NAAB®

October 10, 2017

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Dear President Boudreau,

At their July 2017 meeting, the directors of the National Architectural Accrediting Board (NAAB) reviewed the Visiting Team Report (VTR) for the City College of the City University of New York.

On behalf of the Board, it gives me great pleasure to inform you that the **Bachelor and Master of Architecture** degree programs were granted eight-year terms of accreditation. The terms are effective January 1, 2017 and the programs are scheduled for their next visit for continuing accreditation in 2025.

Please be reminded that continuing accreditation is predicated on two reporting requirements:

 a) Annual Statistical Reports. These reports capture statistical information on the institution and the program. The next statistical report is due on or before November 30, 2017.

 b) Interim Progress Reports. Programs that receive an eight-year term of accreditation must submit an Interim Progress Report (IPR) two years after a visit and again five years after the visit. CCNY's first interim progress report is due November 30, 2018. There is more information on the IPR process in Section 10 of the *NAAB 2015 Procedures for Accreditation.*

Finally, public dissemination of both the Architecture Program Report and the VTR is a condition of accreditation. These documents must be made public electronically in their entirety. Please see Condition II.4.4 of the *2014 Conditions for Accreditation* and Section 5 of the *NAAB Procedures for Accreditation, 2015 Edition.*

On behalf of the NAAB and the visiting team, thank you for your support of accreditation in architectural education.

Very truly yours,

Judith Kinnard, FAIA
President

cc: Gordon Gebert, Dean
    Nestor Infanzon, FAIA, RIBA, LEED®AP, Team Chair

Enc: Final Visiting Team Report

NAAB®

**The City College of the City University of New York
Bernard and Anne Spitzer School of Architecture**

2017 Visiting Team Report

Bachelor of Architecture (freshman admission + 160 semester credits)
Master of Architecture (non-preprofessional degree + 108 semester credits)

The National Architectural Accrediting Board
March 15, 2017

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

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

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I.   **Summary of Visit**

a. **Acknowledgements and Observations**

The visiting team would like to express its thanks to Interim Dean of the Spitzer School of Architecture (SSA) Gordon Gebert, Department Chair Julio Salcedo, and M. Arch Director Bradley Horn for the extremely well-organized team room and exhibits, and for their assistance during the visit and throughout the month of preparation for the visit. Additional thanks are extended to the following for their support and willingness to share information with the team: the SSA librarians, Chief Architecture Librarian Nilda Sanchez and Assistant Chief Architecture Librarian Taida Sanvil; the alumni presidents, SSA Alumni President Venesa Alicea and City College Alumni President Al D'Elia; the leadership of the campus chapter of the American Institute of Architecture Students (AIAS), President Zara Tamton and Vice President Julia Lu; and the entire student body and staff of the college.

The team also thanks City College of New York (CCNY) Interim President Vincent Boudreau and Provost Mary E. Driscoll for their open and frank discussion, which allowed the team to better understand the support that they provide to the SSA, how much value the architecture program brings to the college, and how the program fits into the long-range plans of the college administration.

The team found the architecture program to be a nurturing and dynamic environment that fosters student creativity and outreach.

b. **Conditions Not Achieved**

B.3 Codes and Regulations

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

2009 Condition I.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:
  - o *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
  - o *Individual course evaluations.*
  - o *Review and assessment of the focus and pedagogy of the program.*
  - o *Institutional self-assessment, as determined by the institution.*

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

Previous Team Report (2011): For the past several years the architecture program has been going through an exciting time of rapid and significant change including the creation of a graduate program, the receipt of a large endowment that has prompted many new initiatives,

the move into a new building, and the hiring of 10 new full-time faculty members. The Team appreciates the challenge of negotiating change on so many fronts and is impressed with the ability of the administration, faculty, staff and students to create/retain positive equilibrium and coherence as they have moved through this time. The administration and faculty have worked hard and made smart choices that have enabled the program to make significant advances and take full advantage of its many new and ongoing opportunities.

In this state of flux, self-assessment has taken place in informal and largely anecdotal venues such as reviews of student work and discussions at faculty meetings but has not yet been developed into a set of formal methods and metrics. A fuller, more formalized, and much more directed self-assessment, however, is critical as the SSA moves forward.

Decisions about what and how to make meaningful self-assessments must be made relative to the goals of the SSA as set forth in a finalized Strategic Plan or similar document. As noted in section I.1.4 a long-range plan including target dates, implementation strategies, and the criteria by which the success of each aspect of the plan will be measured is critical to the process of assessment.

> **2017 Team Assessment:** The team found that the college has a plan, procedures, and methods in place to ensure that self-assessments for the courses, faculty, and staff are completed on a regular basis.

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

Previous Team Report (2011): The exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5, is found on the SSA web site for both the graduate and undergraduate programs. In the City College of New York Bulletin found on the CCNY web site, the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5, is found in the Undergraduate Bulletin* but not in the Graduate Bulletin.**

*Undergraduate Bulletin: http://www1.ccny.cuny.edu/CCNYBulletin/upload/CCNY09-11UG-REV.pdf
**Graduate Bulletin: http://www1.ccny.cuny.edu/CCNYBulletin/upload/CCNY-Graduate-Bulletin-2008-10-2.pdf

> **2017 Team Assessment:** The team found that the architecture program has complied with this condition and has the exact language required by the NAAB in the graduate program promotional material.

2009 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.

Previous Team Report (2011): The required resources cannot be accessed electronically nor have they been made available to the public in hard copy. They were, however, placed in the library during the team visit.

2017 Team Assessment: In reviewing the APR submitted by the architecture program, the team found directions to various links, including the program website, where all of the required documents were available to the public. Additionally, during the team's visit to the school library, it was shown where a printed set of the documents had been placed for students and visitors to review.

III.   Compliance with the 2014 Conditions for Accreditation

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

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

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

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.

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

2017 Analysis/Review: In the APR, the team found a very detailed description of the history and mission of the institution and the SSA. The description articulated the rationale for the establishment of the institution and its mission, which is to provide the best and most affordable education for the students of New York City. The team verified the following information in the APR in conversations with the interim president, provost, and interim dean:

CCNY was founded in 1847 by Townsend Harris as the "Free Academy" to provide access to higher education based on academic merit alone. In 1847, the mission was: "Open the doors to all. Let the children of the rich and the poor take their seats together and know of no distinction save that of industry, good conduct, and intellect." CCNY became one of the nation's great democratic experiments, and it remains one of its great democratic achievements today. The college's academic excellence and status as a working-class school have earned it the titles "the poor man's Harvard" and "Harvard-on-the-Hudson." CCNY produces citizens who make an impact on the cultural, social, and economic vitality of New York, the nation, and the world.

