New York Institute of Technology
School of Architecture and Design

2019 Visiting Team Report (Continuing Candidacy)

Master of Architecture
Track I [non-preprofessional degree + 99 graduate credits]
Track II [preprofessional degree + 60 graduate credits]

The National Architectural Accrediting Board
October 19-22, 2019

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 acknowledges the School of Architecture and Design (SoAD) for the warmth and hospitality as we prepared for and executed the visit. The team would like to extend sincere thanks to Director David Diamond and Dean Maria Perbellini for their energy and attention to the rigor and importance of this continuing candidacy visit.

There is evident camaraderie among the M.Arch faculty and school administration. A spirit of potential for the future has brought excitement for the M.Arch program and what it can do for the school and the institution. Staff, in particular, are very proud of the team of educators and students they support and they too are excited for the future of the school.

The dean and her team are bringing change and making strides toward a 'school of the future' every day: encouraging faculty and staff development; working hard to bring more funding sources, and growing partnerships with business and industry leaders who can help shape the school of the future.

It is obvious that faculty and administration share an obligation to 'hold their own' in a highly competitive urban learning environment like Manhattan while providing a unique architectural education experience. The school is planning for relocation from its current Manhattan campus during candidacy status. The school continues its journey to pursue accreditation of a Master of Architecture degree alongside a longstanding accredited bachelor's program that provides students with an accessible-focused education and support network.

b. Conditions Not Achieved (list number and title)

Not Met	Not Yet Met	In Progress	Not Applicable
C.3 Integrative Design	*A.7 History and Culture*	*None*	*II.4.5 ARE Pass Rates*
	A.8 Cultural Diversity and Social Equity		*III.2 Interim Progress Reports*
	B.9 Building Service Systems		
	B.10 Financial Considerations		
	C.1 Research		
	C.2 Integrated Evaluations and Decision-Making Design Process		
	D.1 Stakeholder Roles in Architecture		
	D.2 Project Management		
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	D.4 Legal Responsibilities		
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II.   Progress on the Plan for Achieving Initial Accreditation:

Since the initial candidacy NAAB Team visit in 2017, the M.Arch program has enrolled its first two cohorts: (3) Track II students who are scheduled to graduate in May 2020, and (4) Track II students and (3) Track I students scheduled to graduate in May 2021. The program has hired an associate and an assistant dean, as well as new faculty. Eight new courses were taught during the first academic year of the program, 2018-2019. Three new courses are being taught for the first time in the fall 2019 semester.

III.   Progress Since the Previous Site Visit

2014 Student Performance Criteria A.1 through D.5: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Previous Team Report (2017): All SPC are Not Yet Met. Courses have not been offered at the time of this visit.

2019 Visiting Team Assessment: See evaluation of SPC Criteria A.1 through D.5 noted below in PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA.

2014 Condition 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.

Previous Team Report (2017): NYIT currently publishes the required statement of NAAB accredited degree on its website for the Bachelor of Architecture degree and is awaiting approval of candidacy status for the Master of Architecture degree, at which time, the required statement of candidacy will be added. The current statement is found on its website at: www.nyit.edu/architecture/about

2019 Visiting Team Assessment: The NYIT website language has been updated based on approval of candidacy status for the M.Arch degree and can be found here: https://www.nyit.edu/architecture/accreditation

IV.   Compliance (or Plans for Compliance) with the 2014 Conditions for Accreditation
PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

