Architecture Program Report

Institution
Alfred State SUNY College of Technology

Date
September 7, 2021

NAAB

National Architectural Accrediting Board, Inc.

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Architecture Program Report (APR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**Alfred State SUNY College of Technology**
Name of Academic Unit	Department of Architecture + Design
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☒ Bachelor of Architecture Track: 156 Semester Credit Hours ☐ Master of Architecture Track: Track: ☐ Doctor of Architecture Track: Track:
Application for Accreditation	**First Term of Continuing Accreditation**
Year of Previous Visit	2018
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Two-Year Probationary Term)
Program Administrator	William C. Dean, AIA
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Dr. John C. Williams, Dean School of Architecture, Management, and Engineering Technology (607) 587-4692 williajc@alfredstate.edu
Chief Academic Officer of the Institution	Dr. Craig Clark, Interim VPAA (607) 587-3102 clarkcr@alfredstate.edu
President of the Institution	Dr. John M. Anderson, Officer-In-Charge (607) 587-4011
Individual submitting the APR	William C. Dean, AIA
Name and email address of individual to whom questions should be directed	William C. Dean, AIA DeanWC@alfredstate.edu

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted

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INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Program Response: The Department of Architecture + Design has continued to make significant strides and substantial improvements to the program since the last NAAB visit, which can be directly attributed to the consistent, enthusiastic and collaborative planning of the faculty. These improvements are discussed elsewhere in this report, but are summarized here.

The following areas of concern were enumerated in the 2018 Visiting Team Report.

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. (Not Demonstrated)

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

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

Four chief policies that support the long-range draft plan are in evidence. These plans were reinforced during meetings with college administration. The chief policies are: The Staffing Plan; the Admissions Recruitment Plan, Academic Portfolio Review, and the Spacing Plan. The Staffing Plan amended in 2017 outlines past performance and future strategy for staffing and recruitment through to 2025. In AY 2017-18 the plan provided a formal curriculum coordinator. The Admissions and Recruitment Plan intends to keep a steady rate of growth of 1% per year through 2025 (this is less than the campus target of 1% to 3%). The Academic Portfolio Review, beginning in 2017, provides a comprehensive review of existing academic portfolio and develops a long-range ten-year plan to examine future growth. The Space Plan will include a "refreshed course structure, studio options and future new faculty" to comply with the NAAB five perspectives. The Space Plan will be part of the campus master plan, which is currently underway. The outcome will require the re-registration of all department programs through New York State. Per the program chair, this re-registration will not affect student or program progress, and is part of the SUNY process."

Response from program 2021: One of the main concerns of the visiting site team was that planning and assessment plans, measures, findings and artifacts were not easily usable or accessible. Based on their feedback, the college determined that reports generated from the Taskstream assessment management system (AMS) were a major contributor to this problem. A

secondary contributor was the difficulty by both faculty and visiting teams in translating the system's reports as evidence of continuous improvement.

In order to help address these issues, in 2019-20 the college decided to upgrade Taskstream to Watermark's replacement product, Planning & Self-Study, which has more robust and intuitive assessment and planning reports for faculty and peer review teams alike. Planning & Self-Study went live to the campus in fall 2021. The department and Architecture (B.Arch.) program will use the new system for planning and assessment in 2021-22 and beyond.

In addition, the college has reformatted the prior planning and assessment reporting to make it easier for the visiting site team to use than the reports available to the 2018 visiting team. The BArch PSLO Assessment Summary 3 Yr Cycle AY2019-2021 report demonstrates mature cycles of PSLO assessment, where outcomes mapped to NAAB criteria are regularly assessed throughout the Architecture curriculum. Assessment measures are established throughout the curriculum, and assessment data are annually reviewed to determine whether student outcomes have been achieved and to plan for continuous improvement. A link to the Architecture and Design Departmental Plan w/ Findings Mapped to Long Range Plan report documents for AY 2018-19, AY 2019-20, and AY 2020-21 has been provided for the team's reference.

The Architecture program has also implemented Course Assessment Summary reporting based upon the Nichols model which clearly and concisely documents actionable CSLO assessment, in support of program-level assessment. These reports include the CSLO being assessed, mapping to relevant PSLOs, the assessment instrument used, sampling and assessment methods, results, and follow-up actions ("closing the loop"). These are significant improvements to the assessment documentation available for faculty and to visiting teams in terms of readability – to see what outcomes were assessed, how they were assessed, the results of assessment, and planned follow-up on assessments – when compared to 2018.

Finally, in 2019-20, the Coordinator of Assessment and Accreditation and the Senate Assessment and General Education committee finalized a holistic Strategic Planning, Institutional Effectiveness, and Assessment Plan, which replaced the college's prior institutional assessment plan from 2014. The revised plan depicts how the college's strategic planning, academic assessment, and institutional effectiveness assessment practices are related to and support the college's mission, vision, and institutional student learning outcomes (ISLOs). Within the plan, each academic program, department and unit engages in constant assessment and continuous improvement. Program student learning outcomes (PSLOs) and general education learning outcomes (GELOs) are assessed on three-year cycles. All academic departments and other college operational units are required to map their assessment and organizational plans to the college's Strategic Plan as well as to other long-range plans relevant to their units. For example, the department is in its fourth year of a 15-year long-range plan, and annual plans are mapped both to this plan as well as to the Academic Affairs and School of Architecture, Management and Engineering Technology (SAMET) plans, all of which are linked to the Strategic Plan and to the college's mission and vision. The Architecture + Design 15-year plan aligns very closely to the college's institutional Strategic Plan initiatives in its emphases on diversity and inclusion, faculty development and advancement, hands-on learning, student development and support, and community impact. A link to the college's Strategic Planning, Institutional Effectiveness, and Assessment Plan has been provided for the team's reference.

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. (Not Met)

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

Response from program 2021: Since the 2018 visit, SPC A.6 as defined in the 2014 Conditions is no longer specifically included in the criteria used to evaluate the outcomes of an architectural program in the 2020 Conditions. The faculty recognizes the use of precedents as an important part of the design process and understanding the impact of the built environment on human health, safety and welfare. Accordingly, a consistent and coordinated effort has been made to include one or more assignments in each studio course that demonstrate the students' ability to examine relevant precedents and document how related principles have been incorporated into resulting project proposals. Primary evidence of achievement can be found in the assessment of SC.1 (2020) later in the document, and includes, but is not limited to, the following examples. In the lower level, students in ARCH 2394 research an architect in Project 1, and create a visual display which identifies the context in which they operated and their major works and contributions. Students use the information they have gathered to inform a concept and model that extrapolates characteristics of the architect they studied as a fabrication of their own making. In the upper level, students in ARCH 5306 perform directed research in the form of a precedent study/presentation of a museum or other type of exhibit facility that is the focus of the long-term studio project, and the type of artifacts/elements that are included in the project program. This is typically reinforced with a field trip to study examples of the building type and artifacts. In ARCH 7306, students engage a semester-long project in New York City adjacent to the High Line in Manhattan. They are asked to identify three different urban planning precedents, complete an analysis of good and bad design decisions involved with each, and demonstrate how similar infrastructural features like the High Line with unique, elevated, and green community spaces inform their own urban development proposals and the connection to surrounding buildings.

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. (Not Yet Met)

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

Response from program 2021: Since the 2018 visit, SPC A.8 as defined in the 2014 Conditions has been modified and designated as PC.8 Social Equity and Inclusion in the 2020 Conditions. The department has struggled to meet this criteria on past visits, and the faculty has made a concerted effort to clearly demonstrate the broad integration of pedagogy related to diversity, equity and inclusion throughout the curriculum. Primary evidence of achievement can be found in the assessment of PC.8 (2020) later in the document, and includes, but is not limited to, the following examples. Students in sections of ARCH 3104 are introduced to a diverse range of architects from communities including black, female-identifying, and other persons of color. Projects 2 and 3, the first precedent, research and presentation projects, specifically integrate architects from non-traditional backgrounds among the canonical architects discussed in history courses. This challenges the traditional notions of who is 'supposed' to be included in architecture, and provides a more representative group of architects for our student body. This approach will be expanded on in future projects in the same studio class. In the upper level, students in ARCH 5306 were tasked to consider the divisive events engulfing the nation in real time with the assignment of a project to design a repository/exhibit facility for displaced and disfigured Confederate monuments. The project program included requirements to house the artifacts at a remote northern site and exclude the possibility of unintentional public viewing. In ARCH 8733, the course has been updated to include readings and discussion prompts related to cultural comparison, equity, diversity, and inclusion. Two short weekly response assignments focus on these areas of diversity and equity.

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. (Not Met)

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

Response from program 2021: Since the 2018 visit, SPC B.1 as defined in the 2014 Conditions is no longer specifically included in the criteria used to evaluate the outcomes of an architectural program in the 2020 Conditions. The faculty recognizes pre-design as an important part of the design process and understanding the impact of the built environment on human health, safety and welfare. Accordingly, one or more assignments are now included in each studio course that demonstrates the students' ability to develop a building program, site analysis, code analysis, site selection and assessment criteria for project proposals. Primary evidence of achievement can be found in the assessment of SC.1 (2020) later in the document, and includes, but is not limited to, the following examples. In the lower level, students in ARCH 4304 create an in-depth study of their site for Project 3, a Visiting Arts Center in Alfred. They are assigned site context variables to research, analyze, and document, both individually and in pairs. Presentations based on their research graphically address the following areas: location and history, significant sites and buildings, local and regional culture, architecture and building type, urban context, development patterns, typography, ecology, climate, zoning, and circulation. In the upper level, students in ARCH 6306 complete the pre-design process for an infill building within a historic district. This includes research regarding zoning ordinances, building codes, site and the historic district in order to prepare an effective program and design an appropriate response. In ARCH 7306, students typically visit sites along the High Line to develop a site analysis of current conditions and city development patterns of lower Manhattan including an in-depth zoning analysis.