The architecture program was founded in 1961 as a small intra-departmental program in the School of Engineering. It later became a department. The School of Architecture and Environmental Studies was established in 1968. The school's name became the Bernard and Anne Spitzer School of Architecture in 2009.

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

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.

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

2017 Analysis/Review: In the APR, the team found a strong learning culture throughout the SSA. The school promotes a positive learning environment, which was confirmed by the fact that students, faculty, and staff hold a mutual respect for one another. Students are strongly supported by the Student Services Office staff, who help them to maintain healthy lifestyle habits.

The team was impressed with the significant increase in the school's professional staff since the last NAAB accreditation visit in 2011 and with the richness of diversity in the student body as indicated by the number of minority students—including international students—in the B. Arch and M. Arch programs. In the Graduate Student Services and Undergraduate Advising offices, the team found strong evidence of academic advisement and special projects for both the undergraduate and graduate students.

The Studio Culture Policy is particularly strong as indicated by the atmosphere of free expression in the school. The design studios connect students to larger social and urban worlds, and promote the growth of an environmental, artistic, and social consciousness. Students have access to generously sized studios, an excellent school library, a well-equipped shop, several computer labs, and a café. There is also 24-hour security. Faculty contribute to the positive learning culture through a shared belief in collaboration, and they are dedicated to the students and highly sensitive to their needs.

The team found that adjunct faculty teach throughout the curriculum and are well aware of the larger learning culture into which their courses are integrated. The school has made strides in strategic hires with regard to the gender and ethnic diversity of the faculty.

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

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.

- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

2017 Analysis/Review: In the APR, the team found that student diversity at CCNY and, especially, in the SSA is high compared to national figures. As the only public institution in New York City offering B. Arch and M. Arch degrees, as well as affordable tuition, the SSA does an excellent job of recruiting and retaining students from diverse backgrounds and offering them the opportunity to engage in the architecture profession. Undergraduate admission decisions are based on test scores as well as the Creative Challenge form submitted by applicants, which a committee evaluates. This allows promising individuals with weaker academic records to enter the architecture program and prove themselves. Spitzer Tuition Scholarships and subsidized meal credits are available to students with financial need, and targeted recruitment activities ensure that the social and economic diversity of students in the SSA will remain strong.

- CCNY has the usual set of policies in place for equal opportunity hiring, addressing sexual harassment, and related matters (APR, p. 9). The college-, and program-level policies further EEO/AA to promote student, faculty, and staff diversity. These policies are available on the website of the Office of Affirmative Action, Compliance, and Diversity (https://www.ccny.cuny.edu/affirmativeaction).

- The diversity of the architecture faculty, particularly those with full-time appointments, currently does not adequately mirror the diversity of the student body and the profession. Both women and minorities are underrepresented in the current faculty. The CCNY leadership and the SSA leadership are aware of this situation. The CCNY interim president and the SSA leadership strongly believe that opportunities exist for increasing diversity in the upcoming searches for a new dean for the SSA and a new director for the J. Max Bond Center, in new full-time faculty hires, and in new adjunct and visiting professor appointments. While the APR does not fully describe the structured hiring plan for increasing diversity in the faculty, the team found a strong commitment by the upper management of

the SSA to recruiting and retaining qualified diverse faculty. This effort is managed and supervised by the EEOC Compliant Office, which monitors hiring for adherence to equal opportunity and diversity policies.

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

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

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

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

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

E. **Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

2017 Analysis/Review: In the APR, the team found numerous examples to illustrate what the SSA believes and shares with its students regarding all five perspectives.

Collaboration and Leadership. A range of opportunities are intended to encourage students in both the B. Arch and M. Arch programs to build their collaboration and leadership skills through interaction with the students from all programs, the faculty, the staff, and the visiting consultants in the classes.

Design. In the SSA, design is understood as a multi-faceted process. This process is firmly rooted in skills and craft, with the need to incorporate context and environment. It is characterized by respect for the role of history in shaping a high level of building expertise and a lifelong commitment to research and exploration.

Professional Opportunity. Through the faculty, visiting jurors, consultants, and alumni groups, students are exposed to the requirements and complexities of the architecture profession.

Stewardship of the Environment. The principles of environmental stewardship, especially in urban contexts, thoroughly inform the curriculum and mission of the architecture program. Studios in both the B. Arch and M. Arch programs address a wide range of issues related to creating a more resilient planet.

Community and Social Responsibility. The architecture program embraces the legacy of CCNY in its commitment to providing students from all walks of life with access to an excellent education, and in its pledge to use design as an agent of positive change in the world.

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

2017 Analysis/Review: In the APR, the team found the following information, which was confirmed through conversations with the interim president, provost, interim dean, and department chair/program chairs:

In 2011, a long-range plan, the Goals and Target Document, was initiated as a roadmap for the school's future, which is rooted in the idea of providing a high-quality education for the most economical cost. As a result, the SSA enrollment is always at its maximum capacity, and the school is filled with talented and enthusiastic students. This document was revised in fall 2016.

Since the last accreditation visit in 2011, the plan has guided the school's efforts toward continual development and improvement, and has aided and informed decision-making, particularly with regard to resource allocation. Details of the long-range plan have been reviewed by the school's Executive, Personnel and Budget, and Curriculum committees along with the Architecture Alumni Group Board of Directors, the Dean's Advisory Committee, and the Student Advisory Committee.

The APR includes a frank appraisal of the progress toward the architecture program's goals. In conversations with the interim dean, department chair, interim president, and provost, the team was provided with additional information regarding the institution and the architecture program. According to senior administration personnel, both the B. Arch and M. Arch programs are highly respected within the greater context of CCNY, and are viewed as leaders on campus.

I.1.6 Assessment:

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

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

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

   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.

