Rochester Institute of Technology
Department of Architecture—Golisano Institute for Sustainability

2020 Visiting Team Report

Master of Architecture (undergraduate degree + 105 semester credit hours)
2.0-Year Curriculum Mask (undergraduate degree + 78 semester credit hours)
2.5-Year Curriculum Mask (undergraduate degree + 78 semester credit hours)
3.5-Year Curriculum Mask (undergraduate degree + 105 semester credit hours)

The National Architectural Accrediting Board
March 15-17, 2021

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

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

Contents

I.   **Summary of Visit**
        a.   Acknowledgments and Observations

The NAAB accreditation team wishes to thank the Rochester Institute of Technology's Department of Architecture for its assistance and hospitality during our virtual accreditation visit. In particular, we want to recognize the efforts of department head Dennis Andrejko for being extremely helpful in leading the department's preparation and organization for the team visit including the APR and the virtual team room. Additionally, we wish to compliment Julius Chiavaroli for his insightful video tour of the campus relevant buildings and facilities. The team appreciated the courtesy, candor and thoughtful discussions, and additional relevant information provided by students, faculty, staff, administration, alumni, and local professional architects throughout the visit.

Some unique characteristics of the program that stood out to the NAAB team during this visit include the focus and integration of sustainability within the curriculum, the robust link to the local professional community, and the program's intimacy and collaborative culture shared by students and faculty. We add some observations on each of these items below.

Through discussions with administration, faculty, student body, local professional community, and evidenced in the work presented to the team, the program's focus on sustainability as a fundamental underpinning to architectural design is admirable. The program's design and facilities, focusing on the ecological responsibilities of our profession, positions itself as a model example and one equipped to offer students a well-rounded, contemporary education to address the world's largest problem, climate change.

The program's inseparable relationship to RIT's Golisano Institute for Sustainability (GIS) enables the relatively small department of architecture to have international reach, drawing students looking for a sustainability focus. This truly integrated connection offers students remarkable access to learning opportunities in sustainability research, collaboration, and lab/information resources. The GIS's Sustainability Institute Hall is a LEED Platinum, net positive energy, high performance facility offering students a living laboratory environment. While primarily housed within the GIS, the program finds strong collaboration with the College of Art and Design (CAD), which further enhances the opportunities for students in technology, art, and design. The faculty noted the program's unique position tied to both the GIS and the CAD. The interdepartmental collaborations serve to strengthen the program and expand opportunities to faculty and students alike. The program will also have access and collaboration opportunities with the upcoming Innovative Maker and Learning Complex (IMLC), a 100,000-sf experimental student learning complex to be open for the 2023-2024 academic year.

The team heard from many voices regarding the robust integration of the local professional architecture community with this program. It was made clear to the team that local architects helped to shape the program from its inception and continue to be actively involved in the form of mentorships, internships, and joining for project presentations and critiques. This partnership that RIT's M.Arch program has with the local AIA chapters as well as local architects is an enormous asset to the program. Students are forming relationships with the architectural community of Rochester that helps with job and internship opportunities, as well as grounding the program and their learning in real-life practice.

Adjunct faculty are majority locally practicing architects, and faculty and local architects are often in an official mentor role with students throughout their RIT career. RIT's co-op program links students with appropriate internships, which practitioners note as particularly mutually beneficial. They note RIT students have a technical skill set and confidence that helps push their firms forward regarding software, building analysis, and sustainable practices.

The small size of the program encourages active engagement from full- and part-time faculty alike. They find the administration of the program to be open and transparent and note the particularly welcoming environment within the program. The faculty also noted the sense of

inclusion and are involved in the institute's diversity and inclusion efforts. The low number of full-time faculty creates a large service load for these faculty, but there seems to be strong support for tenure-track faculty at both the department and institutional level.

Students are proud of the curriculum and integration of sustainability into every aspect of their learning and note this as unique when searching for an appropriate graduate program. The closeness and intimacy of the program is apparent, and this creates a culture where students are active in pursuing professional licensure, obtaining membership in AIAS, and have the ability to seek any type of help or collaboration needed with the program. Students feel comfortable reaching out to the department head and/or other faculty with any potential issues that may arise. Students commend the faculty for their openness and availability, remarking that the faculty are really connected to the students and clearly invested in ensuring their success.

The program's collaborative and supportive culture is evident throughout.

b.   Conditions Not Achieved (list number and title)

Condition I.1.3, Social Equity – Not Demonstrated

Student Performance Criterion A.5, Ordering Systems – Not Met

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

2014 Student Performance Criterion 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.

Previous Team Report (2017): The criterion is **not met**. Some evidence of student achievement at the prescribed level was found in student work prepared for ARCH 731 Architectural Studio I: Site, ARCH 733 Architectural Studio III: Adaptive, and ARCH 751 Architectural Theory. Evidence to support the students' understanding of "examining and comprehending fundamental principles" was found in the theoretical analysis of architectural projects work for ARCH 751. At an urban scale, evidence demonstrating ability to "examine and comprehend fundamental principles" derived from precedent analysis of urban form was found. But no explicit evidence was found of "making informed choices" on the design of these urban projects. Work for ARCH 733 includes limited analysis of existing buildings for reuse. Additional materials were provided upon the team's request. Evidence demonstrating ability to examine, comprehend and apply the principles was found in the ARCH 731 project "Meditation Center" generated this semester (fall 2017). By itself this work does not constitute sufficient evidence. Therefore, the team concludes that given the evidence collected in the team room, work produced by students in the period between the previous 2015 candidacy visit and this initial accreditation visit does not offer substantial evidence demonstrating ability to fulfill this criterion.