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. (Not Met)

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

Response from program 2021: Since the 2018 visit, SPC B.5 as defined in the 2014 Conditions is no longer specifically included in the criteria used to evaluate the outcomes of an architectural program in the 2020 Conditions. The faculty recognizes an understanding of structural systems as an important component of the technical knowledge inherent to architectural practice. Accordingly, assignments are now included in appropriate studio courses that demonstrate the students' ability to evaluate, select and apply appropriate structural systems to project proposals. Primary evidence of achievement can be found in the assessment of SC.4 (2020) later in the document, and includes, but is not limited to, the following examples. Students in ARCH 4304 study and consider envelope and structural systems, complete an envelope and structural systems summary, and identify the components in the final presentation for Project 3. In the upper level, students in ARCH 5306 develop conceptual structural solutions including column grids, framing of primary and secondary components, use of load-bearing wall assemblies, foundations and footings, etc., as a component of a long-term building project. Students in ARCH 8306 develop reasonably complete schematic structural systems, including column grids, framing and rough sizing of primary and secondary components, use of load bearing wall assemblies, foundations and footings, etc., in addition to a large-scale, detailed wall section.

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. (Not Met)

2018 Team Assessment: Evidence of student achievement at the prescribed level was not found. Specifically, evidence of ability to incorporate the principles of evaluating criteria, analysis of solutions and prediction of the effectiveness of implementation was not found in either ARCH 8776 Design Studio 8 or ARCH 8306 Design Studio 6.

Response from program 2021: Since the 2018 visit, SPC C.2 as defined in the 2014 Conditions has been modified and designated as SC.5 Design Synthesis in the 2020 Conditions. The faculty recognizes decision making and design synthesis as an important part of the design process. Accordingly, one or more assignments are now included in each studio course that demonstrates the students' ability to understand and apply user requirements, regulatory requirements, site conditions, accessible design, and environmental decisions to project proposals. Primary evidence of achievement can be found in the assessment of SC.5 (2020) later in the document, and includes, but is not limited to, the following examples. In the upper level, students in ARCH 7003 complete a project where they must conduct a Life Cycle Analysis (LCA) for a building they have designed in a related studio course. This project requires students to analyze and evaluate their building design using a given Revit Plug-In program (i.e., Tally) in order to determine the building's sustainability factors and overall life cycle, and determine what they might have changed in their design. In ARCH 8306, students must research, consider, and evaluate multiple approaches, variables, systems, etc., through a series of assigned site, regulatory, structural and mechanical vignettes as they progress through the development of the semester-long project.

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. (Not Met)

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

Response from program 2021: Since the 2018 visit, SPC D.3 as defined in the 2014 Conditions is no longer specifically included, and the criteria used to evaluate the similar outcomes of an architectural program can be found in SC.2 Professional Practice the 2020 Conditions. In Spring 2019, both ARCH 8003 Professional Practice and ARCH 8793 Professional Development were reorganized to address the 2018 Team Assessment. Primary evidence of achievement can be found in the assessment of SC.2 (2020) later in the document, and includes, but is not limited to, the following examples. In ARCH 8003, the course was reorganized to include seven distinct units: A History of the Profession and Contemporary Practice, Legal Responsibilities and Professional Conduct; Business Practices; Project Agreements and AIA Document A201-2017; Project Management and AIA Document B103-2017; Construction Documents; Drawings and Specifications; and Financial Considerations. The Business Practices unit includes a comprehensive overview of entrepreneurship principles and a typical firm's business planning, marketing, financial planning and financial management practices. In ARCH 8793, the course was reorganized to include four applied learning assignments related to a typical firm's business practices. Students work in small teams to develop a business plan for a hypothetical firm with an executive summary, background and purpose, market analysis and marketing strategy, and firm organization and management structure. The marketing aspect of the business plan is addressed in the preparation of a Request for Qualifications for a small institutional building, a Request for Proposal for a large urban redevelopment project, and a client fee proposal for a single-family residence.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

This section is limited to 5 pages, total.

Program Response: Alfred State's Initial Accreditation Visit in October 2018, and the subsequent response to the Visiting Team Report in early 2019, were based on the 2014 Conditions for Accreditation. As information from the early drafts of the 2020 Conditions for Accreditation became available, there was robust discussion within the Department of Architecture + Design, and with the college administration, weighing the advantages and disadvantages of moving from the 2014 to the 2020 Conditions. In August 2019, the faculty and staff of the department voted unanimously to adopt the 2020 Conditions for Accreditation in preparation for the next visit – then scheduled for Spring 2021.

As planning continued through 2019 and into early 2020, the first step was the development of an internal "*2020 NAAB Conditions for Accreditation Comparison to 2014 NAAB Conditions for Accreditation*" document to determine potential areas for programmatic change, and a link has been provided for the team's reference. The results of this analysis, and the ongoing review of accreditation resources, forms and templates as they were released, led to dynamic conversations that "re-imagined" the program in response to three key areas:

- Redefining the program mission and structure,
- Improving program flexibility and professional opportunity, and
- Supporting equity, diversity and inclusion initiatives

This included the development of a new mission statement with input from multiple stakeholders, including students, faculty, alumni and the professional advisory board, a program revision proposal which restructured the curriculum to include new seminar and elective courses, a new program proposal with a compressed curriculum intended to improve student access by reducing the duration and cost of obtaining an architectural education, and a plan to integrate professional micro-credentials within the program. These were bold plans that came to an abrupt halt in March 2020.

Like most programs in the United States, the faculty at Alfred State pivoted to online instruction midway through the Spring 2020 semester, and the department focused almost exclusively on developing and refining innovative content-delivery methods in the face of the growing COVID-19 pandemic. After a well-deserved break, the faculty, staff and students returned to a much different instructional environment in August 2020. Faculty and staff demonstrated their persistence and hard work – presenting coursework under difficult circumstances and creating a positive experience that allowed students to move forward on their academic path. Offering one of the highest percentages of face-to-face instruction in the SUNY system was made possible through dedication and flexibility which included moving seamlessly between synchronous and asynchronous learning and managing disruptions when students were quarantined. These efforts resulted in one of the smallest enrollment declines across the system for the college, and a projected new student enrollment increase in the department for Fall 2021.

In consideration of the extraordinary instructional demands being placed on faculty, the department requested, and was granted, a one-year extension to its originally scheduled Continuing Accreditation Visit from Spring 2021 to Spring 2022. While planning for future development was not abandoned completely, the emphasis shifted from "re-imagining" to "strengthening" specific areas of the program mentioned earlier to better address changes in the Conditions. Several examples of changes made to the program as a result of changes in the Conditions are as follows:

- Changes to *Section 1 – Context and Mission*, prompted an update and refinement of the program mission, and clear definition of the program structure. This was the result of a collaborative process which included input from faculty, and the Student, Emerging Professional, and Professional Advisory Boards. The stakeholders agreed that the program reflects the following principles: connecting students to the global community through a comprehensive architectural education, socially aware and responsible design in the public interest, civic engagement as a means to address community needs, applied learning to create designs informed by an understanding of digital and building technology, and student preparation for professional practice. These qualities are reflected in the updated Mission Statement:

  "*The Alfred State Architecture experience goes beyond the design studio – cultivating engaged and collaborative life-long learners who build meaningful connections with the dynamic regional, national and global communities that surround us. Students develop into emerging professionals through a carefully planned sequence of applied learning and civic engagement experiences, and apply sustainable solutions to address social and environmental challenges using integrated and innovative digital and building technologies."*

  In order to instill in students the role of the integrative design process in shaping the built environment in different settings and scales of development, the department has established a connected design studio curriculum that grows in complexity and geographical reach as students progress through the program. Beginning with an immersion in the culture of the studio, department and school, the focus of each studio evolves from the student's connection to the campus and village, to the town, county and wider regions of New York State. Ultimately, the student's thesis will be expected to focus on addressing social and environmental challenges of national and global significance through architecture and design – good design for the social good.

- The flexibility provided by changes to *Section 4.2 – Professional Degrees and Curriculum*, allowed for a re-assessment of the program's organization in terms of its professional, elective, general and optional studies. From its inception, the B.Arch. program has included six, three-credit hour concentration electives that make up what is now known as a Cognate Area. The original offering of Cognate Areas in Business, Construction Management, Digital Media and Animation (now Graphic & Visual Media) and Interior Design have expanded to include Architectural History, Information Technology, Sustainability and Urban Design based on student interest. In 2018, each Cognate Area was revised slightly to include two, three-credit Gen Ed/LAS courses related to the concentration in order to meet the General Studies requirement outlined in the NAAB 2014 Conditions. In 2019, the department approved substituting Academic Minors for Cognate Areas, though a detailed plan to do so was not fully developed, and in February 2020, NAAB released the revised 2020 Conditions which included changes to the General Studies Requirements. Going forward, compliance can be achieved without including General Studies courses in the Cognate Area/Academic Minor.

  In order to provide B.Arch. students more flexibility in defining their program of study, the department will permit students to choose from 16 architecturally related Cognate Areas/Academic Minors found at https://www.alfredstate.edu/academics/minors#. Eight (8) will be available in Fall 2021, with eight (8) more following in Fall 2022. Cognate Areas will be identical to Academic Minors with the exception of eight (8) minors that will require one (1) additional course to total 18 credits. Three new proposed Cognate Areas/Academic Minor, Sustainability, Urban Design and Building Technology, will be housed in the Department of Architecture + Design.

- The increased emphasis on equity, diversity and inclusion in *Section 2 – Shared Values of the Discipline and Profession* and *Section 3 – Program and Student Criteria*, and compliance with Middle States requirements on undergraduate education and the State University of New York undergraduate general education requirements resulted in a newly required interdisciplinary gateway global studies course, GLST 2113 Global Perspectives, for majors across the college, effective Fall 2019.

  This three-credit hour course is designed to introduce students to the important role of general education and the intersection with their lives. Students investigate their own values and ethical decision making, consider the extent to which values shape behavior and ethical decisions, and recognize potentially different perspectives on a variety of topics as they evaluate other non-Western cultures. Through this exploration, the course assists students in developing a greater awareness of, and sensitivity about, social and cultural issues on both a local and global level. This is accomplished through a collection of readings, discussion, personal reflection, writing, and research, as students learn skills to think critically about their social world and broaden their awareness and understanding of cultural and social diversity.

