY system, and one of only a few professional degree programs at Alfred State, it is a "marquee program," in the words of the new Alfred State President.

The program is already well connected to many of the communities in its region through outreach activities and studio programs, and a strong, existing, alumni base. There are vibrant connections to the professional communities in Buffalo and Rochester through the alumni and practitioners. Partnership with Alfred University students for the 2015 Solar Decathlon competition provide further evidence of this increasing level of engagement to a wider community.

The faculty and students have a strong, mutually supportive relationship. Both have the other's best interests at heart. There is a strong presence of the construction technology legacy in the emerging professional program. Students are generally pleased with resources. A cultural change in the college is slowing manifesting itself, as the professional degree increases in enrollment. How it maintains a viable relationship to the Architecture Technology program remains a key question.

The organization of the team room and access to program materials was well done, and the team compliments both the chair and faculty for their preparation.

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The extent of the deficiencies, both in the conditions and the Student Performance Criteria, highlight the degree to which a meaningful self-assessment process and strategic planning process is not yet fully developed, both in the program as well as in the college where the professional program is housed.

3.   **Causes of Concern**

A. A sense of urgency:
The team is concerned that the emerging professional program does not yet have a sense of urgency about the process of achieving initial accreditation. While the four-year Architecture Technology program has reached a level of accomplishment, in many regards it does not meet the conditions for NAAB accreditation. There are a significant number of deficiencies, both in the Conditions and the Criteria. The program has not yet established a philosophy that embraces the critical design thinking present in professional architecture curricula; one that naturally builds upon a strong technological base.

B. Lack of strategic planning:
Furthermore, the program suffers from a lack of organized planning structures to address this. Strategic planning is largely lacking at all levels: curricular changes and implementation of them, program finances, enrollment management, course staffing and faculty succession, and facilities utilization. A revision to faculty workload expectations to recognize professional achievement and research as a component for evaluation has not yet taken place.

C. Facilities:
Facilities are the primary concern for students, both in the cohesiveness of program spaces in order to define program identity, and utilization of existing spaces, while strategically planning for future growth.

D. Cultural divide:
A culture is starting to emerge regarding equity and value among the different programs. For example, different programs are perceived to be treated differently with respect to resources, which is a concern.

E. Finances:
Although the college centralizes many of the program's expenses, the team found that finances for some of the professional program's operating expenses – guest lectures and symposia, faculty and student travel, and faculty and staff development. – are constrained.

F. Degree status with respect to Candidacy and Initial Accreditation:
Finally, since the admission of the first B.Arch. students in Fall 2013 as first-year students, the program has allowed both second-year and third-year students to transfer from the four-year B.S. program into the B. Arch program. The status of the NAAB accredited degree with which these students will graduate depends on the length of the candidacy period before initial accreditation is achieved. The team is concerned that the program has not presented these circumstances clearly to the students so that the implications for their professional careers are clear.

4.   **Progress Since the Previous Site Visit**

This category is not applicable to visits for initial candidate.

II.   Compliance with the Conditions for Accreditation

Part One (I): INSTUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

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

[X] The program has fulfilled this requirement for narrative and evidence

2014 Team Assessment: Demonstrated in the APR and interviews with university administrators. Alfred State College is undergoing a generational shift away from the two-year AAS degrees towards four-year programs. Implementation of the five-year professional B. Arch degree elevates this process further. It will be the first professional bachelor's degree in architecture in the SUNY system. The college's strong presence in the region refines both its own mission, as well as the outreach and engagement opportunities for the professional architecture program.

I.1.2 Learning Culture and Social Equity:
- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of 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.*

  Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

  Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff— irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which in each person is equitably able to learn, teach, and work.

2014 Team Assessment: There is a strongly supportive environment for the program at every level. The institution focuses on quality of the student experience and every level, including applicants and graduates as well as current students.