2017 Analysis/Review: In the APR, the team found the following information, which describes the architecture program's self-assessment procedures:

Faculty and Administration

- Faculty meetings, both school-wide and program-specific, provide a platform for faculty to discuss program pedagogy and outlook, and to suggest modifications as necessary.
- Peer evaluations each semester focus on full-time, tenure-track faculty members. Observers assigned to the faculty members submit written observational reports to the department chair, after which the chair and observed faculty members meet individually to discuss points of interest or concern. A process for peer evaluations of adjunct faculty is commencing.
- Public reviews involving faculty and outside professionals allow for a critical ongoing review and general assessment of projects, programs, individual faculty instruction, and student work.
- The Dean's Advisory Board, composed of professional architecture, landscape architecture, and construction industry representatives and alumni, serves as a fundraising and consultative body, sounding board, and professional referral and contact group. Program directors and the chair make presentations to the board and receive feedback from the perspective of the professional community.
- Non-faculty performance assessments consist of annual evaluations of such personnel as professional staff (higher education officers), office assistants, and college laboratory technicians.

Students

- Every month, student representatives from each of the design studios meet with the dean and key staff to discuss any issues of concern, including academics, the physical plant, and the learning culture.
- At any time, students may initiate counseling meetings with the chair, program directors, and curricular advisors to individually voice concerns that they may have about the pedagogy of the program.
- At the end of each semester, students fill out college-mandated Course and Teacher Surveys (paper format) to evaluate the effectiveness of teaching methods and the clarity of pedagogical approaches. These surveys allow the chair to address any particular issues or challenges that may arise with individual faculty.
- The M. Arch program director conducts year-end exit interviews within each class to assess programmatic strengths and weaknesses, and inform modifications for the future.

Graduates

- Graduates of both the B. Arch and M. Arch programs are surveyed to assess employment and licensure rates, and to identify areas of possible program improvement.

The team had the opportunity to discuss these processes in detail with the interim president, provost, department chair, and interim dean. At the request of the team chair, the school provided additional documents for team review that illustrated one year's worth of complete assessment forms and evaluation charts for the B. Arch and M. Arch programs. Compliance with the Assessment condition was demonstrated.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.

- The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of 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

2017 Team Assessment: In the APR and in discussions with the interim dean and the school leadership, the team found that the SSA currently has 29 full-time faculty of which, 9 also carry administrative appointments, and a wide body of adjunct faculty as part-time instructors. Since the last accreditation visit in 2011, administrative services have improved through the creation of new, fully funded, permanent higher education officer (HEO) positions (APR, pp. 25 and 95). In 2012, a director of operations was hired; in 2014, a graduate student service manager came onboard; and, in 2015, the director of advancement position was filled. In addition, the SSA has several lines for college assistants to support the administration. A total of 13 staff members fill crucial roles in advising, operational, and technical support. Therefore, the SSA has the appropriate human resources to support student learning.

Faculty workloads appear to be reasonable and balanced to cover the academic needs of the curriculum. Through teaching (e.g., the Advanced Studio sequence) and research/creative work, faculty have the chance to explore topics of interest to them and expose students to a wide range of issues and learning opportunities. The APR states that financial support is available to full-time faculty for travel, research, and publication expenses from both the SSA and CCNY (APR, p. 60). The high level of productivity of the SSA faculty is evidenced by an impressive list of faculty publications and a wide record of professional and creative accomplishments. Professional development opportunities are available through a multitude of lectures and events on campus and in New York City. Staff development is predominantly handled at the college level. Two members of the SSA administrative staff, with the encouragement and support of the senior administration, have successfully completed the Public Administration Master's program at CUNY, and one member is in the midst of the Higher Education Master's program. Progress on lower-level skill building among staff has been reported to be slow (Addendum to the APR: update on strategic plan goals and targets, p. 7).

An SSA alumna has served as the ALA since 2010 (APR, pp. 13-14, 71, and 73). The ALA is an active member of the Architect Licensing Advisors Online Community and has received training through regular attendance at the AXP/IDP conferences. On the SSA website, the required range of information on issues such as AXP, licensure, and professional development is available to students. The team noted, however, that this website does not reference the school's ALA directly. In their meeting with the team, students confirmed that they had regular interaction with the ALA, and that she was accessible and helpful.

The Student Services Office is well staffed on both the undergraduate and graduate levels, and the personnel are highly knowledgeable and deeply invested. Advisors maintain an open-door policy and are very accessible to the students, who expressed their appreciation for the support they receive from the staff, faculty, and administration. The advising services are further supported by the Dean's Office in the SSA and by college-wide offices, including the AccessAbility Center/Student Disability Services, Counseling Center, Student Health Services, Study Abroad Office, and International Student and Scholar Services. Additionally, a wide range of information and references regarding student services are available online.

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

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

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

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

[X] Described

2017 Team Assessment: Through the APR and an informal team meeting with the program staff and faculty, the program fully described their resources as required by this NAAB condition. Students have ample studio and classroom space to encourage studio-based learning, collaboration, and the development of a dialogue between the graduate and undergraduate students. Multiple computer labs, a model shop, and a digital fabrication lab support an interactive learning atmosphere, where students can explore their ideas.

Studio faculty members make themselves readily accessible to students, and faculty have adequate space to conduct research, meet with students, and prepare for teaching. The faculty offices are on a mezzanine level above all of the design studios, which allows students and faculty to connect while working on projects. Students have access to the equipment and digital resources needed to assist them with their work.

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

[X] Demonstrated

2017 Team Assessment: In the APR, the team found detailed information on the architecture program's budget and financial resources. Additional information on the distribution of funding across the program was assembled and presented to the team. During the team's meeting with the interim president and the provost, the team was made aware of the institution's fiscal commitment to the program.

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

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

[X] Demonstrated

2017 Team Assessment: The team found sufficient evidence to indicate that the program meets this condition. The school library supports the instructional programs of the school through its collections, staff, and services. Students and faculty have access to a wide range of informational resources through this library and other libraries at the college or in the vicinity of the college through Interlibrary Loan (ILL). In addition, the library has a collection of digital images that include the teaching collection, images produced in-house per faculty requests, and the Archivision and ARTstor digital libraries. A full-time professional librarian, a full-time library coordinator, and 8 to 10 reliable part-time student staff members operate the library. A third full-time librarian (a graduate of an accredited library program) has been added to the staff. These are tenure-track staff positions that carry the same compensation as the tenured teaching tracks. The library personnel help students to develop the research, evaluative, and critical-thinking skills that are required for professional practice and lifelong learning.

I.2.5 Administrative Structure and Governance:

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

[X] Described

2017 Team Assessment: The team found that the APR (p. 97) provides a clear and succinct overview of the administrative structure of the institution and identifies key personnel and their roles within the context of the program, school, and college. While program directors have been appointed for the M. Arch program and other program divisions within the SSA, the department chair oversees all SSA programs and is also the key person responsible for the B. Arch program.