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

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

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

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

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

2019 Visiting Team Assessment: NYIT is a non-profit, independent, private institution of higher education founded in 1955. The school currently enrolls almost 9000 students at its Old Westbury, NY and Manhattan campuses. The mission of the institute is threefold; to provide career-oriented professional education; to give all qualified students access to opportunity; and to support research and scholarship that benefits the larger world. A distinctive feature of NYIT is its focus on technology, in part because of its name and the fact that many of its programs relate to technology or the employment of technology. This technical focus is imbued within and drives the new M.Arch program's vision, organization, and pedagogy. The mission of the School of Architecture and Design (SoAD) is to provide a design and technology-based 21st century professional education that fosters leadership in the profession and within the community. The school was accredited to award the five-year professional Bachelor of Architecture degree in 1978. Since 2010, the School of Architecture and Design has aligned its foundation courses (courses shared with BSAT students) to facilitate greater interdisciplinary/collaborative alignment between the BFA in interior design, the B.Arch and the BSAT degrees. The School of Architecture and Design has established three core values, or specific educational aspirations, which guide the mission of the School. The core values are Design Intelligence; Building Technology; and Leadership. These three core values of the SoAD also directly further the larger mission of the Institute. These core values are achieved through a carefully coordinated parallel course sequence in different topical areas in the M.Arch program. Faculty members participate in university-wide initiatives through hosting and co-hosting of local and international conferences. The SoAD engages students and faculty in a diverse array of experiential initiatives including service programs, symposia, design competitions, design-build projects, travel study trips, exhibitions, and symposia. As shared by school administration at the time of the visit, there were more NYIT graduates who were now licensed and working in New York than from any other New York architecture program.

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.

2019 Visiting Team Assessment: A studio culture statement appears on the school's website, and notes that students are encouraged to participate in faculty committee discussions and deliberations. The policy notes that the faculty and administration are particularly welcoming of involvement and input from the NYIT chapter of the American Institute of Architecture Students (AIAS). The policy also states that the SoAD will place special emphasis on diversity, safety, accountability, and excellence. The APR notes many opportunities for students and faculty to engage in collective learning opportunities including service programs, design competitions, design-build projects, travel study trips, exhibitions, and symposia.

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.

2019 Visiting Team Assessment: The SoAD, within the context of the institution, continues to work toward a more diverse faculty and student body. In the APR, and as supplemented by the school, the team found evidence of an institution-wide diversity and inclusion policy. The program provided statistical data illustrating the current gender and racial/ethnic diversity within the school, as well as within SoAD BArch program. The faculty and student population remains male-dominated. Per the APR, SoAD programs are tracked through ongoing assessment plans, which are developed on a yearly basis. The president, in conversation with the team during the visit, is committed to continued service to a diverse socio-economic pool of students regionally. The dean is satisfied with current faculty lines since her arrival in late 2016.

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.

2019 Analysis/Review:

A. **Collaboration and Leadership:** The SoAD offers a number of collaborative and leadership opportunities to its students, and the school identifies student leadership as a core value. There are many opportunities for students to engage in team projects and leadership opportunities, including student-Led Architectural Build (sLAB), the Solar Decathlon team, student organizations (AIAS, CMAA. SGA), and TEDxNYIT events. The university also supports collaborative and leadership efforts of students, faculty, and staff. Many of these efforts involve and are sponsored by alumni groups such as the Friends of the School of Architecture and Design. The team found evidence in the APR and through its discussions with students, faculty, staff, and alumni.

B. **Design:** The program identifies Design Intelligence as part of its design perspective. The studio provides students with a project-based, experiential learning environment that allows students to apply Design Intelligence obtained through their non-studio courses. The team found evidence in the APR and through its discussions with students and faculty.

C. **Professional Opportunities:** The SoAD has support from local practitioners which provides an external connection between students and the profession. These opportunities, through guest lectures and class visits by collateral organizations and local firms, provide students exposure to the breadth of professional opportunities. Career guidance is made available to the students through events and lectures. The transition from AXP through licensing will be addressed in Arch 880 - Practice Models & Strategies class in spring semester 2020, through alumni talks, NCARB lectures and an AXP Licensing Advisor. The team found evidence in the APR and through its discussions with students, faculty, and alumni.

D. **Stewardship of the Environment:** The NYIT SoAD identifies stewardship of the environment as an active part of the culture of the program. Through the participation of the School in two Solar Decathlons, students were invited to testify to Congress on sustainable energy. The sLAB program has produced a recycling center in Costa Rica and the Home2O project was awarded a patent for its up-cycling of disaster water bottles into a roofing structure for disaster sites. The team found evidence in the APR and through its discussions with students, faculty, and alumni.