I.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to

further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

A. **Architectural Education and the Academic Community**. That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.[1] In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The program is responsive to this perspective.

2014 Team Assessment: The program is housed in a teaching-centered institution, and the quality of interaction between faculty and student is very high. Faculty members serve on campus committees as well as conducting departmental business as a whole. Community engagement is very high, both through substantial amount of practice in the local community as well as initiatives like the STARS program and collaboration with the regional AIA.

B. **Architectural Education and Students**. That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

2014 Team Assessment: There is a strong learning relationship between the students and the faculty of the program. Both clearly value and support the other. The professional practice model is highly visible in the work of the faculty associated with the program. Students are evolving their own leadership initiatives through the Architecture Club and a wide range of outreach activities, both formal and informal, in the region. The WINS program is further evidence of this.

C. **Architectural Education and the Regulatory Environment**. That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The program is responsive to this perspective.

2014 Team Assessment: Because of the already established BS in Architecture, the school has a substantial history of preparing students for success in the profession. The alumni and advisory board are both very supportive of the quality of education and preparation received at this school and it is expect that as the school transitions to a B. Arch program, that commitment will continue. The IDP coordinator has a plan for increasing visibility of the IDP requirements and reaching out to students before they take the Professional Practice course.

D. **Architectural Education and the Profession**. That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to

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[1] See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

2014 Team Assessment: This program has a strong commitment to preparing students to work in the profession and despite its rural location, engages the global design community. Design studios such as the Honduras Project in ARCH 7306 increase understanding of the global community and working with diverse populations. Similarly, the Sorrento studio is a fantastic asset for the program which allows students to examine different perspectives while seeing important works of architecture in person. Students and faculty take advantage of the campus's location within four hours of significant architectural work to take architectural field trips. Also, the program should be commended for engaging the local community, opportunities for local design, and outreach to the local diversity.

E. **Architectural Education and the Public Good**. That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program is responsive to this perspective.

2014 Team Assessment: The program has strong ties to a number of the smaller communities in the southwestern region of New York State through planning and historic preservation projects carried out as components of the curriculum. These projects often provide real-world leadership opportunities for faculty and students alike, and educate the public about the value of good architecture. The network of alumni from the AAS and BS programs in Architectural Technology are further resources.

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.

[X] The program's processes do not meet the standards as set by the NAAB.

2014 Team Assessment: 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.

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.

 [X] The program's processes do not meet the standards as set by the NAAB.

2014 Team Assessment: 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.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:
▪ *Faculty & Staff:*
   o *An accredited degree program must have 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. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions[2].*
   o *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
   o *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
   o *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
   o *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
   o *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are adequate for the program

2014 Team Assessment: The program is well supported by staff and the faculty and students feel supported by the staff. The new shop coordinator seems prepared to develop the new woodshop and adequately address issues of integrating traditional and digital technologies in the shop. The current faculty and staff cover the existing courses. There seems to be a recognition that at some point there will be a need for additional faculty with the new program but there is no evidence of a plan for how or at which point new faculty will be hired. Similarly, there does not appear to be a strategic plan defining the future faculty needs. Equal Employment Opportunity/Affirmative Action policies are documented at the college level.

The program needs to clarify faculty teaching loads and research/professional practice requirements. The faculty and administration recognize the need for the faculty to have lighter teaching loads in order to pursue research but there does not appear to be a plan for how to reduce the teaching load. Individual faculty members may apply to a college-wide fund to reduce their teaching load by one course for a specifically approved project. There is inadequate financial support for professional development. In order to fund conferences, even when presenting at the conferences, faculty must apply to a college-wide fund. The program has an IPD coordinator who is a licensed architect and who plans to attend IDP Coordinator's Conference.

▪ *Students:*
   o *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
   o *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

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[2] A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

[X] Human Resources (Students) are adequate for the program

2014 Team Assessment: A high level of staff support and faculty engagement is directed towards student activities. Admissions policies and procedures are clear. Opportunities for student enhancement exist in the Architecture Club, STAR Center, connections to local alumni, field trips, and WINS.