The APR (p. 99) describes the various governance opportunities, as well as the faculty, staff, and student committees, and references the SSA by-laws (see https://ssa.ccny.cuny.edu/about/policies/). The processes for decision-making in the SSA are well explained. CCNY by-laws "require various faculty committees to be the source of accountability and major decisions regarding curricular and academic personnel and much assessment" (APR, p. 100).

The following committees play an especially crucial role in the self-governing processes of the SSA: the Executive Committee, Personnel and Budget Committee, Curriculum Committee, and Committee on Course and Standing. The faculty elect their administrative program chair (usually with 3-year appointments), play an active governing role in these committees and take on responsibility for various functions and operations of the SSA. As a standing member of the College Review Committee, the dean of the SSA provides a link between these internal SSA structures and those of the college. While the SSA by-laws allow students to participate in governance processes, students have not exercised the opportunity to participate in the SSA Executive Committee. Monthly meetings of the administration with the Student Advisory Committee this academic year appear to be more successful. Students reported to the team that 10 to 15 students regularly attend these monthly meetings. SSA students are also represented in the college Student Senate and in the Undergraduate Council. This allows them to

participate in the governance of both CCNY and the SSA.

It was the team's overall impression that the SSA has a strong and committed leadership that can move the architecture program forward. The SSA enjoys an excellent standing within CCNY The interim president and the provost acknowledged their appreciation for the multitude of SSA public programming events, such as lectures, exhibitions, and interactive programs with the professional community, and they believed that the school was very well managed. They also acknowledged the role that the SSA can play through its expertise in sustainability in the built environment and through current and potential collaborations with other schools and external entities. Collaborations such as these are currently underway through CCNY's Sustainability in the Urban Environment graduate program, which draws upon emerging approaches in the disciplines of architecture, engineering, science, and the social sciences. This program is offered jointly by the SSA, the Grove School of Engineering, the City College Science Division, and the Colin Powell School for Civic and Global Leadership.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

Student learning aspirations for this realm include:

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

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met** at the ability level for both the B. Arch and M. Arch programs as required by the NAAB.

B. Arch: Fundamental evidence was found in the following courses: ARCH 11100 – Core Studio 1 (Craft), AES 11300 – Visual Studies 1, and AES 21200 – The Built Environment of NYC. Supplemental evidence was found in ARCH 47202 – Survey of World Architecture 4. The team also observed several undergraduate studio crits witnessing students' oral presentation and debating skills.

M. Arch: Evidence was found in ARCH 61001 – Digital Techniques, ARCH 61100 – Architecture Studio 1.1, and ARCH 85201 – Survey of World Architecture 4. The team also observed several graduate studio juries witnessing students' oral presentation and debating skills.

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.

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met** at the ability level for both the B. Arch and M. Arch programs as required by the NAAB.

B. Arch: In ARCH 11100 – Core Studio 1 (Craft) and AES 11300 – Visual Studies 1, fundamental evidence was found indicating an ability to address issues through various means, including orthographic, isometric, and axonometric projections; drawings of auxiliary views; digital drawings; and physical models. In addition, students were engaged in comparing their work relative to noted and routine comparisons.

M. Arch: In ARCH 73100 – Architecture Studio 1.3, evidence was found indicating an ability to address issues through various means, including the use of abstract ideas through a series of case studies, which resulted in well-reasoned conclusions. The team also observed several graduate studio juries witnessing students' oral presentation and debating skills.

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.

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met with Distinction** at the ability level for both the B. Arch and M. Arch programs.

B. Arch: Fundamental evidence was found in ARCH 12000 – Core Studio 2 (Environment) and AES 11300 – Visual Studies. Supplemental evidence was found in the analysis and execution of design projects.

M. Arch: Fundamental evidence was found in ARCH 61100 – Architecture Studio 1.1, ARCH 62100 – Architecture Studio 1.2, and ARCH 73100 – Architecture Studio 1.3. Supplemental evidence was found in ARCH 85300 – Advanced Computing. The team also observed several graduate studio juries.

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.

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met** at the ability level for both the B. Arch and M. Arch programs as required by the NAAB.

B. Arch: Fundamental evidence was found in ARCH 12000 – Core Studio 2 (Environment) and AES 12300 – Visual Studies 2. Supplemental evidence was found in the documentation of more advanced design projects.

M. Arch: Fundamental evidence was found in ARCH 61100 – Architecture Studio 1.1 and ARCH 62100 – Architecture Studio 1.2. Supplemental evidence was found in the documentation of more advanced design projects.

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.

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met with Distinction** at the ability level for both the B. Arch and M. Arch programs.

B. Arch: Fundamental evidence was found in the following courses: AES 11300 – Visual Studies 1, AES 12300 - Visual Studies 2, and ARCH 24000 – Core Studio 4 (Histories). Supplemental evidence was found in the documentation of more advanced design projects.

M. Arch: Evidence was found in ARCH 61100 – Architecture Studio 1.1, ARCH 61002 – Visual Studies, ARCH 74100 – Architecture Studio 1.4, and ARCH 85300 – Advanced Computing. Supplemental evidence was found in the documentation of more advanced design projects

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met with Distinction** at the ability level for both the B. Arch and M. Arch programs.

B. Arch: Fundamental evidence was found in AES 23202 – Survey of World Architecture 1 and ARCH 24000 – Core Studio 4 (Histories). Supplemental evidence was found in the analysis and execution of design projects in various studios.

M. Arch: Fundamental evidence was found in ARCH 61201 – Survey of World Architecture 1 and ARCH 74100 – Architecture Studio 1.4. Supplemental evidence was found in the analysis and execution of design projects in various studios.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met** at the understanding level for both the B. Arch and M. Arch programs as required by the NAAB.

B. Arch: Fundamental evidence was found in the following courses: AES 23202 – Survey of World Architecture 1, AES 24202 – Survey of World Architecture 2, AES 35202 – Survey of World Architecture 3, and ARCH 47202 – Survey of World Architecture 4.

M. Arch: Evidence was found in the following courses: ARCH 61201 – Survey of World Architecture 1, ARCH 62201 – Survey of World Architecture 2, ARCH 73201 – Survey of World Architecture 3, and ARCH 85201 – Survey of World Architecture 4.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met** at the understanding level for both the B. Arch and M. Arch programs as required by the NAAB.