2021 Analysis/Review:

The Student Performance Criterion A.6 is **now met.** In addition to the work presented in the SPC course folder, the program provided additional student work requested by the team. As a result, evidence of student achievement at the prescribed level was found in student work prepared for ARCH-731: Architecture Studio I: Site, ARCH-733: Architecture Studio III: Adaptive, ARCH-734: Architecture Studio II: Urban, and ARCH-735: Architecture Studio IV: Integrative. In particular, student projects prepared for ARCH-734: Architecture Studio II provided evidence of making "informed choices" on urban projects derived from precedent analysis.

2014 Student Performance Criterion B.6, Environmental Systems: *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

Previous Team Report (2017): The criterion is **not met**. Evidence of student achievement at the prescribed level was found in the areas of environmental systems design, including active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics. Evidence was not found, however, in the area of geographic diversity. Evidence was found supporting understanding of different climates and different design techniques, but there was not clear evidence of the application of those techniques in making design decisions. Evidence of ability to reconcile climate needs with design has been shown for the Rochester area, but there is no evidence of application of the ability to accommodate other climate factors in functional design decisions in more diverse geographic climates beyond Rochester's immediate region.

2021 Analysis/Review:

The Student Performance Criterion B.6 Environmental Systems is **now met.** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH-641: Fundamentals of Building Systems, ARCH-735: Architectural Studio IV: Integrative, ARCH-744: Integrated Building Systems IV, ARCH-762: Industrial Ecology Fundamentals, and ARCH-763: Sustainable Building Metrics. In particular, student design work in ARCH-744: Integrated Building Systems IV provided specific evidence of design applications utilizing climate factors in diverse geographic climates different from Rochester.

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): The exact language is used in the program's website, and in a brochure with the program's information. It was not found in the 2016-2017 Graduate Course Descriptions Catalog and in some promotional materials.

2021 Analysis/Review:

The Condition II.4.1, Statement on NAAB-Accredited Degrees is **now met.** The team confirmed that the program's website and *Student Manual* (page 2) have been updated to include the exact language found in the *NAAB Conditions for Accreditation, 2014, Appendix 1.*

III.   Compliance with the 2014 Conditions for Accreditation

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

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

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

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

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

[X] Described

2021 Analysis/Review:

The Rochester Institute of Technology (RIT) has its foundation in 1829, with the formation of two organizations in Rochester, N.Y.: the Athenaeum, a cultural association formed in 1829, and the Rochester Mechanics Institute, formed in 1885. With their merger in 1891, an institution committed to both the literature and the arts and technical training was created – shaping the current mission and focus of RIT today. The RIT mission emphasizes the founding principles of the institute with a focus on using technology, design, application, interdisciplinarity, and innovation to shape the future and solve the world's pressing problems.

The Master of Architecture program began in 2008 when an interdisciplinary committee was called together to explore and develop an architecture program at RIT. The program enrolled its first students in the fall of 2011, emphasizing design, application, interdisciplinarity, and innovation. Although the program was launched in collaboration with the College of Art and Design (CAD), it is housed primarily in the Golisano Institute for Sustainability (GIS), reflective of RIT's focus on technology, art, and design.

There are four cornerstones within the Master of Architecture program: 1) sustainability, 2) urbanism, 3) integrated learning/practice, and 4) technology. The cornerstones can be found throughout the curriculum and are clearly reflected in the educational goals of RIT's strategic plan.

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

- The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that

include but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Demonstrated

2021 Analysis/Review:

The studio culture policy is a written document included in the *Student Manual*. Students have described that, while there is not a formal policy for revisions, they are comfortable offering regular input to the department head and faculty regarding their learning environment and support. The policy does address general health and well-being, work-school-life balance, and professional conduct.

Some unique characteristics of the program that stood out to the NAAB team during this visit that support learning culture include the robust link to the local professional community and the program's intimacy and collaborative culture shared by students and faculty. The closeness and intimacy of the program is apparent, and this creates a culture where students are active in pursuing professional licensure, obtaining membership in AIAS, and are able to seek any type of help or collaboration needed within the program. Students feel comfortable reaching out to the department head and/or other faculty with any potential issues that may arise. Students commend the faculty for their openness and availability, remarking that the faculty are really connected to the students and clearly invested in ensuring their success.

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

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

[X] Not Demonstrated

2021 Analysis/Review:

The program does not have a plan for maintaining or increasing the diversity of its faculty, staff, and students during the next two accreditation cycles that has been communicated to current and prospective faculty, students, and staff. Therefore, this condition has not been demonstrated.