E. **Community and Social Responsibilit**y: The SoAD places emphasis on developing and offering leadership opportunities to its students. Opportunities like collaborating with the Senior Director of International & Experiential Education, organizing "Habitats for Healing," Freedom by Design, designing and building handicapped ramps for Staten Island residents, forming and administering an Operation Resilient Long Island, and many other similar community and societal directed organizations and programs, shows a commitment by the program for this perspective. The team found evidence in the APR and through its discussions with students, faculty, and alumni.

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.

2019 Visiting Team Assessment: Per the APR and subsequent information shared prior to the visit, the program has demonstrated ongoing commitment and actions toward continuous improvement. The dean is working closely with the provost to initiate new strategic planning for the SoAD, which includes the new M.Arch program. The dean has re-invigorated a Dean's Advisory Board whose mission is to advise the dean in the planning, advancement, and development of the SoAD. Board members provide counsel on

educational, research and strategic directions and priorities, resource generation, and mutually beneficial partnerships with industry, alumni, city, state and federal agencies. The institution is planning to relocate the Manhattan campus in 2021 to maximize opportunity for growth in square footage and to minimize operational costs. With such a monumental shift, the SoAD and the M.Arch faculty and administration expressed the desire to re-imagine and strengthen the rigor and quality of the M.Arch program and its effect on the SoAD as a whole.

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.

2019 Visiting Team Assessment:

A. Program Self-Assessment Procedures: The institution is grounded in its mission and values to deliver design intelligence, technology, and student leadership. The SoAD is working to assess and strengthen its own mission and lead by example related to the institution's overall mission to serve a highly diverse socio-economic and ethnic population of students. The Manhattan campus, where the M.Arch program is located, is planning to relocate in 2021. At the time of the last visit, the SoAD had no students enrolled in the M.Arch program and have since grown a cohort of (14) current students. The initial Track II cohort is slated to graduate in spring 2020. The initial Track I cohort is slated to graduate in spring 2021. SPC as identified on the SPC Matrix are in various stages of completeness. The faculty and administration are committed to improving the reputation of the SoAD through the implementation of the M.Arch degree with intent to strengthen the B.Arch program alongside the new M.Arch. Evidence of self-assessment procedures was found in the APR, as well as in conversation with the SoAD during the visit.

B. Curricular Assessment and Development: As described in detail in the APR and in conversations with Dean Perbellini, curricular assessment and development occurs in collaborative meetings of the deans, chairs, faculty, and students on a set schedule. Both broad conversations on overall curriculum development and focused discussions of specific courses occur regularly. In December 2018, the Assessment Committee was renamed the Continuous Program Improvement (CPI) Committee and assigned an expanded charge to ensure that the new Continuous Program Improvement (CPI) process, which entails each academic and administrative unit performing a self-assessment and an improvement initiative within a five-year cycle, is consistent with Middle States expectations for producing evidence for planning and assessment needs. Academic programs will continue the assessment of student learning process as described above. Since the 2016-17 academic year, the SoAD has also included alumni in the Strategic Planning process.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

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

- The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.

- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2019 Team Assessment: The team met with administrative leadership, staff members and faculty from SoAD, who indicated that the program has appropriate human resources to support student learning and achievement. The SoAD supports faculty and staff with policies and programs designed to create a positive work environment and nurture professional development. A collective bargaining agreement between NYIT and the American Association of University Professors (AAUP) governs working conditions for faculty members including teaching loads and professional development. An Architect Licensing Advisor is in place, but needs to continue to develop their working relationship with the graduate student cohorts. The APR lists support services available for students; these include academic advising, career guidance, mental health, and professional development opportunities. The availability of these services was confirmed in conversations with the director and the students during the visit.