B. Arch: Fundamental evidence was found in the following courses: AES 23202 – Survey of World Architecture 1, AES 24202 – Survey of World Architecture 2, AES 35202 – Survey of World Architecture 3, and ARCH 47202 – Survey of World Architecture 4. Supporting evidence was found in ARCH 23000 – Core Studio 3 (Cities).

M. Arch: Evidence was found in the following courses: ARCH 61201 – Survey of World Architecture 1, ARCH 62201 – Survey of World Architecture 2, ARCH 73201 – Survey of World Architecture 3, ARCH 85201 – Survey of World Architecture 4, and ARCH 74100 Architecture Studio 1.4.

Realm A. General Team Commentary: The visiting team found that the student projects displayed in the exhibit space and the work inside the course binders provided sufficient evidence to indicate the quality of education that the architecture program delivers to its students. The areas where students excelled included design thinking, investigative skills, and the use of precedents and ordering systems in both the B. Arch and M. Arch programs.

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

Student learning aspirations for this realm include:

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

B.1 **Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their

requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met** at the ability level for both the B. Arch and M. Arch programs as required by the NAAB.

B. Arch: Fundamental evidence was found in ARCH 51000 – Advanced Studio (1/4). Supplemental evidence was found in the analysis and execution of design projects in the documentation of more advanced design projects.

M. Arch: Fundamental evidence was found in ARCH 73100 – Architecture Studio 1.3 and ARCH 85101 – Advanced Studio (1/2). Supplemental evidence was found in the analysis and execution of design projects in the documentation of more advanced design projects.

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.

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met** at the ability level for both the B. Arch and M. Arch programs as required by the NAAB.

B. Arch: In ARCH 35302 – Site Technology and ARCH 23000 – Core Studies 3 (Cities), fundamental evidence was found in the consistent application of site design issues in student design projects through the interrelation of the site and building elements. Supplemental evidence was found in the analysis and execution of design projects in the documentation of more advanced design projects.

M. Arch: In ARCH 73500 – Site Design and ARCH 74100 – Architecture Studio 1.4, fundamental evidence was found in the consistent application of site design issues in student design projects through interrelations of the site and building elements. Supplemental evidence was found in the analysis and execution of design projects in the documentation of more advanced design projects.

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.

B. Arch
[X] Not Met

M. Arch
[X] Not Met

2017 Team Assessment: The team did not find sufficient evidence to indicate that this criterion is met at the ability level for both the B. Arch and M. Arch programs as required by the NAAB. The team requested

additional evidence, which was provided by the school. The team was still unable to locate appropriate material.

B. Arch: In reviewing AES 24501 – Construction Technology 1 and ARCH 36101 – Core Studio 6 (Integration), the team found insufficient evidence that this criterion was met.

M. Arch: In reviewing ARCH 62100 – Architecture Studio 1.2 and ARCH 73100 Architecture Studio 1.3, the team insufficient evidence that this criterion was met.

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.

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met** at the ability level for both the B. Arch and M. Arch programs as required by the NAAB.

B. Arch: Fundamental evidence was found in the following courses: AES 24501 – Construction Technology 1, ARCH 35101 – Core Studio 5 (Assemblies), and ARCH 35501 – Construction Technology 2. Supplemental evidence was found in the documentation of advanced design projects.

M. Arch: Fundamental evidence was found in the following courses: ARCH 61301 – Materials and Construction (L), ARCH 62301 – Materials and Construction (S), and ARCH 73100 – Architecture Studio 1.3. Supplemental evidence was found in the documentation of advanced design projects.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met** at the ability level for both the B. Arch and M. Arch programs as required by the NAAB.

B. Arch: Fundamental evidence was found in the following courses: AES 24303 – Elementary Structural Analysis, ARCH 35402 – Timber and Masonry Structures, and ARCH 36402 – Steel and Concrete Structures. Supplemental evidence was found in the selection of systems and the execution of studio design projects, such as those in ARCH 36101 – Core Studio 6 (Integration) and AES 24501 – Construction Technology 1.

M. Arch: Fundamental evidence was found in the following courses: ARCH 62401 – Elementary Structural Analysis and Behavior, ARCH 73401 – Timber and Masonry Structures, and ARCH 74401 – Steel and Concrete Structures. Supplemental evidence was found in the selection of systems and the execution of studio design projects, such as those in ARCH 73100 – Architecture Studio1.3 and ARCH 85101 – Advanced Studio (1/2).

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met with Distinction** at the understanding level for both the B. Arch and M. Arch programs.

B. Arch: Fundamental evidence was found in ARCH 36501 – Construction Technology 3. Supplemental evidence was found in ARCH 35501 – Construction Technology 2 and the ARCH 51000 – Advanced Studio sequence, where the application of knowledge in the analysis and execution of design projects was found. The team wants to compliment the SSA for the consistency and depth of education in technology and environmental systems and the application of environmental systems design principles in this program.

M. Arch: Evidence found in ARCH 74501 – Environmental Systems illustrated the students' understanding of this criterion.

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.

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met with Distinction** at the understanding level for both the B. Arch and M. Arch programs.

B. Arch: Fundamental evidence was found in AES 24501 – Construction Technology 1, ARCH 35501 – Construction Technology 2, and ARCH 36501 – Construction Technology 3. Supplemental evidence was found in the analysis and execution of design projects.

M. Arch: Fundamental evidence was found in ARCH 61301 – Materials/Construction (L) and ARCH 62301 – Materials/Construction (S). Supplemental evidence was found in the analysis and execution of design projects.

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

B. Arch
[X] Met

M. Arch

[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met** at the understanding level for both the B. Arch and M. Arch programs as required by the NAAB.

B. Arch: Fundamental evidence was found in the following courses: AES 24501 – Construction Technology 1, ARCH 35501 – Construction Technology 2, and ARCH 35101 – Core Studio 5 (Assemblies). Supplemental evidence was found in the analysis and execution of design projects in other studio courses.

M. Arch: Fundamental evidence was found in ARCH 61301 – Materials/Construction (L) and ARCH 62301 – Materials/Construction (S). Supplemental evidence was found in the analysis and execution of design projects.

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.

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met** at the understanding level for both the B. Arch and M. Arch programs as required by the NAAB.

B. Arch: Fundamental evidence was found in ARCH 36501 – Construction Technology 3. In this course, attention to building service systems was evident in student homework, quizzes, assignments, exams, and projects. In lectures, there was strong evidence that climate, passive heating and cooling systems, and lighting were covered. Supplemental evidence was found in the analysis and execution of design projects in other studio courses.