RIT has an institutional focus on expanding diversity among its faculty and student ranks. On March 15, 2021, it released the RIT Action Plan for Race and Ethnicity. Although still in draft form, the program will be working to implement a department-level plan to complement the Institute-level action plan. In response to this plan, the program has drafted a Diversity Equity Inclusion Statement (DEI) for the M.Arch program (dated March 16, 2021). The statement has not yet been presented to faculty, staff, and students.

According to reports from the program, the 2020 student enrollment numbers for the Master of Architecture program are as follows: 64% male, 36% female, 25% white, 7% Asian, 7% black/African American, 0% Hispanic, and 54% international.

The Office of Institutional Research, Data, and Analytics reports the RIT 2020 student enrollment numbers as follows: 65% male, 35% female, 57% white, 9% Asian, 4% black/African American, 7% Hispanic, and 15% international. In comparison, the program has a significantly greater percentage of international students.

International students bring diversity into the program, opening students up to a wide range of global perspectives, especially when paired with the Global Experience requirement for all students. Additionally, the program enrolls students from a wide range of previous academic backgrounds, with approximately 50% of students having degrees in fields other than architecture. Students and faculty commented on how this intellectual diversity has positive impacts on the program. As home to the National Technical Institute for the Deaf (NTID), RIT provides rich opportunities for students in the deaf and hard of hearing community, including enrollment in the M.Arch program.

Neither the full-time nor part-time faculty are reflective of the student body in terms of gender, race, or ethnicity. Recent hires in the full-time faculty ranks have helped to expand the diversity of the faculty, but these faculty remain at the junior level.

Students and faculty report a strong sense of collegiality and inclusion in the program.

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

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

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

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

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

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

[X] Described

2021 Analysis/Review:

A.   Collaboration and Leadership: The program's emphasis on integrated practice demonstrates to students the need for effective collaboration throughout the design process. The location of the program in GIS, combined with the need for students to work collaboratively on community-based projects, provides students with an understanding of the skills necessary to work as partners, both with other designers as well as with other professionals and community stakeholders. The program's emphasis on sustainability allows students to develop as leaders, bringing this specific expertise to their co-op and internship experiences.

B.   Design: The program emphasizes an integrated approach to design education, allowing students to understand the complexities of the design process. With a distinct focus on sustainability and urbanism, students must respond to a range of socio-economic, cultural, and environmental needs. With the program founded as a graduate program for students with non-architecture backgrounds, they are asked to use their previous experience and multi-disciplinary perspectives to address a range of complex

design and urban problems. In addition, all students in the program are required to have a global experience, which expands their understanding of diverse needs and conditions around the world.

C.   Professional Opportunity: The program connects its students to the profession through a number of practice-based learning opportunities. As described in the 2020 APR-CA, practice-based learning is one of the strengths of an RIT education. The program provides a range of practicum settings for students, including a mandatory co-op placement. The mandatory co-op assignment provides exposure to students to contemporary practice. The program maintains a close connection with AIA Rochester, which helps to expand the co-op opportunities available to students. The program's Architecture Licensing Advisor works with AIA Rochester and New York State (NYS) licensing officials to organize information sessions for students on topics ranging from internships and licensure to NYS regulations.

D.   Stewardship of the Environment: The program was founded with sustainability as one of its four cornerstones. As a result, an emphasis on environmental stewardship can be seen throughout the program and in almost all required courses in the curriculum, including Integrated Building Systems and architectural design studios. Due to their location in the northeast, the program also emphasizes adaptive re-use as an important component of sustainability and resiliency. Through teaching sustainability in an integrated and holistic way, students are equipped with the skills necessary to advocate and produce sustainable, resilient, and socially responsive solutions.

With its location in GIS, the program is able to leverage other academic programs on campus with sustainability at their core, including graduate degrees in sustainable engineering and environmental science. Through these connections, students are introduced to cutting-edge research and new technologies.

E.   Community and Social Responsibility: The program's strong ties to the community provides many opportunities for students to understand their role in serving the public good. With the required curriculum, students explore social issues in ARCH-752: Urban and Regional Planning and ARCH-734: Urban Studio. All students participate in projects with the City of Rochester, with the involvement of community participants, business stakeholders, and policy makers. The experiences that students have prepares them to be active and engaged citizens in their community, using their professional skills in service to society.

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

[X] Demonstrated

2021 Analysis/Review:

The long-range planning presented to the team covers both the overall institutional planning of RIT as well as program specific planning. Overall institutional planning includes a flexible strategic planning process at 10-year intervals. RIT's current plan (2015-2025) titled "Greatness Through Difference," embodies four distinct categories of thought and 25 goals, all focusing on various components within the institute itself while also framing the themes of innovation, technology, arts, and design as a focus for the greater good.

While program-specific long-range planning does not use a formal strategic planning process like the institute at large, the information presented to the team evidences the program's alignment to the missions and culture of RIT's overall plan. The program uses various tools for annual evaluation designed to align with the future growth and direction of the institute and the profession of architecture. Annual data-driven analysis of information developed by the internal RIT community, students, faculty, collaborators, and the professional community are organized around the NAAB's Five Defining

Perspectives. As described in the 2020 APR-CA and confirmed by the team in conversations with the program head and faculty, the educational objectives and data generated are reviewed annually by an advisory council, the program faculty, a curriculum committee, as well as an outside group of local professionals and critics. All of this is discussed at an annual "Advance Retreat" to critically review the program's goals and direction. Alignment to the Five Perspectives allows the program to grow and evolve, while remaining centrally focused to institute-wide accepted standards.