  In addition, GLST 2113 replaced a four-credit hour Gen Ed/LAS course in the curriculum, dropping the total number of credits from 157 to 156 Semester Credit Hours.

It is anticipated that the Fall 2021 semester will offer a return to some version of normalcy, and that the department can return to planning for future development.

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NARRATIVE TEMPLATE

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

Program must specify their delivery format (virtual/on-campus).

Program Response: Alfred State College is a small, public, residential, teaching-focused college located in rural Allegany County, one of the least affluent counties in New York State. It is set apart from other schools by its strong sense of community, hands-on education, affordability, and small class sizes. Known especially because of its personable, caring, and peaceful community that emphasizes real-world learning, Alfred State attracts career-oriented students from across New York State, metropolitan New York City, neighboring states, and increasingly from around the world. The college offers over 100 student clubs and organizations, 15 NCAA Division III intercollegiate sports teams, responsible Greek life, Army ROTC, a student leadership center, internships, and provides practical learning experiences surrounded by nearby cities, rural areas, lakes, ski slopes, and state forests. All of these resources provide students with worthwhile pastimes and personal growth – and all at a cost that is typically less than half that of many private four-year colleges. In addition, faculty at Alfred State are committed to effective teaching and student learning, and the majority are full-time tenured or are on a tenure-track. Class sizes at Alfred State are comparatively small, and instructors are accessible. This quality, purposeful education gives students a jump-start in life, and graduates "hit the ground running," bringing their job-ready skills and innovative abilities to the twenty-first century workplace. These cornerstones of an Alfred State education place our graduates in high demand by employers.

The college began as a state school of agriculture in 1908 and was incorporated into SUNY, the State University of New York, in 1948. Today, Alfred State College is SUNY's premier college of technology, with about 3,700 students, 250 faculty, 150 professional staff, and 80 programs, including over a dozen programs that can lead to green-collar careers. The college offers 29 baccalaureate degrees, 50 associate degrees, and 1 certificate program, and although most courses are taught on campus, nine programs are offered completely online, and online offerings are increasing strategically to better accommodate adult and other non-traditional learners. Alfred State is comprised of two campuses – one in Alfred, and the other 15 miles southwest in Wellsville, as well as the Northland instructional site in Buffalo offering three occupational programs, a separate veterinary technology facility, a motorsports facility, an 800-acre farm. The college is divided into three main divisions: On the Alfred campus are the School of Architecture, Management and Engineering Technology (SAMET – the home of the Department of Architecture + Design), and School of Arts and Sciences. The Wellsville campus is home to The School of Applied Technology where the 700+ students are engaged in project-based learning focused upon a hands-on approach. As one of five units within the 64-unit SUNY system designated as "College of Technology," Alfred State is dedicated to technically oriented, professional degree programs. The B.Arch. is the latest program at Alfred State that leads to licensure. More information about Alfred State College can be found at www.alfredstate.edu.

The foundations for the Bachelor of Architecture (B.Arch.) program were built over a 70-year period beginning in 1952 as part of the Building Construction Technology curriculum. In 1974, the department began expanding its course offerings with the A.A.S. Architectural Technology

program, in 1999, the newly approved B.S. Architectural Technology program admitted the first students, and in 2002, the A.A.S Interior Design was added to broaden the department's design offerings. In 2012, the "Department of Architecture + Design" was formed to reflect the breadth of its offerings, including the new Bachelor of Architecture program. In Spring 2013, the B.Arch. program was deemed eligible for candidacy by the NAAB, and immediately thereafter, the first cohort of 13 first-year students enrolled in the program beginning in the Fall 2013 semester. Initial candidacy status was granted by the NAAB effective January 1, 2014, and a three-year term of initial accreditation was granted effective January 1, 2018. The department currently has eight full-time faculty members (supported by adjunct faculty and other faculty in the school teaching elective courses) who provide instruction for approximately 213 full-time students across four degree programs including 94 B.Arch. students. Information about the Bachelor of Architecture program can be found at https://www.alfredstate.edu/architecture.

The program's mission, updated in AY 2020-21, affirms that: *The Alfred State Architecture experience goes beyond the design studio – cultivating engaged and collaborative life-long learners who build meaningful connections with the dynamic regional, national and global communities that surround us. Students develop into emerging professionals through a carefully planned sequence of applied learning and civic engagement experiences, and apply sustainable solutions to address social and environmental challenges using integrated and innovative digital and building technologies.*

The program's mission directly supports the college's emphasis on hands-on learning and career preparation of students in its mission which states that: *Alfred State delivers outstanding associate and baccalaureate degree programs through hands-on learning, preparing in-demand and involved students in a caring community.*

The Department of Architecture + Design is a leader in providing accessible programs with entry points into the AAS, BS and B.Arch. programs that serve students with different levels of academic performance, and the opportunity for transfer from the AAS or BS to the B.Arch. based on academic performance. By offering the first and only fully NAAB-accredited five-year B.Arch. degree in SUNY, our influence in a region that wouldn't typically be home to such a program cannot be understated. Alfred State is a lifeline for regional and lower-income students that may not otherwise have access to a five-year education, and transforms them into competent, socially responsible, career-ready designers with a strong footprint regionally and nationwide.

The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response: The program both benefits, and benefits from, its academic context and geographic setting. We leverage our location in SAMET by providing our students with interdisciplinary opportunities in the form of Cognate Areas of focus which are embedded in the B.Arch. program. We reciprocate by offering our general education courses, Architecture History I and II, to the wider student body, and by offering academic minors such as Interior Design, Sustainability, Urban Design and Building Technology to students outside of the department. We also celebrate our unique local and regional setting as an asset that provides our students with a living laboratory for hands-on learning, and the opportunity to study and enhance the quality of the built environment through the application of sound design and planning principles. This

response to the call of curiosity and true desire to address the economic, social, and environmental challenges that surround us provides Alfred State students with a first-hand opportunity to engage in "Good Design for the Social Good." In fact, the establishment of the Southern Tier Architectural Resource (STAR) Center, and the Center for Architecture and Remote Sensing (CARS) were a direct result of faculty responding to college-wide initiatives to contribute to the economic challenges facing the Southern Tier Region. The department works closely with the college's Center for Civic Engagement and VP for Academic Affairs/Economic Development, Dr. Craig Clark, who oversees the relationships between Alfred State and industry partners, as well as economic development and StartUP NY opportunities for Allegany County.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response: Civic engagement and applied, hands-on learning are cornerstones of Alfred State College, and its geographic location allows it to know and serve many diverse constituents. The B.Arch. program has expanded its work with the region's civic groups and has reached out and assisted numerous small communities as they work to grow and develop in conjunction with the economic development plans of New York State. Opportunities for student and faculty engagement come both within the curriculum in the form of studio projects, and non-curricular activities such as the STAR Center. Cultivating and maintaining these relationships offers many benefits to Alfred State as it continues to revitalize its campus, its local communities, and its region, and four significant projects have been completed since AY 2018-19. Design studios include a carefully planned field-study experience that takes students to destinations related to their project-based coursework. These opportunities are an integral part of the architectural education at Alfred State, and provide instructors the chance to introduce students to buildings, spaces, and the context within which they exist. The program also maintains a close relationship with the AIA Rochester Chapter. Chapter members routinely attend AIAS meetings, students are invited to attend the chapter's annual meeting in Rochester each year, and students may apply for scholarships through The Architectural Foundation of Greater Rochester.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response: Alfred State College is a small, public, residential, teaching-focused college located in rural Allegany County, one of the least affluent counties in New York State. It is set apart from other schools by its strong sense of community, hands-on education, affordability, and small class sizes. The college began as a state school of agriculture in 1908 and was incorporated into SUNY, the State University of New York, in 1948. Today, Alfred State is SUNY's premier college of technology, with about 3,700 students, 250 faculty, 150 professional staff, and 80 programs, including over a dozen programs that can lead to green-collar careers. The foundations for the Bachelor of Architecture (B.Arch.) program were built over a 70-year period beginning in 1952 as part of the Building Construction Technology curriculum. The Department of Architecture + Design currently has eight full-time faculty members (supported by adjunct faculty and other faculty in the school teaching elective courses) who provide instruction for approximately 213 full-time students across four degree programs. The program's mission, updated in AY 2020-21, affirms that: *The Alfred State Architecture experience goes beyond the design studio – cultivating engaged and collaborative life-long learners who build meaningful connections with the dynamic regional, national and global communities that surround us. Students develop into emerging professionals through a carefully planned sequence of applied learning and civic engagement experiences, and apply sustainable solutions to address social and environmental challenges using integrated and innovative digital and building technologies*.

2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response: The B.Arch. program at Alfred State College produces graduates who develop integrated architectural solutions through culturally and environmentally sensitive design skills, which are further developed through a structured studio sequence that encourages exploration of a diversity of options and solutions to design issues. In keeping with the mission of Alfred State as an institution, viable, reality-based, design solutions incorporating practicality, responsibility, and meaning are the cornerstone throughout the student experience. Recognizing the discipline's ability to not only form the built environment, but drive positive change culturally and socially, the program encourages student experimentation and learning from a diversity of projects that emphasize design as an inclusive and wide-ranging discipline. Ultimately, students develop the competency to complete an architectural project from pre-design research and information gathering to the detailed communication, production, and presentation of a developed concept while maintaining a mindset devoted to equity and the architect's commitment to economic, social and environmental responsivity.

The studio sequence provides students with a breadth of projects that mirror the discipline itself. Throughout each studio, the projects cover a range of building types (including residential, commercial, and institutional) which frame the studio pedagogy that actively inculcates sustainable design, historic preservation and urban design/planning. Throughout, instructors (well experienced in professional practice, as well as a diversity of backgrounds in architectural history, urban design, interior design and BIM) encourage open dialogue and collaboration among students and foster understanding of the wealth of collaborative roles required in the profession. This includes the integration of expertise from other disciplines and the ongoing protocol of option development, comparison, and selection as a primary driver of form and space solutions. An emphasis on ethical, social, cultural, and global environmental responsibility is reinforced in all of the studio courses, from Design Fundamentals through Thesis semesters.