M. Arch: Fundamental evidence was found in ARCH 73100 – Architecture Studio 1.3 in case studies. Supplemental evidence was found in the analysis and execution of design projects.

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.

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met** at the understanding level for both the B. Arch and M. Arch programs as required by the NAAB.

B. Arch: Fundamental evidence was found in ARCH 35101– Core Studio 5 (Assemblies) and ARCH 51200 – Architectural Management. ARCH 35101 has a 2-week assignment associated with the studio to develop cost estimates, and ARCH 51200 reviews the financial performance of firms, creates project

budgets, and covers construction bidding. Additional evidence that financial considerations are covered was demonstrated in the ARCH 51000 – Advanced Studio sequence.

M. Arch: Fundamental evidence was found in ARCH 73100 – Architecture Studio 1.3 and ARCH 85600 – Professional Practice. The studio course brings a cost consultant to class to work with the students, and the resulting cost estimates for the projects were very detailed and comprehensive. Additional evidence of instruction in financial considerations was demonstrated in the ARCH 51000 – Advanced Studio sequence. The project management and professional practice components of the instruction are exceptionally well crafted and provide an excellent foundation for the students.

> **Realm B. General Team Commentary:** The team was extremely delighted by the overall performance in the courses associated with this set of criteria, with the exception of B.3 Codes and Regulations, which is not met. The active participation of local professionals in the studios is a welcome asset to the architecture program. Overall, the courses associated with this set of criteria provide a sound foundation.

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

Student learning aspirations in this realm include:

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

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met** at the understanding level for both the B. Arch and M. Arch programs as required by the NAAB.

B. Arch: Evidence was found in the following courses: ARCH 51000 – Advanced Studio (1/4), ARCH 51000 – Advanced Studio (2/4), ARCH 51000 – Advanced Studio (3/4), and ARCH 51000 – Advanced Studio (4/4).

M. Arch: Evidence was found in the following courses: ARCH 85200 – Design Seminar 1, ARCH 85201 – Design Seminar 2, ARCH 85101 – Advanced Studio (1/2), and ARCH 85101 – Advanced Studio (2/2).

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

B. Arch
[X] Met

M. Arch

[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met with Distinction** at the ability level for both the B. Arch and M. Arch programs.

B. Arch: Evidence was found in ARCH 51000 – Advanced Studio (1/4 – 4/4). Supplemental evidence was found in ARCH 36101 – Core Studio 6 (Integration).

M. Arch: Evidence was found in ARCH 85101 – Advanced Studio (1/2 and 2/2). Supplemental evidence was found in ARCH 73100 – Architecture Studio 1.3.

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.

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met** at the ability level for both the B. Arch and M. Arch programs as required by the NAAB.

B. Arch: Fundamental evidence was found in ARCH 36101 – Core Studio 6 (Integration). Supplemental evidence was found in the following courses: ARCH 51000 – Advanced Studio (1/4), ARCH 51000 – Advanced Studio (2/4), ARCH 51000 – Advanced Studio (3/4), and ARCH 51000 – Advanced Studio (4/4).

M. Arch: Fundamental evidence was found in ARCH 73100 – Architecture Studio 1.3. Supplemental evidence was found in ARCH 85101 – Advanced Studio (1/2) and ARCH 85101 – Advanced Studio (2/2).

Realm C. General Team Commentary: The team found convincing evidence that the students in these programs are being provided with the necessary skills to comply with this set of criteria. The student work in ARCH 36101 – Core Studio 6 (Integration) and ARCH 73100 Architecture Studio 1.3 exhibited all components required by these criteria. The work illustrated the students' ability to research an issue, develop ideas, test hypotheses, select a solution, and integrate building systems.

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

Student learning aspirations for this realm include:

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

D.1   **Stakeholder Roles in Architecture:** *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in

the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met** at the understanding level for both the B. Arch and M. Arch programs as required by the NAAB. .

B. Arch: Evidence was found in ARCH 51200 – Architectural Management.

M. Arch: Evidence was found in ARCH 85600 – Professional Practice. The M. Arch students participated in the same exercise that the B. Arch students participated in, with slightly more sophisticated outcomes. Additional evidence was found in ARCH 62100 – Architecture Studio 1.2.

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.

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met with Distinction** at the understanding level for both the B. Arch and M. Arch programs.

B. Arch: Evidence was found in ARCH 51200 – Architectural Management. In teams, the students pursued a project, which involved creating a firm, responding to an RFP, and creating staffing plans and schedules. This exercise is an innovative way to teach aspects of project management.

M. Arch: Evidence was found in ARCH 85600 – Professional Practice. The M. Arch students participated in the same exercise that the B. Arch students participated in, with slightly more sophisticated outcomes. While observing a studio crit for their initial studio, the students engaged in a lengthy discussion with an invited consultant about issues related to management of a complex project and the means to resolve potential challenges posed by the project.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met** at the understanding level for both the B. Arch and M. Arch programs as required by the NAAB.

B. Arch: Evidence was found in ARCH 51200 – Architectural Management.

M. Arch: Evidence was found in ARCH 85600 – Professional Practice.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met** at the understanding level for both the B. Arch and M. Arch programs as required by the NAAB.

B. Arch: Evidence was found in ARCH 51200 – Architectural Management.

M. Arch: Evidence was found in ARCH 85600 – Professional Practice.

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

B. Arch
[X] Met

M. Arch
[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that this criterion is **Met** at the understanding level for both the B. Arch and M. Arch programs as required by the NAAB.

B. Arch: Evidence was found in ARCH 51200 – Architectural Management, which provides students with the basic theories of ethics and professional judgment through lectures on the profession, practice, and project delivery.

M. Arch: Evidence was found in ARCH 85600 – Professional Practice, where students are exposed to the same lecture content as that provided to students in the B. Arch course above.

Realm D. General Team Commentary: The courses, projects, and assignments introduce students to issues and challenges that provide them with sufficient exposure to all of the requirements of Realm D. The inclusion of alumni, consultants, and adjunct faculty throughout their education allows balanced exposure to critical aspects of the architecture profession.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

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

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

2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2017 Team Assessment: In the APR and in discussions with the interim dean and the school leadership, the team found documentation on the university's accreditation by the Middle States Commission on Higher Education in 2013. The institution has a visit by the commission scheduled for the academic 2017-2018 year.