Additional planning efforts within the Master of Architecture program include the development of an online delivery method. While this exploration began in 2019 and has ramped up significantly since the COVID-19 pandemic, the launch of a fully online track to compliment campus offerings is still under development.

I.1.6 Assessment:

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

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

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

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

[X] Demonstrated

2021 Analysis/Review:

Program Self-Assessment Procedures and Curricular Assessment and Development are both demonstrated, based on materials provided in the 2020 APR-CA and meetings with faculty and administrators.

A. Program Self-Assessment Procedures: The program continues to align itself with the GIS Strategic Plan (2005-2015) as well as the Institute's Strategic Plan (2018-2025). The focus of self-assessment practiced on campus is the improvement of teaching and learning. As part of the annual review process, the program's primary goal in recent years has been to respond to the 2017 NAAB Initial Accreditation Visiting Team Report (VTR), mainly in the area of curriculum and other academic matters.

The Institute requires all programs to participate in a campus-wide assessment process. As part of the process, each program develops a Program Level Outcomes Assessment Plan (PLOAP) to facilitate continuous program improvement focusing on teaching and learning. The goals in the PLOAP are aligned with the NAAB's Five Perspectives as well as the Student Performance Criteria (SPC).

The program uses an annual "retreat/advance" to review program goals and educational outcomes. In addition, the program leverages its relationship with local professionals, most notably through the Architecture Program Advisory Council (APAC) and the Supervisor/Mentor/Professor of Practice Roundtable, to ensure that the program goals are in alignment with the growth and future direction of the profession.

B. Curricular Assessment and Development: An annual Progress Report asks programs to report on program-level student learning outcomes and demonstrate how the assessment process has been used

for program improvement. The program has used its assessment processes to strengthen the design studio sequence to ensure skill development, formulate a common design approach, and emphasize the critical inquiry and content of thesis work.

Working in coordination with the Institute's Office of Educational Effectiveness Assessment (EEA), the program utilizes a tri-annual process in the review of learning outcomes. Learning outcomes are organized into related clusters. Approximately one-third of the outcomes are reviewed each year.

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. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

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

[X] Demonstrated

2021 Team Assessment:

In the team's meetings with faculty and administration, they identified that in addition to the department head there are 2 full-time faculty, and the program is actively seeking a third. Much of the teaching load is taught by adjunct professors-of-practice who are mostly locally practicing architects. Faculty and local architects are often in an official mentor role with students throughout their RIT career. The small size of the program encourages active engagement from full- and part-time faculty alike. From conversations with faculty, it is apparent to the team that the low number of full-time faculty creates a large service load for these faculty, but there seems to be strong support for tenure-track faculty at both the department and institutional level.

The Department of Architecture has an in-house Architecture Licensing Advisor (ALA) who has attended and participated in the NCARB ALA Conference to stay current with issues regarding licensure and the NCARB AXP program. In our meetings with students, they confirmed that they have had lectures from the ALA on procedures and requirements for professional registration and career opportunities. The program's students are aware of the opportunity to sign up early for the AXP program and plan to do so before their co-op experience.

As stated in the 2020 APR-CA and confirmed by our team meetings with faculty and staff, the program supports their professional development with dedicated funds and facilities through its Teaching and Learning Center (TLC) in the Innovative Learning institute (ILI) in conjunction with the Wallace Center, a multimedia high-tech resource center providing individual support to faculty development. The TLC provides individual consultation and information about college teaching, student learning, and research. The Department of Architecture provides dedicated professional development funds for faculty members to engage in a long list of scholarly and professional activities, such as the AIA, Community Design Center, NCARB AXP Conference, and ACSA conferences, to name a few.

Academic and personal advising of students is provided by program faculty and supplemented by mentoring from the adjunct faculty and the local professional community. Students expressed their comfort in approaching both faculty and fellow students for help and advice. Career guidance occurs mostly through support from professional internships and the RIT co-op program and further supported by the program's close relationship with AIA Rochester.

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

Physical resources include but are not limited to the following:

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

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

[X] Described

2021 Team Assessment:

The team was given a video tour of the campus facilities provided for the department of architecture's use. The 2020 APR notes the following spaces sized to support their learning:

- Bay 3 Studio and support areas: 7,750 sf

- Slaughter 1220 Studio: 2,600 sf

- Slaughter 2200 Studio: 1,650 sf

- GIS Sustainable Building Materials Lab (SBML): 1,350 sf

- Department of Architecture Suite: 2,350 sf

- TOTAL: 15,700 sf

The 2020 APR states that studio spaces allocate a desk (50-80 sf) to each student with drafting space, shelving, storage, and power/data. GIS's Sustainability Institute Hall is a LEED Platinum, high-performance facility. This living learning laboratory is a state-of-the-art sustainable building of nearly 81,000 sf, including offices, classrooms, computing facilities, an auditorium, display, and gallery areas.