Feedback from professional offices where our students are employed, as well as from the Architecture Advisory Board, has confirmed that our students are self-directed as to design approach and the systematic development of a project as it progresses through an architectural office. As a college of technology, and based on our degree offerings and studio culture, the architectural program is well aligned with the mission of the institution. As a regional and rural technical college, we provide a complex design education to students from broad socioeconomic backgrounds. Alfred State as a whole is a school that is proud of its regional influence and ability to maintain a close-knit community of alumni and businesses nearby, and the Department of Architecture + Design is no different. The school routinely taps into its broad regional knowledge base to keep current with the skills that are required in the profession. As a result, our students emerge as professionals committed to providing "good design for the social good" from a design education that is open-minded and accessible while giving the students a competency that ensures success as a practicing architect.

In addition to the awareness developed in their classroom experiences, the program addresses the value of Design in non-curricular activities such as the Architecture + Design Lecture Series, the Southern Tier Architectural Resource (STAR) Center, and events sponsored by the American Institute of Architecture Students (AIAS). For example, Alfred State's AIAS chapter routinely organizes skill-building workshops where faculty and alumni discuss the use of new software or rendering techniques that students can apply to their own work. Students also organize weekend trips to architecturally significant destinations that build camaraderie outside of the design studio, and allow students to experience works of architecture they will likely be studying in class. In addition, the "Coffee and Critique" events offer the opportunity for peer-to-peer review and discussion of studio work in progress.

The program seeks to instill the value of Design through persistent curricular instruction, and by providing a robust array of non-curricular activities to stimulate student engagement as described above. The value of Design is reflected in *Outcome 6 – Reinforcing Hands-On Education through Spaces and Technologies* of the department's 15-Year Long-Range Plan which reads "*The Department of Architecture + Design aspires to continue to engage real world, live-work opportunities for all students and faculty that focus on the exploration and use of emerging technologies that support studio instruction and rich learning environment through the continued support and development of CARS and integration of technology especially throughout the 4-year curriculum and through all curricula as appropriate.*" This departmental outcome can be mapped directly to the college's Strategic Plan priority of *Advanced Hands-On Learning* which states that "*Alfred State will enhance and expand hands-on learning opportunities across the student experience by keeping pace with industry, entrepreneurship, and advancements in technology and research.*" It also relates directly to the college's Institutional Student Learning Outcome (ISLO) 2 in which all Alfred State students "demonstrate the ability to address and meet real world challenges by engaging in applied learning activities." In addition, the value of Design is instilled through reinforcing the program's related Student Learning Outcomes (PSLO) 2, 13, and 14, which mirror NAAB's Design Program Criterion and are regularly assessed along with all other PSLOs on a three-year cycle. Regular assessment and continuous improvement of the Long-Range Plan goal, ISLO and PSLO supporting the Design value in the B.Arch. program ensures that the Design value is effectively inculcated among the program's students.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response: Throughout the studio sequence and in combination with the courses in Environmental Controls, Professional Practice, Professional Development, et al., the B.Arch. program stresses ecological responsibility and literacy from the very elementary and practical reuse of discarded and repurposed materials in simple fundamental project exercises through a comprehensive, integrated design approach to an architectural solution involving site and environmental stewardship, responsible use of sustainable materials and practices, and the research and utilization of the natural resources specific to the project site. Information and data related to the current state of global ecological conditions are a backdrop to many of the studio assignments undertaken as the daily, inescapable news of climate change, pollution, and the COVID-19 pandemic are topics which reinforce the importance of the decisions made by those who shape the built environment. The program stresses the responsibility of each practicing design professional and every student of architecture to understand the impact of their decisions on the nation's (and the planet's) resources due to the sheer volume of materials, fuel, carbon, etc., and the traumatic effects of surface/subterranean disruptions required by the act of building.

The role and responsibility of the architect, as the orchestrator of the disciplines involved in the design and execution of projects in the built environment, is identified and described in detail as students advance through the program. Studio projects wherein students are encouraged to understand sensible and environmentally responsible interventions to a site's topography, hydrology, ecological systems, historic and cultural context, and available resources (including human) in the generation of a design solution are undertaken within the framework of a designer's accountability for the health, safety, and welfare of the public. Integrated and phased with the studio sequence are lecture courses in environmental building systems stressing sustainable principles; a codes and regulations course outlining the use of various codes and compliance requirements; and courses focusing on the profession which describe (among many things) the ethical responsibility that comes with licensure.

In addition to the awareness developed in their classroom experiences, the program addresses the value of Environmental Stewardship and Professional Responsibility in non-curricular activities such as the Architecture + Design Lecture Series and the work of the Southern Tier Architectural Resource (STAR) Center. For example, the STAR Center exposes students to a variety of opportunities to observe and participate in responsible practices within the department, on our campus, and in the surrounding community. With our focus on social responsibility and obligation, along with our rural location in one of New York's least affluent counties, we do not have to look far to find opportunities for students to use their skills and knowledge in service to projects in need, from existing building surveys for accessibility renovations to planning and visualization projects for community revitalization studies. The Alfred State STAR Center is highly visible in the program and underscores the social good that we wish to be recognized for. These opportunities for students to work with real people are typically overseen by department design professionals, and provide an example for students of what it means to be a responsible, ethical member of a professional society.

The program seeks to instill the value of Environmental Stewardship and Professional Responsibility through persistent curricular instruction, and by providing a robust array of non-curricular activities to stimulate student engagement as described above. The value of Environmental Stewardship and Professional Responsibility is reflected in *Outcome 7 – Advancing Our Reputation* of the department's 15-Year Long-Range Plan which reads "*The Department Architecture + Design seeks to strengthen its reputation as a program focused on "good design for the social good" that produces job-ready graduates that are differently skilled from graduates from competing schools of architecture in our immediate region.*" This departmental outcome can be mapped directly to the college's Strategic Plan priority of *Partnerships and Impact* which states that "*Alfred State will create mutually beneficial partnerships with industry, educational organizations, foundations, federal and state funding agencies to foster new economic development and educational opportunities with expanded community engagement and sustainability.*" It also relates directly to the college's Institutional Student Learning Outcome (ISLO) 3 in which all Alfred State students "develop an appreciation and respect for the values, ethics, and diverse perspectives that exist in our world." In addition, the value of Environmental Stewardship and Professional Responsibility is instilled through reinforcing the program's related Student Learning Outcomes (PSLO) 3, 9, and 13, which mirror NAAB's Design Program Criterion and are regularly assessed along with all other PSLOs on a three-year cycle. Regular assessment and continuous improvement of the Long-Range Plan goal, ISLO and PSLO supporting the Environmental Stewardship and Professional Responsibility value in the B.Arch. program ensures that the Environmental Stewardship and Professional Responsibility value is effectively inculcated among the program's students.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response: In response to feedback from NAAB's 2018 Visiting Team Report, the ideas of fairness, diversity, and social justice are now introduced earlier in the curriculum. Throughout the B.Arch. program, courses include class discussions and reflection exercises intended to prompt students to consider subjects such as human rights, equality in access to "designed" goods, and differences in societal value between cultures.

The curriculum is not only designed with inclusion in mind solely in terms of assignments and exercises, but also with the tenet of providing more students access to an architectural education than many other programs. This is achieved through multiple venues. With a much lower tuition cost than most programs, as well as many scholarship and grant opportunities, students from a broader economic spectrum are granted the opportunity for an education. This limiting of student financial burdens is not exclusive to tuition. The program has made great strides in the sharing of resources, providing access to free resources and a significantly lower emphasis on purchasing costly materials and books. Students from local and regional community colleges are often able to transfer directly into the program, allowing even more students the ability to attend with a lower debt burden at graduation. Another way that SUNY and the department support DEI and our students is through the DEI scholarship that provides opportunity for students who wish to study abroad can apply for.

In addition, the faculty is mindful of how issues surrounding Equity, Diversity and Inclusion impact both architectural education and practice, and has taken strategic steps to improve the quality of instruction throughout all programs in the department. It is a work in progress as we consider along with our students what we do and how we do it in our roles as citizens, emerging professionals and architects. The first six proposed changes recognize that:

- Time is valuable – Consideration should be given to fewer deliverables, and a greater emphasis on how the required assignments and projects address both student and program criteria/learning objectives.
- Studio is expensive – We are working toward a sharp decrease in material requirements related to presentations with the goal of a paperless studio by relying heavily on the digital tools at our disposal.
- The world is a big place – Case study assignment should require students to move beyond the bounds of the Americas, Europe and Australasia to explore Non-Western precedents related design and planning. This will encourage student understanding of spaces and buildings that equitably support and include people of different backgrounds, resources, and abilities.
- Reviews should be fair, impartial and constructive – Common expectations will be clearly defined for all students. Consideration should be given to shifting juried reviews to the mid-point of projects when ideas are still forming and criticism can have the greatest impact on a project's direction, and to replacing final juried reviews at the end of each project with curated exhibits to celebrate of the work completed.
- Diverse viewpoints are welcome – Every effort will be made to provide diverse juries that represent a wide range of ages, genders, races, ethnicities and professional experiences. Students will also be encouraged to share the personal experiences that contributed to the development of their work.
- Flexibility is essential – The new "normal" can be stressful and demands flexibility that recognizes students have jobs, families, and lives outside of class. Every effort will be made to provide flexibility based on trust, mutual respect, and open communication.

In addition to the awareness developed in their classroom experiences, the program addresses the value of Equity, Diversity, and Inclusion in non-curricular activities such as the Architecture + Design Lecture Series, the STAR Center, and events sponsored by the National Organization of Minority Architecture Students (NOMAS) chapter. As the most recent student organization on campus, NOMAS was formed in Spring 2021 by a group of enthusiastic students. The chapter has identified a faculty advisor, elected officers, scheduled a regular meeting time and location and developed goals for AY 2021-22.