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

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

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

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

[X] Met

2017 Team Assessment: The team found evidence to support this condition in the APR (p. 107).

The Bachelor of Architecture program comprises 160 semester credits, of which 48 are general studies credits, 90 are required professional courses, and 22 are optional studies. The program is conforming to the minimum credit-hour requirements.

The Master of Architecture program requires a total of 168 credits. Sixty of these credits can be counted from a previous undergraduate degree; 108 have to be taken at the SSA, of which 96 are required professional courses at the graduate level and 12 are optional studies. The program is conforming to the minimum credit-hour requirements.

Lecture components of undergraduate and graduate classes are frequently cross-listed, but they are supplemented by separate seminar components for undergraduate and graduate students.

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

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

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.

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

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

[X] Met

2017 Team Assessment: In the APR (pp. 110-112), the SSA describes the application and evaluation process for freshmen and transfer applicants for both the undergraduate and graduate programs. Criteria for the evaluation of a baccalaureate degree for the graduate program or an associate degree are based on transcript and portfolio review by an admissions committee. The content of this review is articulated in the application information provided for graduate students on the SSA admissions website. The team was given the documents used to evaluate a student's prior academic coursework as it relates to satisfying the NAAB Student Performance Criteria in order to admit a student to the professional degree program. The team was also given a sufficient number of recent admissions cases as examples.

Currently, the SSA does not offer advanced standing to applicants with advanced degrees who are entering the M. Arch program. However, applicants with previous architecture education can request a course waiver through the evaluation of their previous coursework as it relates to satisfying the NAAB Student Performance Criteria by a specific deadline. This can be done if the coursework evaluated was graded with a minimum grade of B, and these applicants may receive permission to choose alternative courses. A maximum of 36 graduate credits may be accumulated through transfer credits or course waivers. A graduate student's advising manager will facilitate a case-by-case evaluation of coursework based on transcripts, syllabi, and —where applicable—the input of an instructor teaching an equivalent SSA course. Decisions based on the material provided and its implications for the length of a professional degree program are communicated in writing to a candidate prior to his/her entry into the program.

Study abroad options are available as summer programs and as semester-long experiences. The evaluation of student coursework completed at another institution abroad is carried out through a process that is similar to the review process by the SSA described above to determine whether a student will receive credit for that coursework on his/her SSA transcript.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Met

2017 Team Assessment: In the APR, the team found sufficient evidence to indicate that the program has met this condition. The exact language found in the 2014 *NAAB Conditions for Accreditation*, Appendix 1, is made available on the SSA promotional website: https://ssa.ccny.cuny.edu/about/accreditation/. Bulletins that are updated annually also include the required language and can be found at https://www.ccny.cuny.edu/registrar/bulletins. The program has published the required statement as it applies to both the B. Arch and M. Arch degrees.

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

2017 Team Assessment: The team found sufficient evidence to indicate that the program has met this condition. The following documents are made available to students, faculty, and the public at https://ssa.ccny.cuny.edu/about/accreditation/: the 2014 *NAAB Conditions for Accreditation*, the 2009 *NAAB Conditions for Accreditation*, and the *NAAB Procedures for Accreditation* adopted in 2015.

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

2017 Team Assessment: The team found sufficient evidence to indicate that the program has met this condition. Students and others looking for guidance have access to information on the American Institute of Architects (AIA), the Association of Collegiate Schools of Architecture (ACSA), the National Council of Architectural Registration Boards (NCARB), and local opportunities through the school's website: https://ssa.ccny.cuny.edu/about/accreditation/. In addition, school academic and career advisors make themselves readily accessible to both the undergraduate and graduate students, and they respond to any questions or concerns that students have.

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

2017 Team Assessment: The team found sufficient evidence to indicate that the program has met this condition. The following documents are made available to students, faculty, and the public at https://ssa.ccny.cuny.edu/about/accreditation/: the Interim Progress Reports, the NAAB Responses to Interim Progress Reports, the most recent decision letter from the NAAB, the most recent APR (2011), and the most recent VTR.

II.4.5 ARE Pass Rates:

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

[X] Met

2017 Team Assessment: The team found sufficient evidence to indicate that the program has met this condition. The ARE Pass Rates are made available to students, faculty, and the public through a link found in the APR and through the school's website.

II.4.6 Admissions and Advising:

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

This documentation must include the following:

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

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

[X] Met

2017 Team Assessment: In the APR and in discussions with the interim dean and the school leadership, the team was provided with sufficient documentation to indicate that this condition has been met. The advisory staff told the team how the college policies and the school procedures are maintained and assessed on a regular basis. This allows the architecture program to properly place students in the M. Arch program and ensure that students in the B. Arch program are capable of succeeding and graduating in a timely fashion.

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

2017 Team Assessment: In the APR and in discussions with the interim dean and the school leadership, the team found that sufficient documentation on financial aid and estimates for tuition expenses for undergraduate and graduate studies is accessible via the "Admissions" tab on the college website under "Paying for School." The following websites provide information and further links on issues related to tuition and financial aid as well as scholarship, grant, and loan information:
https://ssa.ccny.cuny.edu/admissions/undergraduate/ug-paying-for-school
https://ssa.ccny.cuny.edu/admissions/g-paying-for-school/

Several staff members at the college level have been identified to help students with the financial aid process. In addition, CCNY provides a wide range of information on general financial questions, tuition charges, and the availability of financial aid via the City College Financial Aid Office website.

In the late spring and prior to their entry into the program, accepted students are sent information on estimated expenses regarding computers, digital programs, books, general supplies, and specialized materials that may be required during the full course of study. The AIAS has created the "SSA Survival Guide by AIAS CCNY," which is available online and provides beginning students with additional information.

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

2017 Team Assessment: The NAAB and the institution provided copies of the Annual Statistical Reports and other required evidence to the team, which demonstrated that the program has met this condition.

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] Met

2017 Team Assessment: The NAAB and the institution provided copies of the Interim Progress Reports and other required evidence to the team, which demonstrated that the program has met this condition.