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

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

- Space to support and encourage studio-based learning.

- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.

- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

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

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

[X] Demonstrated

2019 Team Assessment: This condition was demonstrated during a tour of the campus and other facilities as well as through future building and growth plans. The program is in the NYIT's Manhattan campus in its main 1855 Broadway building within a dedicated studio classroom and other spaces within the same building and on various floors of the building. The main building at 1855 Broadway includes a

number of additional physical resources in the dedicated 15,600 SF of space dedicated to the SoAD, including administrative offices, labs, exhibit space, offices for both faculty and student organizations, and the program's fabrication lab. The SoAD also has access to the university library, cafe, and lecture spaces at 16 West 61st Street and the Auditorium on Broadway at 1871 Broadway, and access to additional exhibit space at the 1855 building and adjacent NYIT buildings. Currently, the spaces available are tight, however, to be able to house the projected student body, more space is needed and planned for. The program is planning to grow to between 80-90 students. We were told by the president that they are planning to secure 50,000 square feet of space for the SoAD in June 2021 in Long Island City, east of the current campus along Manhattan's eastern perimeter.

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

[X] Demonstrated

2019 Team Assessment: According to President Foley and CFO Holahan the institution is in good financial position to support student learning and achievement. According to President Foley, the planned sale of the building at 1855 Broadway will yield $90 million for NYIT. The operating budget of the school is primarily funded by tuition. As explained by Dean Pellerbini during the entrance meeting with the team, the SoAD, and specifically the M.Arch program, have been sufficiently and consistently funded during her tenure. The NYIT fiscal year was recently changed to begin on July 1, instead of September 1, to allow more time to plan and organize budgets across the school.

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

2019 Team Assessment: This condition was demonstrated through reporting from the program in the APR regarding digital catalogs and total volumes maintained. Collections are housed in two campus libraries, each headed by a Director of Branch Services. One is the specialty Art and Architecture Library (Education Hall Library), located on the Old Westbury campus, which the visiting team did not observe; the other is the Manhattan Campus Library, which contains a similar library, which the visiting team observed.

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] Demonstrated

2019 Team Assessment: This condition was demonstrated through evidence provided in the APR and gathered during the site visit by the team. The SoAD appears to be admired and supported within the framework of the institution as a whole, as articulated by the NYIT president and provost. There appears to be clearly delineated roles and responsibilities regarding the M.Arch program faculty and administration.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

This part has four sections that address the following:

- **STUDENT PERFORMANCE.** This section includes the Student Performance Criteria (SPC). Programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this section. Compliance will be evaluated through the review of student work.

- **CURRICULAR FRAMEWORK.** This section addresses the program and institution relative to regional accreditation, degree nomenclature, credit hour requirements, general education, and access to optional studies.

- **EVALUATION OF PREPARATORY EDUCATION.** The NAAB recognizes that students entering an accredited program from a preprofessional program and those entering an accredited program from a non-preprofessional degree program have different needs, aptitudes, and knowledge bases. In this section, programs will be required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences in non-accredited programs have indeed been met.

- **PUBLIC INFORMATION.** The NAAB expects accredited degree programs to provide information to the public regarding accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information concerning the accredited and non-accredited architecture programs.

Programs demonstrate their compliance with Part Two in four ways:

- A narrative report that briefly responds to each request to "describe, document, or demonstrate."

- A review of evidence and artifacts by the visiting team, as well as through interviews and observations conducted during the visit.

- A review of student work that demonstrates student achievement of the SPC at the required level of learning.

- A review of websites, links, and other materials.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

Student learning aspirations for this realm include:

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

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 661 History of Architecture 1 and ARCH 662 History of Architecture 2.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 704 M Arch Studio 4, and ARCH 705 M Arch Studio 5.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 705 M Arch Studio 5.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 601 M Arch Studio 1 and ARCH 704 M Arch Studio 4.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 601 M Arch Studio 1, and ARCH 602 M Arch Studio 2, and ARCH 704 M Arch Studio 4.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 602 M Arch Studio 2, ARCH 704 M Arch Studio 704, and ARCH M Arch Studio 705.