The Sustainable Building Materials Lab (SBML) has numerous hands-on devices and machines for student learning and use. Along with multiple hand-held environmental measuring and testing devices, it includes a backup plotter, wind tunnel, and environmental chamber, plotters, scanners, a laser cutter, and heliodon are located in Bay 3. Additional 3D plotters are located in GIS and throughout campus for student use.

Staff and faculty offices support the administrative and planning needs of the program including adjunct faculty. Access to software appropriate for stated learning outcomes is extensive. The Sustainability Institute Hall is an appropriate building for the program's headquarters, offering a living-learning opportunity in its highly sustainable, high performance design.

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

[X] Demonstrated

2021 Team Assessment:

The financial resources for the program have been described in the 2020 APR, a 2017-2020 Revenue/Expense Summary provided by the program, and through conversations with institute and program administrators. The program receives a "permanent" budget, and the department chair has autonomy in spending the budget as designated. The permanent budget is rolled over annually, and the program has the opportunity to request additional funding through a budget hearing process.

The Revenue/Expense Summary shows that revenue has been decreasing over the last three fiscal years, due to reductions in student enrollment. Over the same period, the program has seen increases in donations and contributions. Discussions with institute and program administrators confirm RIT's institutional commitment to support the program through these current budget shortfalls.

To date, the program has received over $250,000 in support from outside contributions. These funds are often used to support students through scholarships and fellowships.

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

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

[X] Demonstrated

2021 Team Assessment:

The College of Art and Design has its own dedicated librarian who serves as the program's primary library resource. Students also have access to expertise from a dedicated engineering librarian for GIS. Resources generated for the program currently include over 247,000 titles serving architecture and sustainability. Collected and maintained materials include books (print and electronic), images, digital images, periodicals (print and electronic), audio and DVD recordings, and electronic access to text, image, and video databases.

As written in the 2020 APR, and confirmed by the visiting team with CAD librarian, the RIT library has adopted a flexible budget system to increase electronic resources while also meeting the demands of book-based disciplines such as the M.Arch program and to provides equitable access to information resources in a "hybrid" physical/virtual environment.

Access to the RIT libraries is substantial, being open more hours than any other service on campus and remaining open even longer hours during examination periods. The RIT library system manages an Innovative Learning Institute (ILI) which promotes effective and innovative teaching culture across the Institute.

The library also maintains access to databases, including the Avery Index to Architectural Periodicals, ARTstor, Building Green, Environmental Science and Pollution Management (Proquest), GreenFILE, JSTOR, Sustainability Science Abstracts (Proquest), PAIS International (Proquest) as well as the ConnectNY library consortium.

The program also has dedicated IT staff offering technological assistance to students for individual, software accessibility/access, printing, and hardware support. While primary IT support operates during business hours, after-hours help desk and on-call support is offered to both students and faculty.

I.2.5 Administrative Structure and Governance:

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

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

[X] Described

2021 Team Assessment:

According to the 2020 APR and confirmed in conversation with the department head, the Master of Architecture program falls under the Golisano Institute for Sustainability (GIS) but maintains a relationship with the College of Art and Design (CAD). The Department of Architecture is housed and financially structured under the GIS.

The Department of Architecture is led by the department head who is responsible for administering the graduate program, including all program oversight, management of faculty and staff, budget, and directing the program's growth and vision. While the department head reports directly to GIS and maintains an indirect relationship with the CAD, the architecture department is responsible for their own curriculum and admissions committees.

The 2020 APR states that architecture students participate in university and program governance through elected representatives to the Student Association and through the Office of Graduate Studies. In our discussions with student leaders, they felt that they participated in program governance informally. They are a small collegial group that feels comfortable discussing any program issues or recommendations directly with the department head or the faculty. AIAS is their formal governance group and most students are involved. Architecture faculty have direct governance through university and program committees and task groups.

Similarly, staff do not have a formal role in governance, but the small nature of the program offers them informal opportunities to participate in departmental decision-making.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

Student learning aspirations for this realm include

· 　　Being broadly educated.

· 　　Valuing lifelong inquisitiveness.

· 　　Communicating graphically in a range of media.

· 　　Assessing evidence.

· 　　Comprehending people, place, and context.

· 　　Recognizing the disparate needs of client, community, and society.

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

[X] Met

2021 Team Assessment: In addition to the student work presented in the SPC course folder, the program provided additional student work requested by the team. Evidence of student achievement at the prescribed level in writing was found in student work prepared for ARCH-790: Thesis. The team found evidence of student achievement in representational media at the ability level in student work prepared for ARCH-611: Architectural Representation I and ARCH-612: Architectural Representation II. The visiting team observed students presenting their work in a variety of courses and found evidence of student achievement in these presentations.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH-731: Architecture Studio I: Site, ARCH-734: Architecture Studio II: Urban, and ARCH-733: Architecture Studio III: Adaptive.

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

2021 Team Assessment: In addition to the student work presented in the SPC course folder, the program provided additional student work requested by the team. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH-761: Understanding Sustainability.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH-631: Architectural Design I and ARCH-632: Architectural Design II.