The program seeks to instill the value of Equity, Diversity, and Inclusion through persistent curricular instruction, and by providing a robust array of non-curricular activities to stimulate student engagement as described above. The value of Equity, Diversity, and Inclusion is reflected in *Outcome 1 – Promoting Equity, Inclusion, and Diversity* of the department's 15-Year Long-Range Plan which reads "*We aspire to create an Architecture and Design community comprised of faculty and students who are both similar and different than themselves. We welcome persons of all social, cultural and economic backgrounds, physical and academic abilities, gender identification, and urban or rural life experiences. We recognize that architecture and design transcend barriers that often separate us. Spaces and places do not require language to convey meaning, likewise, in our community, we will create a place where diversity is understood and by our actions, where we are mutually respected, celebrating a place where we all belong. We will encourage discourse which explores our differences and provides a variety of pathways for success. Through respectful dialogue, we will grow as a community, supporting each other and developing a deeper understanding of one's self and others.*" This departmental outcome can be mapped directly to the college's Strategic Plan priority of *Inclusion and Belonging* which states that "*Alfred State will recruit and retain a diverse community of students, faculty, and staff in a welcoming environment that appreciates differences, creates access, prioritizes equity, nurtures a sense of belonging, and supports the health and safety of our campus community.*" It also relates directly to the college's Institutional Student Learning Outcome (ISLO) 3 in which all Alfred State students "develop an appreciation and respect for the values, ethics, and diverse perspectives that exist in our world." In addition, the value of Equity, Diversity, and Inclusion is instilled through reinforcing the program's related Student Learning Outcomes (PSLO) 7 and 8, which mirror NAAB's Equity, Diversity, and Inclusion Program Criterion and are regularly assessed along with all other PSLOs on a three-year cycle. Regular assessment and continuous improvement of the Long-Range Plan goal, ISLO and PSLO supporting the Equity, Diversity, and Inclusion value in the B.Arch. program ensures that the Equity, Diversity, and Inclusion value is effectively inculcated among the program's students.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response: The B.Arch. program challenges students to be innovative in a way that prepares them for the work force. The faculty within the department focus on teaching effectiveness and student learning rather than academic research. In turn, we aim at helping local practitioners by educating our students to be prepared for experiences they could expect in future employment or graduate studies. We offer a variety of technology-based instruction that opens doors for students to experiment with forward-thinking modern architectural design approaches. This invites new exploration, risk-taking, and inventiveness as a core to our studio sequence as well as a multitude of lecture-based courses.

The program remains current with new and innovative technologies and instructional methods to keep students current with the ever-changing field of architecture. We serve to provide opportunities for our student body to be involved in new knowledge advances

pertinent to local practitioners through visits by our advisory board and professionals who speak during the department's lecture series.

In congruency with traditional architectural learning tools, such as physical model making and sketching, we continuously explore BIM as a tool to improve digital design. Autodesk Revit is introduced early in the curriculum and is promoted as one of the most important tools of the trade, according to members of our advisory board. Inclusion of advanced BIM tools has created an interdisciplinary shift, where traditional presentation methods such as printed graphics are now supplemented by advanced digital delivery methods, such as virtual walkthroughs of a design. This concept was enjoined with our studio culture as a result of requirements of hybrid instruction through the current COVID-19 pandemic and will likely continue as instruction returns to normal. This reliance on digital tools for production and communications mirrors what is happing in offices across the nation.

As students progress through the curriculum, more sophisticated instruction is concentrated on computational tools and the introduction of Artificial Intelligence (AI), machine learning, analytical tools, generative design, algorithmic site planning, and parametric computational plug-ins. This creates significantly more immersive design projects and changes the way students explore innovative design decisions. Specifically, investigations of photovoltaics, geothermal, parametric façades, and the like are a common research interest among upper-level students. Future goals of the department involve the incorporation of mobile Virtual Reality (VR) stations, desktop projected displays, and upgraded technology spaces to enhance student engagement with these tools.

In addition to the awareness developed in their classroom experiences, the program addresses the value of Knowledge and Innovation in non-curricular activities can be found in the Architecture + Design Lecture Series, events sponsored by the AIAS, and the Center for Architecture and Remote Sensing (CARS). For example, as the use of drones and other Unmanned Aircraft Systems (UAS) becomes more widely applicable to the architecture profession, we have revitalized the Center for Architecture and Remote Sensing (CARS). The center currently focuses on student development of piloting techniques using drones in accordance with the Federal Aviation Administration (FAA). Students gain experience with aerial mapping, annotation of 2D orthomosaic maps, 3D photogrammetric models, and point clouds, which are available for use inside the studio when necessary or requested. The department hopes to expand to additional technologies as they arise in the field.

The program seeks to instill the value of Knowledge and Innovation through persistent curricular instruction, and by providing a robust array of non-curricular activities to stimulate student engagement as described above. The value of Knowledge and Innovation is reflected in *Outcome 6 – Reinforcing Hands-On Education through Spaces and Technologies* of the department's 15-Year Long-Range Plan which reads "*The Department of Architecture + Design aspires to continue to engage real world, live-work opportunities for all students and faculty that focus on the exploration and use of emerging technologies that support studio instruction and rich learning environment through the continued support and development of CARS and integration of technology especially throughout the 4-year curriculum and through all curricula as appropriate.*" This departmental outcome can be mapped directly to the college's Strategic Plan priority of *Advanced Hands-On Learning* which states that "*Alfred State will enhance and expand hands-on learning opportunities across the student experience by keeping pace with industry, entrepreneurship, and advancements in technology and research.*" It also relates directly to the college's Institutional Student Learning Outcome (ISLO) 4 in which all Alfred State students "utilize technology within curricula to support and enhance career readiness." In addition, the value of Knowledge and Innovation is instilled through reinforcing the program's related Student Learning Outcomes (PSLO) 5 and 12, which mirror NAAB's Knowledge and Innovation Program Criterion and are regularly assessed along with all other PSLOs on a three-year cycle. Regular assessment

and continuous improvement of the Long-Range Plan goal, ISLO and PSLO supporting the Knowledge and Innovation value in the B.Arch. program ensures that the Knowledge and Innovation value is effectively inculcated among the program's students.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response: The B.Arch. program's small, enthusiastic faculty begins instilling the idea of community on day one, and the degree of genuine care expressed by faculty for the students is notable. The investment our students feel in the program, and in their professional development is evident, engrained in our program, and valued. Ongoing community engagement is a constant through which our leadership and collaboration structures can be seen.

This approach resonates in the manner by which faculty and students engage on studio projects, and how opportunities for studio projects develop. Beyond the typical pedagogical collaboration experiences, we strive to treat our students as professionals and as such, immerse the students in real-life, hands-on learning. Studio experiences reinforce this effort. In order to generate a rich body of ideas, questions, and design criteria, as well as to foster intensive individual and collective learning, we routinely assign a wide range of short case studies of great diversity that students immerse themselves in and subsequently present to one another. Thus, each student is exposed to a wide range of paradigmatic design solutions, a number of which will always represent work in other parts of the world to illustrate differences in cultural, political, socioeconomic, climatic, and other conditions, and the worlds of thought corresponding to these.

Many design studios incorporate civic engagement projects in each year and, in some cases, each semester of the program. For over 18 years, the Urban Design Studio, offered during a student's fourth year, has focused on the study of local and regional issues related to urban, suburban and rural design problems and on helping communities visualize strategies for revitalization and sustainable improvement to their neighborhoods and business districts. This civic engagement intensive studio involves collaboration with local communities, design professionals, and organizations such as the Community Design Center of Rochester, New York. This enables fourth-year students to participate in a number of community-based, service-learning projects, both in the Rochester area and the Southern Tier region. The Southern Tier projects have also been presented in Washington, D.C., at the Appalachian Teaching Project Conference each year since 2010.

While the program nurtures a calling to civic engagement close to home, we are also committed to instilling in our students a keen awareness of a globally interconnected world. To foster in all our students a palpable sense of global citizenship, we strive to instill global awareness and knowledge about architectural practice and challenges in other parts of the world through our design studios and study abroad program. In our study abroad program in Sorrento, Italy, now in its 12th year (in partnership with the Sant'Anna Institute), architecture students are immersed in a design studio course paired with courses urban sketching, archaeology, and Italian language. We have seen an increase in the number of students able to participate in this annual spring semester offering, and also seek to attract participants from other US architecture schools. This optional third-year program has proven life-changing for participating students based on their feedback, and Alfred State College is committed to creating more course and scholarship opportunities for this important program.

In addition to the awareness developed in their classroom experiences, the program addresses the value of Leadership, Collaboration, and Community Engagement in non-curricular activities such as the Architecture + Design Lecture Series, especially the "Same Path, Different Direction" series which explores the experiences of alumni panels who have found career satisfaction away from traditional architectural practice. Speakers are consistently asked how, in their role as a leader or a team member, they apply effective collaborative skills to solve complex problems when dealing with co-workers, clients and/or members of the community.

Students can also gain leadership, collaboration and community engagement experience from a variety of organizations that the department is involved in such as the department's AIAS chapter where they can seek leadership positions such as President, Vice President, Treasurer, Secretary, Study Abroad Liaison, and NCARB Student Licensing Advisor. Similarly, leadership roles in NOMAS also include President, Vice President, Treasurer and Secretary. The activities of both organizations are coordinated by faculty advisors.

One non-curricular activity that has provided opportunities for leadership, collaboration and community engagement over the past 28 years is the Women In Nontraditional Studies Club or WINS for short. The club, which is now inactive due to a faculty retirement, was begun in Fall 1993 as a result of a Carl D. Perkins grant to address diversity in technical education; specifically, the underrepresented group at that time was the female population in what was then the School of Engineering. Professor Joy Carlson was the only female professor teaching in the program at that time, and was charged with creating WINS to be a venue of self-improvement and continued learning through the campus' Gender Equity Committee. The club was open to any enrolled student, and a community engagement component was added in 1996 which has involved fundraising for local food pantries, a yearly sponsoring of a family in need at the holidays, and donation of money and supplies to area animal shelters, to name a few of this group's activities. In addition, alumni dinner presentations each semester were begun in 2002 and were well attended events where students could talk with the invited speakers about their chosen field of study during dinner and after the presentations. Until the club can be re-established with another advisor, the program intends to include these important initiatives and events as part of the AIAS and NOMAS chapters.