I.2.2 Administrative Structure & Governance:

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

  [X] Administrative Structure is adequate for the program

  2014 Team Assessment: Conversations with administrators at all levels of the institution and program faculty make clear that the administrative structure in place is adequate for the program.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

  [X] Governance opportunities are inadequate for the program

  2014 Team Assessment: 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.

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.

[X] Physical Resources are inadequate for the program

2014 Team Assessment: 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.

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.

[X] Financial Resources are inadequate for the program

2014 Team Assessment: 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.

I.2.5 Information Resources: The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.

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

[X] Information Resources are adequate for the program

2014 Team Assessment: The institution has identified areas where the collection can be enhanced, and is moving ahead to develop sufficient information resources in anticipation of application for Initial Accreditation in the foreseeable future.

PART I: SECTION 3 – REPORTS

I.3.1 Statistical Reports[3]*. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

- *Program student characteristics.*
  - *Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).*
    - *Demographics compared to those recorded at the time of the previous visit.*
    - *Demographics compared to those of the student population for the institution overall.*
  - *Qualifications of students admitted in the fiscal year prior to the visit.*
    - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
  - *Time to graduation.*
    - *Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.*
    - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*

- *Program faculty characteristics*
  - *Demographics (race/ethnicity & gender) for all full-time instructional faculty.*
    - *Demographics compared to those recorded at the time of the previous visit.*
    - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
  - *Number of faculty promoted each year since last visit.*
    - *Compare to number of faculty promoted each year across the institution during the same period.*
  - *Number of faculty receiving tenure each year since last visit.*
    - *Compare to number of faculty receiving tenure at the institution during the same period.*
  - *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

[X] Statistical reports were provided and provide the appropriate information

2014 Team Assessment: The APR and evidence in the team room provide documentation. Fuller documentation of the program faculty characteristics will be helpful to the next team.

I.3.2. Annual Reports*: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the* NAAB Responses *to the annual reports.*

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.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses *to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the* Focused

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[3] In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

Evaluation Program Report *and* Focused Evaluation Team Report*, including appendices and addenda should also be included.*

Not applicable.

I.3.3 Faculty Credentials: The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.

In addition, the program must provide evidence through a faculty exhibit[4] that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2014 Team Assessment: Faculty credentials are evident, and appropriate for the B.S. program. The transition to augmented credentials for the B.Arch. program needs to be addressed in the future on a strategic basis.

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[4] The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW
The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3

2014 Team Assessment: Evidence was provided in the team room.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & 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:
Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

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

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

[X] Not Yet Met

2014 Team Assessment: 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.

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

2014 Team Assessment: 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.

A. 3.   Visual Communication Skills: *Ability to* **use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.**

[X] Met

2014 Team Assessment: ARCH8776 is designated as the course meeting this SPC in the matrix; however it has not yet been offered. However, ample evidence for this criterion is demonstrated in ARCH2014, ARCH3014, and ARCH6406. Consider reassigning this SPC to courses occurring earlier in the curriculum as it is foundational in nature.

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.**

[X] Not Yet Met

2014 Team Assessment: 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.

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

[X] Not Yet Met

2014 Team Assessment: 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 ability to apply what they have researched to their design work.

A. 6. **Fundamental Design Skills:** *Ability to* **effectively use basic architectural and environmental principles in design.**

[X] Met

2014 Team Assessment: ARCH 1184 and 2394 show evidence of students' understanding of design principles. That said the studio design courses show only the basic ability to effectively use basic architectural and environmental principles in design. Much of the design work focuses on evidence of space planning more than architectural *design*. There also seems to be a general lack of architectural design development in section and elevation. However, the studios do show a progression throughout the coursework with the thesis studios evidencing the strongest fundamental architectural and environmental design principles. While the team agreed this SPC was met, the team agreed there was room for improvement prior to the next visit.