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] Not Met

2021 Team Assessment: This criterion is **not met**. After requests for additional evidence, the team did not find evidence demonstrating students' ability to graphically analyze and synthesize formal ordering systems. While final design work demonstrates formal order, the team did not find evidence of students understanding that their designs have formal ordering systems.

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

[X] Met

2021 Team Assessment: In addition to the student work presented in the SPC course folder, the program provided additional student work requested by the team. As a result, evidence of student achievement at the prescribed level was found in student work prepared for ARCH-731: Architecture Studio I: Site, ARCH-733: Architecture Studio III: Adaptive, ARCH-734: Architecture Studio II: Urban, and ARCH-735: Architecture Studio IV: Integrative. In particular, student projects prepared for ARCH-734: Architecture Studio II: Urban provided evidence of making "informed choices" on urban projects derived from precedent analysis.

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

[X] Met

2021 Team Assessment: In addition to the student work presented in the SPC course folder, the program provided additional student work requested by the team. As a result, evidence of student achievement at the prescribed level was found in student work prepared for ARCH-698: Global Experience, ARCH-621: History of Architecture I, and ARCH-622: History of Architecture II.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH-621: Architecture History I, ARCH-622: Architecture History II, and ARCH-752: Urban and Regional Planning.

Realm A. General Team Commentary: The team found that all criteria in Realm A were **met** with the exception of A.5 Ordering Systems, which was **not met**. In particular, the work provided did not rise to the level of ability in regard to formal ordering systems.

Students demonstrated a range of synthetic skills, especially related to sustainability, within the context of their design studio sequence.

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

Student learning aspirations for this realm include

· Creating building designs with well-integrated systems.

· Comprehending constructability.

· Integrating the principles of environmental stewardship.

· Conveying technical information accurately.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH-731: Architecture Studio I: Site, ARCH-734: Architecture Studio II: Urban, and ARCH-733: Architecture Studio III: Adaptive.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH-731: Architecture Studio I: Site, and ARCH-735: Architecture Studio IV: Integrative. The team noted that, in ARCH-735, site design characteristics came together in the development of student projects.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH-743: Integrated Building Systems III, ARCH-735: Architecture Studio IV: Integrative, and ARCH-641: Fundamental of Building Systems. Additional information was also provided to the team in ARCH-742: Integrated Building Systems II.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH-742: Integrated Building Systems II, Arch-743: Integrated Building Systems III, and ARCH-735: Architecture Studio IV: Integrative.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared in ARCH-742: Integrated Building Systems II, ARCH-743: Integrated Building Systems III, and ARCH-735: Architecture Studio IV: Integrative.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in a mix of student work prepared for ARCH-641: Fundamentals of Building Systems, ARCH-744: Integrated Building Systems IV, and ARCH-763: Sustainable Building Metrics. ARCH-735: Architectural Studio IV: Integrative is a course that pulls these concepts together.

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

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in a mix of student work prepared for ARCH-641: Fundamentals of Building Systems, ARCH-742: Integrated Building Systems II, and ARCH-763: Sustainable Building Metrics.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH-741: Integrated Building Systems I, ARCH-742: Integrated Building Systems II, and ARCH-743: Integrated Building Systems III. In class observation of ARCH-763, students showed an understanding of selecting materials as components in a high-performance assembly.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level of mechanical, plumbing, electrical, vertical transportation systems was found in ARCH-743: Integrated Building Systems III and in ARCH-744: Integrated Building Systems IV. In addition to the student work presented in the SPC course folder, the program provided additional work requested by the team and, as a result, evidence of student achievement at the prescribed level was demonstrated for communication and security systems in student work prepared for ARCH-744: Integrated Building Systems IV.

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

[X] Met

2021 Team Assessment: In addition to the student work presented in the SPC course folder, the program provided additional student work requested by the team. As a result, evidence of student achievement was found in student work prepared for ARCH-741: Integrated Building Systems I, ARCH-762: Industrial Ecology Fundamentals, and ARCH-771: Professional Practice.

Realm B. General Team Commentary: The team found all criteria in this realm to be **met.** Technical skills and knowledge were found in coursework for the Integrated Building Systems and Sustainable Building Metrics classes. There is evidence of significant pre-design analysis and research, which is then pulled together in the Integrative Studio course (ARCH-735) into comprehensive building design solutions. The team noted the comprehensive application of concepts, such as selecting appropriate passive and active systems, exterior assemblies, and structures.

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

Student learning aspirations in this realm include:

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

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

[X] Met

2021 Team Assessment: In addition to the student work presented in the SPC course folder, the program provided additional student work requested by the team. As a result, evidence of student achievement at the prescribed level was found in student work prepared for ARCH-734: Architecture Studio II and ARCH-753: Research Seminar/Thesis Preparation.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH-762: Industrial Ecology Fundamentals and ARCH-735: Architecture Studio IV: Integrative. Student work in ARCH-762 illustrated skill in utilizing a mythology and analysis used to make informed design decisions and student work in ARCH-735 demonstrated integration of the evaluations into a design project.