Finally, the department maintains an Architecture + Design Student Advisory Board whose mission is to advance communication between the students, staff, faculty, and administration of the school/department, and provide students a voice in the development of department policies and procedures. The advisory board is comprised of seven students (one from each of the four degree programs, and one representative each from AIAS, NOMAS) that typically meet once per semester with the department chair to discuss key questions/issues pertaining to departmental life, including topics related to curriculum, studio culture, facilities, etc.

The program seeks to instill the value of Leadership, Collaboration, and Community Engagement through persistent curricular instruction, and by providing a robust array of non-curricular activities to stimulate student engagement as described above. The value of Leadership, Collaboration, and Community Engagement is reflected in *Outcome 6 – Reinforcing Hands-On Education through Spaces and Technologies* of the department's 15-Year Long-Range Plan which reads "*The Department of Architecture + Design aspires to continue to engage real world, live-work opportunities for all students and faculty that focus on the exploration and use of emerging technologies that support studio instruction and rich learning environment through the continued support and development of CARS and integration of technology especially throughout the 4-year curriculum and through all curricula as appropriate.*" This departmental outcome can be mapped directly to the college's Strategic Plan priority of *Student Development and Support* which states that "*Alfred State will provide its students with the necessary supports to develop academically, personally, and professionally to achieve well-being and become successful graduates, leaders, and*

citizens." It also relates directly to the college's Institutional Student Learning Outcome (ISLO) 2 in which all Alfred State students "demonstrate the ability to address and meet real world challenges by engaging in applied learning activities." In addition, the value of Leadership, Collaboration, and Community Engagement is instilled through reinforcing the program's related Student Learning Outcomes (PSLO) 6, which mirrors NAAB's Leadership, Collaboration, and Community Engagement Program Criterion and is regularly assessed along with all other PSLOs on a three-year cycle. Regular assessment and continuous improvement of the Long-Range Plan goal, ISLO and PSLO supporting the Leadership, Collaboration, and Community Engagement value in the B.Arch. program ensures that the Leadership, Collaboration, and Community Engagement value is effectively inculcated among the program's students.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response: Alfred State graduates are entering the workforce in a world of ever evolving technology, increased client expectations and emerging issues related to leadership and collaboration. Professional practice in this changing environment requires continuing development of knowledge and skills so that emerging professionals may stay current and informed throughout their professional lives.

The program cultivates an appreciation for lifelong learning early in the curriculum and takes an integrative approach throughout the course of the students' professional education. This is demonstrated through a robust series of field-study experiences, technical skill building, the opportunity for interdisciplinary education, and engagement with the professional community to support the program's mission.

Each design studio includes a carefully planned field-study experience that takes students and faculty to destinations related to their project-based coursework. Field study opportunities are an integral part of the experience in architectural education at Alfred State, and provides instructors the opportunity to introduce students to not only buildings and spaces, but the important subtleties and nuances that are attendant to architecture, including circulation and the use of spaces by people of different abilities, the interplay of natural and artificial light over the course of a day, structure and parametric design considerations, material exploration, and the investigation of building systems along with manufacturing and emerging technologies. Faculty are responsible for actively participating in the planning and execution of each field study experience, and for ensuring that the event is framed around learning and meets or helps to meet specific NAAB PC/SC for the studio specified, and broadens the students' cultural understanding. Student participation on field study trips is expected. Prior to restrictions put in place to address COVID-19, past destinations included Cleveland, OH, Pittsburgh, PA, New Haven, CT, New York City, and Toronto, Canada.

Practical skill building such as freehand sketching as a basic communications tool is introduced in the Design Fundamentals sequence. This traditional form of manual expression is reinforced in the Construction Technology courses where students are required to draw various annotated connection details without the aid of drafting instruments. The life skills of sketching and journaling are reinforced in later design studios as well, including the optional Sorrento Study Abroad program. Students are required to document their experiences on field trips associated with their design studio and Archeology studies. Emphasis is placed on the advanced use of drawing as an invaluable tool for seeing,

learning, thinking, and communicating – skills essential for lifelong learning in architecture and related professions.

The introduction and reinforcement of manual graphic communication is complemented by digital instruction in the Computer Visualization course. In terms of technical skill building, the program's foundational approach to software instruction is introduced early in the curriculum, focuses on the BIM platform throughout the sequence of required technical courses, and is assimilated into the design studio beginning in the second year. Recognizing the diverse needs of both students and the profession in terms of continuing education, each studio also includes a self-study module and supplementary instruction dedicated to skill building in peripheral graphic and technical software packages.

Later in the program, continuing education is discussed as part of a unit covering *A History of the Profession and Contemporary Practice* as it relates to registration requirements and the expectations of other collateral organizations. The professional practice course, specifically, frames continuing education in terms of lifelong learning for professional practice, and cited as a way that emerging professional can grow and develop throughout their careers.

The curriculum also includes a concentration of six related courses referred to as Cognate Areas/Academic Minors which allow students more flexibility in defining their program of study. These areas of specialized focus allow students to pursue interdisciplinary study and gain knowledge in areas related to architectural practice such as business, construction management, interior design and graphic and media design. Students may currently choose from eight (8) Cognate Areas/Academic Minors in Fall 2021, with eight (8) more following in Fall 2022. These tracks of optional studies are introduced to students during a meeting in the fall semester, and students work with their faculty advisors to plan their programs accordingly.

In addition to the awareness developed in their classroom experiences, the program addresses the value of Lifelong Learning in non-curricular activities can be found in the Architecture + Design Lecture Series, especially the "Same Path, Different Direction" series which explores the experiences of alumni panels who have found career satisfaction away from traditional architectural practice. Speakers are consistently asked to give examples of the ways in which their career has benefitted from continuing education (formal and/or informal) and continuous improvement. The question garners a variety of answers, but the overwhelming message is that learning does not stop on graduation day.

The Architecture Living Learning Community is also open to all students, though space is limited, and allows students the opportunity to study, live, work, and engage with their faculty, all in their own residence hall - Peet Hall. The ALLC provides access to architecture work labs, study space, and a gallery, and programming typically focuses on the development of architecturally related life skills such as research, sketching, and photography. Participation in the department's lecture series as well as a range of guest speakers also underscore the concept of lifelong learning.

The program seeks to instill the value of Lifelong Learning through persistent curricular instruction, and by providing a robust array of non-curricular activities to stimulate student engagement as described above. The value of Lifelong Learning is reflected in *Outcome 2 – Supporting Student Development* of the department's 15-Year Long-Range Plan which reads "*The Department of Architecture + Design aspires to expand its ability to serve a diverse student population, engage student success, and encourage the growth and progression of developmental capabilities of our students.*" This departmental outcome can be mapped directly to the college's Strategic Plan priority of *Student Development and Support* which states that "*Alfred State will provide its students with the necessary supports to develop academically, personally, and professionally to achieve well-being and become successful*

graduates, leaders, and citizens." It also relates directly to the college's Institutional Student Learning Outcome (ISLO) 1 in which all Alfred State students "develop skills for critical thinking, effective communication, and quantitative reasoning within an integrative general education curriculum." In addition, the value of Lifelong Learning is instilled through reinforcing the program's related Student Learning Outcomes (PSLO) 6 and 12, which mirror NAAB's Lifelong Learning Program Criterion and are regularly assessed along with all other PSLOs on a three-year cycle. Regular assessment and continuous improvement of the Long-Range Plan goal, ISLO and PSLO supporting the Lifelong Learning value in the B.Arch. program ensures that the Lifelong Learning value is effectively inculcated among the program's students.

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response: The Department of Architecture + Design maintains a professional preparedness committee to ensure that students in the B.Arch. program understand the path to becoming a licensed architect and the range of career opportunities available to them that utilize the discipline's skills and knowledge. This faculty committee is charged with overseeing alumni outreach and communication, NCARB Architect Licensing Advisor(s)/AXP training, lecture series, and mentorship and career development opportunities. While broad in scope, each part plays an important role in helping students determine a clear career path. The primary evidence of how the program achieves Criterion PC.1 in the curriculum can be found in core courses ARCH 1184, ARCH 3014, ARCH 5306, ARCH 8003, and ARCH 8793. These courses are identified on the Program and Student Criteria Matrix, with documentation related to each course provided in the digital archive.

The Path to Licensure: Professional preparedness and career opportunity is discussed in nearly every professional course as appropriate situations arise. Like the instruction of professional practice, the program takes an integrative approach to making students aware of various career paths. This begins early in the program by making students mindful of the relationships among key stakeholders in the design process – client, contractor, architect, other design professionals, user groups, local community – and the architect's role to reconcile the needs of each. This is a conversation that begins in the first year and continues in one form or another in every technical and design studio course throughout the curriculum.

Year 1 introduces students to the path to licensure in ARCH 1184 Design Fundamentals 1. The program has a dedicated faculty NCARB Architect Licensing Advisor (ALA) charged with providing students with the necessary preparation for the transition from graduate to emerging professional to licensure. The program's ALA attends NCARB's biannual national Licensing Advisors Summit to obtain the most up-to-date information that is then shared with faculty and students. In addition, the program selects a student ALA each year to assist the faculty in disseminating information to students. In the fall semester, the advisors meet with new first-year students In ARCH 1184 to provide an overview of the professional path to licensure including education, experience, examination and registration. Additional presentations are scheduled as necessary to update continuing students on upcoming changes to the professional environment in terms of education, experience and examination.

Year 2 includes a concentration on professional preparedness in ARCH 3014 Construction Technology 1, where a series of lectures and class discussions is devoted to the development of a cover letter and resume, preparation for a career fair, organization of a design portfolio, and the creation of a "My NCARB" account. Class discussions also reinforce the role of the Architect among stakeholders in the design and construction process, and the professional education, experience and examination standards required for registration.

Year 3 begins the exploration of other career opportunities that can be found within the structure of the curriculum itself. Each student declares a Cognate Area/Minor concentration intended to expand specialized knowledge and help to focus career goals in one of eight areas of study offered at the college including business, construction management, graphic design, and interior design. The Cognate Area/Minor adds important skills to the academic portfolio of each student while allowing them to explore other career opportunities at the same time. In addition, the course content of ARCH 5306 Design Studio 3 outlines the professional responsibilities and interdisciplinary relationships necessary to develop an architectural solution to a project of moderate complexity to a schematic design level. The roles of the architect, owner, contractor, subconsultants, construction manager, etc. are discussed anecdotally at various stages of the project's development as the student conceptually assumes the tasks of the structural engineer, landscape architect, civil engineer, lighting designer, and more.