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

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not found in courses Arch 661 - Arch History 1 and Arch 662 - Arch History 2. Arch 862 - Architectural History / Theory Option is currently being taught. It is expected that the SPC will be met by the time of initial accreditation.

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

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not found in courses Arch 661 - Arch History 1 and Arch 662 - Arch History 2. Arch 862 - Architectural History / Theory Option is currently being taught. It is expected that the SPC will be met by the time of initial accreditation.

Realm A. General Team Commentary: SPC A.7 and A.8 both require evidence of "Understanding" regarding diverse facets of human culture and historical development patterns. The team did not see enough evidence of "Understanding" based on the work provided in the Team Room. Also, it is not clear that Arch 862 - Arch History / Theory Option, currently being taught, covers any SPCs: Track I or Track II. The course description in the course binder notes under "NAAB Criteria covered in this course...N/A". The team chair asked prior to and upon review of the team room on Saturday if the program felt comfortable with the amount of evidence provided for all coursework and the program responded "yes." Upon review of this particular Realm of SPCs on Monday evening, the team did not see enough team room evidence of "Understanding" to support A.7 and A.8 although the syllabi indicated a rigorous curriculum offered in Arch 661 and 662 series.

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

Student learning aspirations for this realm include:

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

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 704 - M Arch Studio 4.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 772 Site Planning.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 705 - M Arch Studio 5 and Arch 772 - Site Planning.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 705 - M Arch Studio 5, and Arch 727 - Construction Doc.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 611 - Intro to Arch Structures + Technology and Arch 722 - Building Systems 2.

B.6 **Environmental Systems:** *Ability* to demonstrate the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment.

This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 621 - Building Systems 1, Arch 705 - M Arch Studio 5, Arch 722 - Building Systems 2.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 621 - Building Systems 1, Arch 705 - M Arch Studio 5, Arch 722 - Building Systems 2.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 611 - Intro to Arch Structures + Technology, Arch 722 - Building Systems 2, and Arch 727 - Construction Docs.

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

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was partially found in student work prepared for Arch 722 - Building Systems 2, Arch 772 Site Planning; Arch 821 - Building Systems 3, which has not been taught. It is expected that the SPC will be met by the time of initial accreditation.

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

[X] Not Yet Met

2019 Team Assessment: The program has not yet delivered the courses in which the SPC is noted in the MARCH Matrix, however; it is expected to be met by the time of initial accreditation.

Realm B. General Team Commentary: The program has not yet delivered seven courses in this Realm (Third Year Arch 800 series). Therefore, B1, B4, B6, B7, B9, and B10 are Not Yet Met.

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

Student learning aspirations in this realm include:

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

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

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work prepared for Arch 722 - Building Systems 2 nor Arch 772 - Site Planning. Arch 801 – M Arch Studio 6 has not been taught. It is expected that the SPC will be met by the time of initial accreditation.

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

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work prepared for Arch 722 - Building Systems 2. Arch 801 M Arch Studio 6 has not been taught. It is expected that the SPC will be met by the time of initial accreditation.

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

[X] Not Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work prepared for Arch 705 – M Arch Studio 5.

Realm C. General Team Commentary: The work presented from ARCH 705 – M Arch Studio 5 does not reach the requirement of demonstrating students' ability in broad design integration including all the associated technical design criteria. The work presented does not include evidence of student understanding of research methodologies evaluation and their integrated evaluations and decision design making process. Based on the evidence provided, it is also not clear how ARCH 722 - Building Systems 2 is "laterally integrated" with ARCH 705. The student work portfolios required (as noted in the syllabi) for both ARCH 705 and 722 were not presented.

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

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.

- Discerning the valuable roles and key players in related disciplines.

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

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

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not found in Arch 772 - Site Planning. Arch 880 - Practice Strategies + Models has not been taught. It is expected that the SPC will be met by the time of initial accreditation.