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

[X] Met – with Distinction

2021 Team Assessment: This criterion is **met with distinction**. Evidence of student achievement at and beyond the prescribed level was found in student work prepared for ARCH-735: Architecture Studio IV: Integrative. Building on the skills learned by students in many earlier courses, student work prepared for ARCH-735 puts it all together in an exemplary, fully integrated complex multi-use architectural design project demonstrating ability in design analysis, decision methodologies, code and systems documentation, technical documents, and systems integration.

> **Realm C. General Team Commentary:** The team found all criteria in this realm to be **met** and C.3 Integrative Design to be **met with distinction**. Building on the skills learned by students in the Integrated Building Systems courses, sustainability coursework and the architectural studio course sequence, student work prepared for ARCH-735: Architecture Studio IV: Integrative brings it all together in an exemplary, fully integrated complex architectural design project. In this course student design projects demonstrated exceptional ability to apply and integrate research, analysis, evaluation methodologies, environmental stewardship, code coordination, outline specifications, civil, architectural, structural, environmental systems, and technical documents in a complex multi-use architectural design project.

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

Student learning aspirations for this realm include:

·   Comprehending the business of architecture and construction.

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

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

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH-771: Professional Practice.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH-771: Professional Practice.

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

[X] Met – with Distinction

2021 Team Assessment: This criterion is **met with distinction**. Evidence of student achievement beyond the prescribed level was found in student work prepared for ARCH-771: Professional Practice. Student work demonstrated ability through a deep understanding of practice standards, including financial forecasting and management as it relates to staffing, payroll, operations/overhead, and fee development. Team also noted an exemplary understanding of business structure and tax liabilities/business law.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH-771: Professional Practice.

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

[X] Met

2021 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH-771: Professional Practice as confirmed by the final exam, a written paper, and discussion with students.

> **Realm D. General Team Commentary:** All criteria in Realm D have been **met** and criterion D.3 Business Practices was **met with distinction**. Most of the evidence supporting criteria in this realm was found in ARCH-771: Professional Practice, but criteria in Realm D was also found in more integrated ways within upper-level studio coursework, in particular in student work prepared for ARCH-735: Architecture Studio IV: Integrative.

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation

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

1. The institution offering the accredited degree program must be or be part of an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); or the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances:
   a. The institution has explicit written permission from all applicable national education authorities in that program's country or region.
   b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

[X] Met

2021 Team Assessment: Evidence of regional accreditation was found in a letter from the Middle States Commission on Higher Education, dated June 23, 2017. The next evaluation is scheduled for 2025-26.

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

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

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

The number of credit hours for each degree is specified in the *2014 NAAB Conditions for Accreditation*. All accredited programs must conform to the minimum credit hour requirements:

[X] Met

2021 Team Assessment: RIT's professional degree is a non-preprofessional plus Master of Architecture (M.Arch). The documentation of the criteria and curriculum meet the NAAB criteria and is provided in the 2020 APR on page 33 and on the School's website. The curriculum of the Advanced Standing Mask for students with preprofessional degrees in architecture is provided in the 2020 APR-CA on page 34. The M.Arch degree title is used appropriately. The courses offered in both the Standard and Advanced Standing Masks meet the number of credit hours for the degree, as well as satisfy the number of credit hours required for optional studies.

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

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or 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 a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. See also Condition II.4.6.

[X] Met

2021 Team Assessment: The process for evaluating prior academic coursework is documented on the program website and students are aware of their placement upon admission to the program. Students are able to request course waivers through a review of prior coursework. Students must submit a transcript and portfolio to confirm the equivalent skills, knowledge, and demonstration of NAAB SPCs. The program has two articulation agreements with feeder institutions that were provided to the team: SUNY Delhi and Alfred State College of Technology. The team reviewed articulation agreements, sample forms and student files to confirm the process.

Part Two (II): Section 4 – Public Information

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Met

2021 Team Assessment: The exact language from the *NAAB Conditions for Accreditation*, 2014, Appendix 1, is found on the program's website under *Accreditation & Support* and in the *Student Manual*.

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 NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2021 Team Assessment: The program's website provides a link to a document that has a link to the *NAAB Conditions for Accreditation*, 2014 and 2020 editions, and the *NAAB Procedures for Accreditation*, 2015 and 2020 editions.

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

2021 Team Assessment: Students noted that local architecture firms send emails to students with open internship and job positions. Students also noted that scholarships are sponsored by local companies and RIT facilitates connections between scholarship winners and the firms offering them.

Students noted official co-op placements through RIT are personalized for each student's interests and majors and the college facilitates linking students with appropriate positions.

The department's website has links to AIA, NCARB, AIAS, ASCA, and additional information about finding a career.

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

2021 Team Assessment: The team found Program Reports, the NAAB Decision Letter, RIT response to the Report, and the recent APR all available via a link on the program's website.

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

2021 Team Assessment: The team noted that a link included in a PDF on the department website was to ARE 4.0 information. Upon request, the department updated the links to the ARE 5.0 Pass Rates. This criterion is met.

II.4.6 Admissions and Advising:

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

This documentation must include the following:

- Application forms and instructions.

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

[X] Met

2021 Team Assessment: The program's website has information on the admissions process, including requirements and procedures, evaluation of transcripts and portfolios (where required), and decisions regarding advanced standing. Links to the graduate application is also available on the program website.