Year 4 includes the formal discussion of career paths in ARCH 8003 Professional Practice with a series of lectures and class discussions in Unit 1 and Test No. 1. Students are introduced to the contemporary legal aspects of architectural career paths and practice through a detailed overview of the Architectural Experience Program (AXP), and the Architect Registration Examination (ARE). They are also presented with other career opportunities through case studies focused on Alfred State graduates who have chosen career paths other than traditional architectural practice. These alumni are distributed across the country and regularly contact the department with job postings, internship and other career opportunities.

Year 5 takes a more focused approach to career development in ARCH 8793 Professional Development which includes a guest speaker series highlighting eight practitioners in leadership positions at various career stages from new associate to recently retired principal. Each speaker typically discusses their philosophy of leadership, and offers advice for students entering the profession.

Other Career Opportunities: Though the focus of the program is providing a professional education for those who seek to become architects, various types of career paths are not unusual for Alfred State College graduates. Students are exposed to a wide range of practitioner/practice types and allied professionals through a diverse faculty, lecture series with speakers from a variety of backgrounds, and guest critics who work outside of traditional architectural practice. For example, in addition to registered architects, the department has included faculty with education and experience in landscape architecture, planning, real estate development and industrial design.

This diversity is also reflected in the types of firms who are interested in hiring graduates with a comprehensive architectural education. The Career Development Center conducts two career fairs during the academic year that feature a variety of firms seeking those interested in summer and full-time employment. Companies in attendance include traditional architectural firms, architecture/engineering and design/build firms, in addition to a wide range of construction-related enterprises.

In addition, the department posts required NAAB statements regarding professional opportunity online at https://www.alfredstate.edu/departments/architecture-and-design/naab. Similar information can also be found in the 2019-20 and 2020-21 Alfred State College Catalogs. Further career development information is also made available to students through the Career Development Center at https://www.alfredstate.edu/career-development-office. This includes career preparedness information (resume, portfolio development, interviewing skills) through OptimalResume and JobLink access for all students and alumni.

Evidence that the program addresses Career Paths in non-curricular activities can be found in the Architecture + Design Lecture Series, and events sponsored by the AIAS and NOMAS chapters. For example, the Architecture + Design Lecture Series provides a communal forum for student-professional engagement and highlights speakers from a variety of backgrounds. The Spring "Same Path, Different Direction" lectures explored the experiences of three alumni panels who have found career satisfaction away from traditional architectural practice. Documentation related to each non-curricular activity will be provided in the digital archive.

Planning and Assessment: The program seeks to address Criterion PC.1 through persistent curricular instruction, and by providing a robust array of non-curricular activities to stimulate student engagement. As stated in 5.2.1, the B.Arch. program conducts annual academic assessment, and each program student learning outcome (PSLO) is assessed according to a three-year cycle, ensuring that all learning outcomes are assessed and that results are used for continuous improvement on a regular cycle. At the course level, annual academic assessment also includes course student learning outcomes that are assessed according to a similar three-year cycle. The CSLOs are mapped to the B.Arch. PSLOs which are based on the 14 NAAB PC and SC. In Fall 2021, the program will begin the first year of a new three-year assessment cycle based on the 14 NAAB Program Criteria (PC) and Student Criteria (SC) in the 2020 Conditions. These mappings ensure that the assessment of student learning outcomes within the program's courses directly relate to and support program learning outcome assessments, and document the program's continuous improvement on PC.1 Career Paths on both the course and program level.

The Student Learning Outcomes for each non-curricular activity identified above have also been developed and will be assessed using a survey instrument. Assessment will follow a process similar to that described in Condition 5.3, and results will be used to improve the department's non-curricular programming going forward.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response: The B.Arch. program is founded on the following principles; connecting students to the global community through a comprehensive architectural education, socially aware and responsible design in the public interest, civic engagement as a means to address community needs, applied learning to create designs informed by an understanding of architectural technology, and student preparation for professional practice.

In order to instill in students the role of the integrative design process in shaping the built environment in different settings and scales of development, the department has established a connected design studio curriculum that grows in complexity and geographical reach as students progress through the program. Beginning with an immersion in the culture of the studio, department and school, the focus of each studio evolves from the student's connection to the campus and village, to the town, county and wider regions of New York State. Ultimately, the student's work in ARCH 8716 Design Studio 7 and ARCH 8776 Design Studio 8 will be expected to focus on addressing social issues of national and global significance through architecture and design – good design for the social good. The primary evidence of how the program achieves Criterion PC.2 in the curriculum can be found in core courses ARCH 1184, ARCH 2394, ARCH 3104, ARCH 4304, ARCH 5306, ARCH 6306/ARCH 6406, ARCH 7306, ARCH 8306, ARCH 8716, and ARCH 8776. These courses are identified on the Program and Student Criteria Matrix, with documentation related to each course provided in the digital archive.

Year 1 is focused on helping students find their place within the connected culture of the architecture studio, department and school, and serves as a broad introduction to inquiry, exploration, and building confidence as well as competence. Students are introduced to the culture of architecture and design broadly through professional studies courses such as in ARCH 1184 Design Fundamentals 1 and ARCH 2394 Design Fundamentals 2. In these courses students engage in tectonic exploration and graphic communication and come to understand the interconnectivity of the design disciplines through traditional drawing and model building. The architectural history and design theory courses such as FNAT 2333 Survey of Design introduce these skills within a broader cultural context and are augmented by other general studies courses which focus on written communication and developing a greater awareness of, and sensitivity about, social and cultural issues on both a local and global level. Skill sets in the use of digital technology are cultivated through an introduction to the Building Information Modeling (BIM) platform as a tool for computer visualization, design and technical documentation. Social responsibility – good design for the social good – is a thread that runs through the entire first year-experience and ideally piques an interest and awareness that continues throughout the program.

Year 2 connects the student to the Alfred State campus and the neighborhoods in and around the Village of Alfred, and transitions them from fundamentals courses into the studio experience and larger more integrative architectural projects via ARCH 3104 Design Studio 1, and ARCH 4304 Design Studio 2. Students are introduced to design methods and problem solving techniques through Design Studios 1 and 2. These second-year design studio courses are complemented by technical subjects on construction technology, environmental controls, structures, and municipal codes and regulations where confidence and competence in the use of BIM continues to grow, using the platform as a tool for computer visualization, design and technical documentation. General studies courses in the social sciences and basic communications reinforce the students understanding of broader societal issues and the designer's role in shaping them, as well as their ability to express themselves through sound oral communication.

Year 3 connects the student to the surrounding rural towns that make up Allegany County, the county where Alfred State is located. The advanced ARCH 5306 Design Studios 3 and ARCH 6306 Design Studio 4 present students with more complex and longer-term projects that synthesize the topics that were introduced in the second year. These projects are focused broadly on civic design and adaptive reuse and historic preservation, where integration of architectural technology – material, mechanical, structural, and life-safety – is expected. These third-year professional studies courses are complemented by modern architectural history and an additional structures course, and general studies courses in the humanities and advanced social sciences. In the fifth semester, students choose a six-semester path of optional studies in the form of a minor concentration in a cognate area of focus to allow them to develop additional expertise as part of their architectural education. The cognate areas focus on enhancing the student's architectural education by focusing on classes outside of the department, in allied disciplines such as engineering, physical sciences and human studies. In addition, the sixth semester ARCH 6406 Studio Sorrento offers students the opportunity to expand their global perspective by engaging in study abroad experiences in Sorrento, a small city south of the Metropolitan City of Naples in the Campania Region of Italy, as well as other options offered within SUNY.

Year 4 connects the student to the wider regions in New York – from the Southern Tier to New York City and the metropolitan areas in between – and focuses intensely on urban design, community involvement and sustainability. The advanced ARCH 7306 Design Studios 5 and ARCH 8306 Design Studio 6 focus, respectively, on urban studies and public interest design, and comprehensive design. These fourth-year professional studies courses are complemented by technical subjects including an in-depth exploration of sustainable building principles, and the study of professional practice and the legal, business, and ethical

aspects of architecture. General studies courses including American history and technical writing offer advanced instruction in written communication as students prepare for their thesis in the final year of the program.

Year 5 serves as the culmination of the Alfred State Architecture experience. The final advanced ARCH 8716 Design Studio 7 and ARCH 8776 Design Studio 8 focus, respectively, on thesis definition and development; a sustained exploration resulting in a fully developed project supported by a comprehensive written paper. The thesis allows students to formulate and research a complex independent project supported by department faculty and outside advisors, and informed by a variety of geographical locations, and both previous educational and professional experiences including the students chosen minor concentration. Professional studies focused on modern architectural theory, advanced structural concepts and professional development support the thesis studios. The thesis projects are expected to be an architectural solution to a complex social issue, and combine a palpable sense of social responsibility, civic engagement, applied learning, and knowledge of architectural technology. All of these components are expected to be strongly evident in the thesis project as students transition to emerging professionals.

Evidence that the program addresses Design in non-curricular activities can be found in the Architecture + Design Lecture Series, and events sponsored by the AIAS and NOMAS chapters. For example, the AIAS chapter raises money each semester to go on additional field trips during the academic year. Past trips have included visits to Pittsburgh, PA, and Frank Lloyd Wright's Falling Water, and Kentuck Knob. These trips build camaraderie outside of the design studio, and allow students to experience works of architecture they will likely be studying in class. Documentation related to each non-curricular activity will be provided in the digital archive.

Planning and Assessment: The program seeks to address Criterion PC.2 through persistent curricular instruction, and by providing a robust array of non-curricular activities to stimulate student engagement. As stated in 5.2.1, the B.Arch. program conducts annual academic assessment, and each program student learning outcome (PSLO) is assessed according to a three-year cycle, ensuring that all learning outcomes are assessed and that results are used for continuous improvement on a regular cycle. At the course level, annual academic assessment also includes course student learning outcomes that are assessed according to a similar three-year cycle. The CSLOs are mapped to the B.Arch. PSLOs which are based on the 14 NAAB PC and SC. In Fall 2021, the program will begin the first year of a new three-year assessment cycle based on the 14 NAAB Program Criteria (PC) and Student Criteria (SC) in the 2020 Conditions. These mappings ensure that the assessment of student learning outcomes within the program's courses directly relate to and support program learning outcome assessments, and document the program's continuous improvement on PC. 2 Design on both the course and program level.