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.**

[X] Not Yet Met

2014 Team Assessment: 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.

A. 8.   **Ordering Systems Skills:** *Understanding* **of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.**

[X] Met

2014 Team Assessment: Met primarily in ARCH 1184 and 2394, Design Fundamentals I and II. Evidence also in ARCH 8306, Comprehensive Design.

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.**

[X] Not Yet Met

2014 Team Assessment: 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.

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.**

[X] Not Yet Met

2014 Team Assessment: 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.

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

[X] Not Yet Met

2014 Team Assessment: 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.

Realm A. General Team Commentary: The visiting team appreciated the technical strength of the program as demonstrated in Realm A criterion. The team notes that the introductory design studio courses expose students to a range of tactile drawing and model making skills setting a strong foundation. Many of the SPC in Realm A are customarily noted as being met in the beginning and middle parts of a professional curriculum. Reconsider the SPC matrix with regard to these SPC accordingly. The scarcity of models and iterative drawings in the evidence room made it difficult to imagine design and communication growth and development, though touring the studios provided a better glimpse into the presence of design thinking development. Reconsider the evidence room format for the next visit accordingly. Finally, because much of Realm A is formative in nature and several of the SPC require demonstration of "understanding," a more thorough effort toward providing evidence in the form of written assignments, research papers, quizzes and exams that document understanding will assist the next visiting team in evaluating these criteria.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B. 1. **Pre-Design:** *Ability* **to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.**

[X] Met

2014 Team Assessment: A RCH3104 is the course designated as the course meeting this SPC in the matrix; however the evidence for this criterion was not adequately demonstrated. However, a substantial amount of evidence, with a limited amount of code and zoning review, for this criterion is demonstrated in ARCH8306. In the later course, it wasn't clear what sources of theoretical knowledge were used to support student learning prior to application in studio, so consider demonstrating this aspect more substantially in future visits.

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**.

[X] Not Yet Met

2014 Team Assessment: ARCH5306 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 ARCH3003.

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.**

[X] Not Yet Met

2014 Team Assessment: 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.

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

[X] Not Yet Met

2014 Team Assessment: 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.

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

[X] Not Yet Met

2014 Team Assessment: 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.

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

[X] Not Yet Met

2014 Team Assessment: 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.

B. 7   **Financial Considerations:** *Understanding* **of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.**

[X] Met

2014 Team Assessment: ARCH 8003 includes evidence of understanding of the fundamentals of building costs, and construction estimating. Life-cycle cost accounting, acquisition costs, project financing and funding, financial feasibility and operational costs appear to only be addressed tangentially.

B. 8.   **Environmental Systems:** *Understanding* **the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.**

[X] Met

2014 Team Assessment: Evidence of understanding of these principles is demonstrated in ARCH 3003 and ARCH 7003.

B. 9.   **Structural Systems:** *Understanding* **of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.**

[X] Met

2014 Team Assessment: Evidence is provided in CIVL 4104 and 5213 Structures 1 and 2, and in ARCH 3014 Construction Tech 1.

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.**

[X] Not Yet Met

2014 Team Assessment: 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.

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**

[X] Not Yet Met

2014 Team Assessment: 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.

B. 12.   **Building Materials and Assemblies Integration:** *Understanding* **of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse**.

[X] Met

2014 Team Assessment: The emphasis on construction technology from the B.S. program provides a basis for the integration of Materials and Assemblies into the upper level studio work.

Realm B. General Team Commentary: Although many of the singular components of the student outcomes of Realm B are addressed in course lectures, the integration of them together into a larger holistic design understanding was often missing. The syllabi often utilized a checklist system for covering material. The linkages between the components of systems, access, and construction can be expected to be developed much more fully as the curriculum is enhanced.