IV.   Appendices:

Appendix 1. Conditions Met with Distinction

The team found that the following Student Performance Criteria are Met with Distinction in both the B. Arch and M. Arch programs:

- A.3   Investigative Skills
- A.5   Ordering Systems
- A.6   Use of Precedents
- B.6   Environmental Systems
- B.7   Building Envelope Systems and Assemblies
- C.2   Evaluation and Decision Making
- D.2   Project Management

Appendix 2. Team SPC Matrix

B.ARCH. NAAB 2014 SPC

*Recently revised courses

Course columns by semester:

#	Semester	Course	Code
1	1	Core Studio 1 (Craft)*	ARCH 11100
2	1	Visual Studies 1*	AES 11300
3	2	Core Studio 2 (Environment)*	ARCH 12000
4	2	Visual Studies 2*	AES 12300
5	2	The Built Environment of NYC	AES 21200
6	3	Core Studio 3 (Cities)*	ARCH 23000
7	3	Survey of World Architecture 1	AES 23202
8	3	Site Technology	ARCH 35302
9	4	Core Studio 4 (Histories)*	ARCH 24000
10	4	Survey of World Architecture 2*	AES 24202
11	4	Elementary Structural Analysis*	AES 24303
12	4	Portfolio Review	AES 24001
13	4	Construction Technology 1*	AES 24501
14	5	Core Studio 5 (Assemblies)*	ARCH 35101
15	5	Survey of World Architecture 3	AES 35202
16	5	Timber & Masonry Structures*	ARCH 35402
17	5	Construction Technology 2*	ARCH 35501
18	6	Core Studio 6 (Integration)*	ARCH 36101
19	6	Survey of World Architecture 4	ARCH 47202
20	6	Steel & Concrete Structures*	ARCH 36402
21	6	Construction Technology 3*	ARCH 35501
22	7	Advanced Studio (1/4)*	ARCH 51000
23	8	Advanced Studio (2/4)*	ARCH 51000
24	9	Advanced Studio (3/4)*	ARCH 51000
25	9	Architectural Management	ARCH 51200
26	10	Advanced Studio (4/4)*	ARCH 51000

SPC matrix (column numbers refer to the course list above; ✓ indicates coverage):

REALM A — Critical Thinking & Representation

SPC	Criterion	Columns marked
1	Prof. Communication Skills	1, 2, 4, 19
2	Design Thinking Skills	1, 2
3	Investigative Skills	3, 14
4	Arch. Design Skills	3, 4
5	Ordering Systems	4, 9
6	Uses of Precedents	7, 9
7	History and Global Culture	7, 10, 14, 19
8	Cultural Diversity and Soc. Equity	6, 7, 10, 14, 19

REALM B — Building Practices, Tech. Skills & Knowledge

SPC	Criterion	Columns marked
1	Pre-Design	22, 23, 24, 26
2	Site Design	6, 8, 17
3	Codes and Regs - Life Safety/Access	17, 18
4	Technical Documentation	11, 13, 16, 17
5	Structural Systems	11, 15, 19
6	Environmental Systems	21
7	Bldg Envelope Sys. and Assemblies	13, 14, 18, 20
8	Bldg Materials and Assemblies	13, 14, 18
9	Bldg Service Systems	20
10	Financial Considerations	13, 25

REALM C — Integrated Architectural Solutions

SPC	Criterion	Columns marked
1	Research	22, 23, 24, 26
2	Integrated Eval & Decision Process	22, 23, 24, 26
3	Integrative Design	

REALM D — Professional Practice

SPC	Criterion	Columns marked
1	Stakeholder Role in Architecture	25
2	Project Management	25
3	Business Practices	25
4	Legal Responsibilities	25
5	Professional Conduct	25

(Handwritten note:) OVERALL WE FOUND THE PROGRAM MATRIX POINTED TOWARD THE PRIMARY SOURCE OF EVIDENCE

M.ARCH. NAAB 2014 SPC

*Recently revised courses

		Sem 1					Sem 2					Sem 3			Sem 4				Sem 5				Sem 6	
		61001 Digital Techniques	61100 Arch Studio 1.1	61201 Survey World Arch 1	61301 Materials/Constr (L)*	73500 Site Design	61002 Visual Studies	62100 Arch Studio 1.2	62201 Survey World Arch 2	62301 Materials/Constr (S)*	62401 Elem Struct Analysis & Behav*	73100 Arch Studio 1.3	73201 Survey World Arch 3*	73401 Timber & Masonry Struct*	74100 Arch Studio 1.4	85201 Survey World Arch 4	74501 Environmental Systems*	74401 Steel & Concrete Struct*	85300 Advanced Computing	85101 Advanced Studio (1/2)*	85200 Design Seminar 1*	85600 Professional Practice	85101 Advanced Studio (2/2)*	85201 Design Seminar 2*
REALM A — Critical Thinking & Representation																								
1	Prof. Communication Skills	✓	✓														✓							
2	Design Thinking Skills											✓												
3	Investigative Skills											✓	✓	✓	✓									
4	Arch. Design Skills		✓					✓																
5	Ordering Systems		✓				✓												✓					
6	Uses of Precedents			✓											✓									
7	History and Global Culture			✓					✓				✓				✓							
8	Cultural Diversity and Soc. Equity			✓					✓				✓		✓	✓								
REALM B — Building Practices, Tech. Skills & Knowledge																								
1	Pre-Design											✓								✓			✓	
2	Site Design					✓									✓									
3	Codes and Regs - Life Safety/Access							✓				✓												
4	Technical Documentation			✓						✓		✓												
5	Structural Systems										✓			✓										
6	Environmental Systems																✓							
7	Bldg Envelope Sys. and Assemblies			✓						✓														
8	Bldg Materials and Assemblies			✓						✓								✓						
9	Bldg Service Systems																	✓						
10	Financial Considerations											✓										✓		
REALM C — Integrated Architectural Solutions																								
1	Research																			✓	✓		✓	✓
2	Integrated Eval & Decision Process																			✓			✓	
3	Integrative Design											✓												
REALM D — Professional Practice																								
1	Stakeholder Role in Architecture							✓																
2	Project Management																					✓		
3	Business Practices																					✓		
4	Legal Responsibilities																					✓		
5	Professional Conduct																					✓		

(handwritten note) OVERALL WE FOUND THE PROGRAM MATRIX POINTED TOWARDS the primary source OF EVIDENCE

Appendix 3. The Visiting Team

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V. Report Signatures
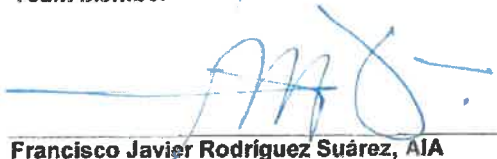
Respectfully Submitted,

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