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

[X] Not Yet Met

2019 Team Assessment: The program has not yet delivered the course in which the SPC is noted in the MARCH Matrix, however; it is expected to be met by the time of initial accreditation.

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

[X] Not Yet Met

2019 Team Assessment: The program has not yet delivered the course in which the SPC is noted in the MARCH Matrix, however; it is expected to be met by the time of initial accreditation.

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

[X] Not Yet Met

2019 Team Assessment: The program has not yet delivered the course in which the SPC is noted in the MARCH Matrix, however; it is expected to be met by the time of initial accreditation.

D.5 **Professional Ethics:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct.
[X] Not Yet Met

2019 Team Assessment: The program has not yet delivered the course in which the SPC is noted in the MARCH Matrix, however; it is expected to be met by the time of initial accreditation.

Realm D. General Team Commentary: The program has not yet delivered most courses in this Realm (only one course has been delivered which partially covered one SPC - D.1).

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

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

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

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

[X] Met

2019 Team Assessment: The team found evidence of Institutional Accreditation on page 100 of the APR.

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

2019 Team Assessment: The program's current degrees offered are appropriately titled and meet the NAAB criteria for degree nomenclature. The number of required credit hours for each proposed track of the new M.Arch is expected to meet the criteria for minimum credit hour requirements.

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

2019 Team Assessment: The team reviewed and verified evidence of the program's evaluation process provided at the visit.

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

2019 Team Assessment: This requirement has been met on the university website at: www.nyit.edu/architecture/about/accreditation

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

2019 Team Assessment: The team found evidence of public, electronic access to the appropriate NAAB Conditions and Procedures on the NYIT SoAD website: https://www.nyit.edu/architecture/accreditation

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

2019 Team Assessment: The team found evidence of publicly accessible electronic access to career development information on the NYIT SoAD website: https://www.nyit.edu/architecture/accreditation

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.

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

[X] Met

2019 Team Assessment: The team found evidence of required publicly accessible documents on the NYIT SoAD website: https://www.nyit.edu/architecture/accreditation

II.4.5 ARE Pass Rates:

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

[X] Not Applicable

2019 Team Assessment: This condition did not apply at the time of the visit for the M.Arch degree; ARE pass rates are available for the B.Arch degree on the NYIT SoAD website at: tps://www.nyit.edu/architecture/accreditation

II.4.6 Admissions and Advising:

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

This documentation must include the following:

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

[X] Met

2019 Team Assessment: The team found evidence of general admissions process during the site visit and reviewed associated M.Arch admissions procedures and policies with the school during the visit, as well as finding specific admissions procedures to the M.Arch on the SoAD website.

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

2019 Team Assessment: The team found evidence meeting this condition on the NYIT Bursar page.

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

2019 Team Assessment: The team was provided with a digital copy of the program's initial Annual Statistical Report prior to the visit by the NAAB.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation,* 2012 Edition, Amended)*.

[X] Not Applicable

2019 Team Assessment: The program was not obligated to submit an Interim Progress Report prior to the continuing candidacy visit.

V.   Appendices:

Appendix 1. Conditions Met with Distinction

None

Appendix 2. Team SPC Matrix

The team is required to complete an SPC matrix that identifies the course(s) in which student work demonstrated the program's compliance with Part II, Section 1.

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR.