Realm C: Leadership and Practice:
Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

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

[X] Not Yet Met

2014 Team Assessment: 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.

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

[X] Not Yet Met

2014 Team Assessment: 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.

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.**

[X] Not Yet Met

2014 Team Assessment: 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

C. 4.   **Project Management:** *Understanding* **of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods**

 [X] Met

 2014 Team Assessment: This criteria is barely met in ARCH 8003.

C. 5.   **Practice Management:** *Understanding* **of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

 [X] Met

2014 Team Assessment: Evidence of understanding of the basic principles of architectural practice management including risk management, mediation and arbitration, and recognizing trends that affect practice are shown in ARCH 8003. Financial management and business planning, and time management are barely covered.

C. 6.   **Leadership:** *Understanding* **of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities**.

 [X] Met

2014 Team Assessment: ARCH 8003 specifically addresses the relationships between architects and other collaborators in the design process but this course could benefit from providing more evidence of understanding collaboration. Studio projects could also benefit by showing collaboration. There is significant evidence in studio work that the students understand leadership in terms of working with communities.

C. 7.   **Legal Responsibilities:** *Understanding* **of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.**

[X] Met

2014 Team Assessment: Met solely in a single class of ARCH 8003 Professional Practice and in selected classes in ARCH 4013 Municipal Codes and Regulations. No evidence in ARCH 3014 Construction Technology 1. ARCH 8793 Professional Development is not yet offered.

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.**

[X] Not Yet Met

2014 Team Assessment: 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.)

C. 9.   **Community and Social Responsibility:** *Understanding* **of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.**

[X] Met

2014 Team Assessment: Well met. The design studios, particularly at the upper level, address this criterion well.

Realm C. General Team Commentary: The areas of project delivery and administration as it applies to practice is addressed fairly well in the curriculum. However the opportunity to investigate issues of leadership and ethics at a deeper level remain. Despite the significant outreach and engagement with local communities, evidence of meaningful collaboration between students is not clear.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation*: The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following 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).*

[X] Met

2014 Team Assessment: Documentation provided in the APR.

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.*

[X] Not Yet Met

2014 Team Assessment: 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.

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.

[X] Not Yet Met

2014 Team Assessment: 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.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION
Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that 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. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

2014 Team Assessment: The program prepares an academic audit for each student who applies to the professional program.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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.*

[X] Not Yet Met

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

II.4.2 Access to NAAB Conditions and Procedures
In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:
The 2009 NAAB Conditions for Accreditation
The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2014 Team Assessment: Available to the public on the program's website.

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.aias.org
www.acsa-arch.org

[X] Not Yet Met

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

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 available to the public:
All Annual Reports, including the narrative
All NAAB responses to the Annual Report
The final decision letter from the NAAB
The most recent APR
The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2014 Team Assessment: Only the APR-IC has been written to date in the cycle for Candidacy, and it is available in the program office.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

Not applicable. The program does not yet have graduates.

III.   Appendices:

1.   Program Information

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

A.   History and Mission of the Institution (I.1.1)

Reference SUNY College of Technology at Alfred State, *APR,* pp. 1

B.   History and Mission of the Program (I.1.1)

Reference SUNY College of Technology at Alfred State, APR, pp. 1-3

C.   Long-Range Planning (I.1.4)

Reference SUNY College of Technology at Alfred State, APR, pp. 12-15

D.   Self-Assessment (I.1.5)

Reference SUNY College of Technology at Alfred State, APR, pp. 15-17

2. **Conditions Met with Distinction**

A3 Visual Communication
Demonstrated facility in different means of presenting information.

B1 Pre Design
Strong overview of the elements involved in the design of a building.

B9 Structures
Thorough presentation and assessment of building structure principles.

C9 Community and Social Responsibility
The engagement of the architecture programs in real-world issues for surrounding communities is notable.

3.   The Visiting Team

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IV.   Report Signatures

Respectfully Submitted,

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Marika Dalley Snider **Team member**	**Representing the Profession**

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