Sample forms for the evaluation of preprofessional degree content are referenced in the *Student Manual*, but were not included in the *Student Manual* and also not found on the website. The program did provide the team with the evaluation forms upon request.

Information regarding financial aid and scholarships is located on the RIT admissions website. Information on student diversity initiatives is found on the institute's Diversity and Inclusion 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

2021 Team Assessment: The institute website provides the steps needed to apply for financial aid and provides information on scholarships, assistantships, student employment, and federal student loan eligibility. The website also has information on how to receive financial aid advice via phone, email, or live chat. The institute website provides general information for graduate student tuition, fees, and estimation for books. The department provided a document given to students outlining possible texts, digital equipment, and drawing, drafting and modeling supplies needed for the architectural program as an estimate.

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

2021 Team Assessment: Team noted a letter from Dennis Andrejko (department head) dated 9/1/2019 certifying all data submitted to the NAAB for its Annual Statistical Reports are accurate and consistent. Additionally, Annual Statistical Reports were submitted for years 2017, 2018, 2019.

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 (not applicable)

2021 Team Assessment: Not applicable.

IV.   **Appendices:**

Appendix 1. Conditions Met with Distinction

SPC C.3. Integrative Design

Building on the skills learned by students in many earlier courses, students use their integrative studio to put it all together in an exemplary, fully integrated complex multi-use architectural design project demonstrating ability in design analysis, decision methodologies, code and systems documentation, technical documents, and systems integration.

SPC D.3. Business Practices

Student work demonstrated abilities through a deep understanding of practice standards, including financial forecasting and management as it relates to staffing, payroll, operations/overhead, and fee development. The team also noted a strong understanding of business structure and tax liabilities/business law.

Appendix 2. Team SPC Matrix

Rochester Institute of Technology

Student Performance Criteria Matrix

Student performance criteria expected to have been met in baccalaureate program. Advanced stood students may be granted credit for A1, A4, and A7, based on courses taken and skills demonstrated in portfolio.

Student performance criteria to be met in Master of Architecture program in the following courses.

Course	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
Understanding (U) or Ability (A)	A	A	A	A	A	A	U	U	A	A	A	A	A	A	U	U	U	U	U	A	A	U	U	U	U	U
ARCH-611 Architectural Representation I	A																									
ARCH-612 Architectural Representation II	A																									
ARCH-621 Architectural History I							U	U																		
ARCH-622 Architectural History II							U	U																		
ARCH-631 Architectural Design I				A																						
ARCH-632 Architectural Design II				A																						
ARCH-641 Fundamentals of Building Systems											A			A	U											
ARCH-698 Global Experience							U																			
ARCH-699 Co-op Architecture																										
ARCH-731 Architectural Studio I: Site		A				A			A	A																
ARCH-734 Architectural Studio II: Urban		A				A			A	A									U							
ARCH-733 Architectural Studio III: Adaptive		A				A			A																	
ARCH-735 Architectural Studio IV: Integrative						A				A	A	A	A	A						A	A					
ARCH-741 Integrated Building Systems I													A		U	U										
ARCH-742 Integrated Building Systems II											A	A	A		U	U										
ARCH-743 Integrated Building Systems III											A	A	A			U	U									
ARCH-744 Integrated Building Systems IV														A		U	U	U								
ARCH-751 Architectural Theory																					A					
ARCH-752 Urban and Regional Planning								U																		
ARCH-753 Research Seminar/Thesis Preparation																			U							
ARCH-761 Understanding Sustainability			A											A						A						
ARCH-762 Industrial Ecology Fundamentals															U	U		U								
ARCH-763 Sustainable Buildings Metrics																										
ARCH-771 Professional Practice															U			U				U	U	U	U	U
ARCH-790 Thesis (and ARCH-791 Cont. of Thesis)	A																									

Appendix 3. The Visiting Team

Team Chair, Representing the NCARB
Stephen Parker, FAIA, LEED AP
Grimm + Parker Architects
Potomac, MD 20854
(240) 603-9014
sparker@gparch.com

Representing the ACSA
Michelle A. Rinehart, Ed.D.
Associate Dean for Academic Affairs and Outreach
Georgia Institute of Technology
College of Design
245 4th Street NW
Atlanta, GA 30332
404.385.1449
michelle.rinehart@design.gatech.edu

Representing the AIA
Nathaniel Hudson, AIA, NCARB
Principal | FormGrey Studio
400 S. Wells Ave.
Reno, NV 89502
775.848.9933
nhudson@formgrey.com

Representing the AIAS
Samantha Doherty
M.Arch, Savannah College of Art & Design
248.365.7318
sdoher22@student.scad.edu

Non-Voting Team Member
Catherine C. Lange, AIA, LEED AP BD+C
Associate Principal | Freeman French Freeman
81 Maple St.
Burlington, VT 05401
(802) 864-6844
clange@fffinc.com
lange.catherine@gmail.com

V.   Report Signatures

Respectfully Submitted,

Stephen Parker, FAIA
Team Chair

Michelle Rinehart, Ed.D.
Team Member

Nathaniel Hudson, AIA
Team Member

Samantha Doherty
Team Member

Catherine Lange, AIA
Non-Voting Team Member