M.ARCH MATRIX
Student Performance Criteria

4-Nov-19

X	Evidence found by Visiting Team
	Future courses/SPC (per program)
O	partial evidence found

Year	Course	A	A1	A2	A3	A4	A5	A6	A7	A8	B	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C	C1	C2	C3	D	D1	D2	D3	D4	D5
1st YEAR	ARCH 601 - M.ARCH STUDIO 1					X	X																								
1st YEAR	ARCH 602 - M.ARCH STUDIO 2						X	X																							
1st YEAR	ARCH 603 - M.ARCH STUDIO 3 (SUMMER)																														
1st YEAR	ARCH 611 - INTRO TO ARCH STRUCTURES + TECHNOLOGY															X			X												
1st YEAR	ARCH 621 - BUILDING SYSTEMS 1																X	X													
1st YEAR	ARCH 641 - VISUAL COMMUNICATION 1																														
1st YEAR	ARCH 644 - VISUAL COMMUNICATION 2																														
1st YEAR	ARCH 661 - ARCH HISTORY 1		X																												
1st YEAR	ARCH 662 - ARCH HISTORY 2		X																												
2nd year	ARCH 704 - M.ARCH STUDIO 4			X		X	X	X				X																			
2nd year	ARCH 705 - M.ARCH STUDIO 5			X	X			X						X	X		X	X													
2nd year	ARCH 722 - BUILDING SYSTEMS 2															X	X	X	X	X											
2nd year	ARCH 727 - CONSTRUCTION DOCS															X			X												
2nd year	ARCH 741 - VISUAL COMMUNICATION 3																														
2nd year	ARCH 772 - SITE PLANNING												X	X						X											
3rd YEAR	ARCH 801 - M.ARCH STUDIO 6																														
3rd YEAR	ARCH 802 - M.ARCH STUDIO 7																														
3rd YEAR	ARCH 821 - BUILDING SYSTEMS 3																														
3rd YEAR	ARCH 862- ARCH HISTORY / THEORY OPTION																														
3rd YEAR	ARCH 880 - PRACTICE STRATEGIES + MODELS																														

Column headers:
- A1 Prof. Comm. Ability
- A2 Design Thinking. Ability
- A3 Invest. Skills. Ability
- A4 Arch Design. Ability
- A5 Ordering Systems. Ability
- A6 Use of Precedent. Ability
- A7 Hist. Global Cult. Underst.
- A8 Cult. Divers. Social Equ. Underst.
- B1 Pre Design. Ability
- B2 Site Design. Ability
- B3 Codes & Regula. Ability
- B4 Tech Document. Ability
- B5 Struct. Systems. Ability
- B6 Environmental Systems. Ability
- B7 Bldg Envelope Sys. Understanding
- B8 Bldg Material Assem. Underst.
- B9 Bldg Services Systems. Underst.
- B10 Financial. Understanding
- C1 Research. Understanding
- C2 Integrated Eval+Decision. Ability
- C3 Integrative Design. Ability
- D1 Stakeholder Roles. Understanding
- D2 Project Mgmt. Understanding
- D3 Business Practices. Underst.
- D4 Legal Responsibilities. Underst.
- D5 Prof. Conduct. Understanding

last modified   24-Nov-19
24-Nov-19

Appendix 3. The Visiting Team

Team Chair, Practitioner
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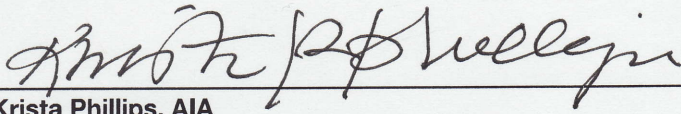907.360.1236
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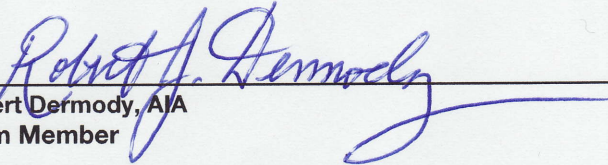rdermody@rwu.edu

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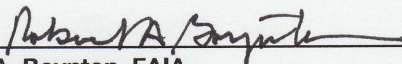804.513.6173
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VI.   Report Signatures

Respectfully Submitted,

_____

Krista Phillips, AIA
Team Chair

_____

Robert Dermody, AIA
Team Member

_____

Robert A. Boynton, FAIA
Team Member

Ellen S. Cathey, AIA
Associate Director
National Architectural Accrediting Board
1735 New York Avenue, NW
Washington, DC 20006

December 6, 2019

Dear Ellen,

NYIT is pleased to have experienced a full and fair review of our M.ARCH program, and we are grateful to the Visiting Team and to the NAAB for the professionalism with which they carried out their work. Many thanks.

Please accept this letter as our response to the Draft VTR that you shared with me on November 26. Our response offers a small number of corrections of fact, and comments regarding consistency within the report. It is submitted with a marked-up copy of the VTR to make it easier for the NAAB to track our comments. Below, blue font indicates our comments. Red indicates what we believe to be errors of fact.

Page 4, II Progress on the Plan for Achieving Initial Accreditation:
Since the initial candidacy NAAB Team visit in 2017, the M.Arch program has enrolled its first two cohorts . .

- *(9 students were admitted in fall 2018, 7 of whom remain in the program. 7 new students admitted in fall 2019).*
- *There are currently (3) Track I students at the 600 level (Y1), admitted in fall 2019 and expected to graduate in spring 2022.*
- *There are (3) additional Track I students now at the 700 level (Y2), admitted in fall 2018. They are joined at the 700 level (Y2) by 4 new students, admitted to Track II in fall 2019. These students are expected to graduate in spring 2021.*
- *Additionally, (3) Track II students at the 800 level (Y3), admitted in fall 2018, are expected to graduate in spring 2020.*

David Diamond, Professor
Director, Master of Architecture

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Page 8, line 3:

"*The Institution is planning to relocate the Manhattan campus in (by) 2021. . . .*"

- Please replace the word "by" with "in". We have been told that NYIT plans to relocate us during the summer of 2021, not in advance of spring 2021 as the above VTR text may indicate.

Page 8, 2019 Visiting Team Assessment, A, line 5:

"*Per the revised proposed Timeline for Accreditation, the program is planning to pursue initial accreditation in 2021.*"

The program wishes to review The Timeline for Initial Accreditation with the NAAB in light of NYIT's plan to relocate the Manhattan Campus.

- *Our Timeline for Accreditation Document, shared with the Team Leader (attached) indicates July 2021 as the earliest possible date when we would be eligible to request initial accreditation, not our intention to do so. We wish to review our Timeline with the NAAB in the very near future.*

Page 8, 2019 Visiting Team Assessment, A line 8:

"*The initial cohort in Track I is slated to graduate in spring (2020).*"

- *The initial* Track II *cohort is slated to graduate in spring 2020. The initial* Track I *cohort is slated to graduate in spring 2021.*

Page 14, SPC B.1, B.4, B.6 + B.7 . . . Criteria Not Yet Met:

"*2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work for . . .*"

- *We are curious as to why the VTR lists these criteria as "Not Yet Met", when evidence of achievement has been found. Though our Matrix indicates that these SPC are to be covered again in 800 level courses currently in progress or slated for spring 2020, the VTR indicates that we have already achieved them.*

Page 16, Realm C. General Team Commentary: . . .

"*The student work portfolios required (as noted in the syllabi) for both ARCH 705 and 722" were not presented.*"

- *The M.ARCH Team room was complete, including binders from both ARCH 705 and 722. Each binder contained student portfolios or coursework. ARCH 705 contained traditional studio portfolios. ARCH 722 is a building systems course and as such, contained student papers and exams. During their visit, the team did not request "missing" portfolio materials for these two courses.*

David Diamond, Professor
Director, Master of Architecture

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2

The remainder of the report appears to be accurate and true.
Many thanks for helping to guide us through this process. With regard to NYIT's VTR response, please feel free to contact me if I have been unclear, or if I may provide any additional information regarding the above.

Dean Perbellini and I look forward to hearing from you, and to receiving the final, official Report.

Best wishes,

Cc: Maria R. Perbellini, Dean, SoAD
        Staci Kirschner, Manager of Administrative Operations
        Kesia Persaud, Administrative Specialist, SoAD Graduate Programs

David Diamond, Professor
Director, Master of Architecture

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