Student Learning Outcomes for each non-curricular activity identified above have also been developed and will be assessed using a survey instrument. Assessment will follow a process similar to that described in Condition 5.3, and results will be used to improve the department's non-curricular programming going forward.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response: The B.Arch. program instills ecological knowledge and responsibility throughout the design studio sequence congruent with a combination of lecture and lab

courses that stress fundamental yet comprehensive strategies relative to both the built and natural environments. Students entering the program are introduced to architectural resourcefulness, which evolves into an understanding of responsible use of sustainable materials and practices and information related to the current state of global ecological conditions. The program is committed at every level to producing graduates that understand and are prepared to be responsible stewards of the environment. The primary evidence of how the program achieves Criterion PC.3 in the curriculum can be found in core courses ARCH 2394, ARCH 3003, ARCH 3104, ARCH 5306, ARCH 7003, and ARCH 8306. These courses are identified on the Program and Student Criteria Matrix, with documentation related to each course provided in the digital archive.

Year 1 introduces responsibility about materials and environmental awareness. Early design studios, such as in ARCH 1184 Design Fundamentals 1 and ARCH 2394 Design Fundamentals 2, instruct students about resourcefulness, recycling, and repurposing found objects to design and construct a variety of projects as they investigate materials and simple fabrication techniques. The message regarding consumption: "to design and create, we don't always need to buy" is engrained at an early stage and resonates throughout the program. A project to create a sensible and environmentally responsible intervention for a specific site on our campus introduces students to the principles of site analysis, existing climatic conditions, topography, site circulation and placemaking. This is done with the explicit understanding that design is about connections. Students learn the connections between design decisions and existing conditions in addition to architectural ordering systems and ecological considerations in the process of design development.

Year 2 provides coursework that is directly related to long term stewardship of our natural resources and selection of design materials. Courses such as ARCH 3003 Environmental Controls 1, ARCH 3014 Construction Technology 1, and ARCH 4014 Construction Technology 2 provide a backdrop of sustainable practices and the relationship between the built and natural environment. In second-year design studios, students are encouraged to put these concepts into practice in increasing sophistication and detail. ARCH 3104 Design Studio 1 focuses on the reuse of a shipping container(s) as a small-scale housing project and the design of temporary modular housing necessitated by a natural environmental disaster or incident. Students explore the concept of sustainable principles in another project which requires the comparison of a variety of façade options that they design and develop. The following semester in ARCH 4304 Design Studio 2, students design a studio/residence as an infill building on a small, existing lot in downtown Alfred which requires consideration of multiple constraints, including existing site vegetation, solar orientation, and an understanding of how an intervention must address the neighborhood context and environment.

Year 3 requires the exploration and consideration of sustainable practices and ecological responsibility in ARCH 5306 Design Studio 3 as students undertake an exhibition building project including orienting a building to take advantage of the available natural resources and reduce the disruption of existing topography, vegetation, and landscape. Solar orientation and the use of natural daylighting is explored in the project as the students must consider the implications of the effects of daylight on certain artifacts that are exhibited. In ARCH 6306 Design Studio 4, students use similar tools in projects involving the study for adaptive reuse and additive design interventions of existing buildings. A variety of related topics of environmental issues are also addressed in other third-year coursework such as FNAT 5303 Architectural History 2, where in-class discussions have included: "LEED: Good or a bad?"

Year 4 reinforces advanced technical design strategies to maximize sustainability in large building design with an emphasis on photovoltaic, geothermal, and wind systems in a sustainable environmental context. In ARCH 7003 Environmental Controls 2, students are presented with a series of lectures and information pertaining to environmental stewardship and responsibility with topics ranging from LEED certification to storm water runoff to the

history of ecology. These practices are expected to be incorporated into ARCH 7306 Design Studio 5, and its projects based around urban revitalization. Additionally, in ARCH 8306 Design Studio 6 (Comprehensive Studio), students are expected to integrate their accumulated knowledge of sustainable approaches and practices in the development of a building and site to demonstrate the ability to make design decisions that are ecologically and environmentally responsible. The concepts of resiliency are introduced as students consider environmental systems (including the harvesting and storage of natural resources and the treatment of building wastewater) and the use of backup power sources. When possible, field trips to key examples of sustainable projects are undertaken and include visits to Living Building Challenge and AIA COTE Top Ten winners and the Wilton E. Scott Institute for Energy Innovation. The opportunity to experience exemplary projects and interact with their occupants on building performance and environmental considerations leaves a lasting impression as students consider their own project work in the studio.

Year 5 of the B.Arch. program expects students in their final year will undertake their thesis coursework with a solid understanding of the relationships between the natural world and the buildings and sites they are proposing, including opportunities to help mitigate climate change through responsible consideration of their use of resources and stewardship of the site, ecology, and environment. In ARCH 8716 Design Studio 7-Thesis Preparation and ARCH 8776 Design Studio 8-Thesis Development, students carry out comprehensive research and design revolving around design for the social good, incorporating all competence and care in creating a livable, efficient, and contextually appropriate structure that aspires to respect and improve the environment in which it is placed, programmatically and holistically.

Evidence that the program addresses Ecological Knowledge and Responsibility in non-curricular activities can be found in the Architecture + Design Lecture Series. For example, the Architecture + Design Lecture Series features professionals in a variety of fields related to Architecture and Interior Design who speak with students in our department at large. Such lectures have included an in-depth presentation of a net-zero adaptive reuse project by an award-winning firm as a lecture in our NYS AIA Southern series. Additionally, students are aware of many of the facilities improvement projects that are underway at Alfred State, which include examples of sustainable technologies, adaptive reuse and renovation, and environmental responsibility. Documentation related to each non-curricular activity will be provided in the digital archive.

Planning and Assessment: The program seeks to address Criterion PC.3 through persistent curricular instruction, and by providing a robust array of non-curricular activities to stimulate student engagement. As stated in 5.2.1, the B.Arch. program conducts annual academic assessment, and each program student learning outcome (PSLO) is assessed according to a three-year cycle, ensuring that all learning outcomes are assessed and that results are used for continuous improvement on a regular cycle. At the course level, annual academic assessment also includes course student learning outcomes that are assessed according to a similar three-year cycle. The CSLOs are mapped to the B.Arch. PSLOs which are based on the 14 NAAB PC and SC. In Fall 2021, the program will begin the first year of a new three-year assessment cycle based on the 14 NAAB Program Criteria (PC) and Student Criteria (SC) in the 2020 Conditions. These mappings ensure that the assessment of student learning outcomes within the program's courses directly relate to and support program learning outcome assessments, and document the program’s continuous improvement on PC.3 Ecological Knowledge and Responsibility on both the course and program level.

Student Learning Outcomes for each non-curricular activity identified above have also been developed and will be assessed using a survey instrument. Assessment will follow a process similar to that described in Condition 5.3, and results will be used to improve the department’s non-curricular programming going forward.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response: Each studio project throughout the B.Arch. program incorporates historical background pertaining to specific assignments, and develops in students the framework of researching architectural history and theory relevant to the needs of their project. Studio projects also suffuse architectural theory from the initial design course through to the capstone course. The college's history and global perspectives courses, and other general education/liberal arts-required courses, provide additional background material to augment information provided by the instructor or information garnered by research activities.

Ranging from case studies, precedent analysis and general research, students will broadly expand their knowledge repertoire with each passing project and semester, culminating in their capstone thesis and project. The primary evidence of how the program achieves Criterion PC.4 in the curriculum can be found in core courses FNAT 1303, FNAT 5303, ARCH 3104, ARCH 6306, ARCH 7306, and ARCH 8733 Modern Architectural Theory. These courses are identified on the Program and Student Criteria Matrix, with documentation related to each course provided in the digital archive.

Year 1 addresses the historical issues of notable architecture and sites throughout the world. FNAT 1303 Architectural History 1 studies architecture from the 10th century BCE to 1900 CE with respect to complex environments: political, economic, technological, and social. Each topic discusses the history of the period, contextualized based on events occurring in other sectors of the world at that time. Developments in Europe, the Americas, Africa, and Asia are compared with specific accomplishments and historical events of diverse cultures. Historic designation(s) from the country of origin and/or UNESCO are also researched as further significance. Students then apply theory and history to design projects in ARCH 2394 Design Fundamentals 2. This studio is intended to be a progression; students start with researching a designer, then design a building based on the designer's design tenets and philosophy. There is also an opportunity provided for students to reflect on and discuss how their designs evolved based on this semester-long process of research and refinement.

Year 2 addresses the historical contributions of notable architects to the field and the connection to their relative periods of design. Students in ARCH 3104 Design Studio 1 select and research an architect or firm of their choosing and then present their style and professional accomplishments to the class. A further understanding of historic architects and design movements is achieved when, later in the semester, students are tasked with designing a public pavilion in the design style or philosophy of their chosen architect or firm.

Year 3 continues to reinforce the importance of history and theory. Students in FNAT 5303 Architectural History 2 are exposed to the evolution and availability of designed environments, cultural history, and equity over the last century. This knowledge base is employed in ARCH 6306 Design Studio 4, which spotlights historic preservation and adaptive reuse, and develops a sensitivity in students to historical buildings and an understanding of how to make appropriate design decisions with respect to a building's historical values. The final project for this course is the design of a three-story infill building on a vacant site in Downtown Alfred which requires both historical research and the careful study of the existing context to create an appropriate architectural solution.

Year 4 extends architectural history and theory from adaptive reuse and historic preservation to both small- and large-scale urban environment in ARCH 7306 Design Studio 5. Students are presented with assignments and in-class exercises related to the writing of contemporary urban design theorists. In addition, the Urban Design Case Study assignment requires

students to work in small teams to use focused research and analysis to gain a better understanding of, and appreciation for, the design principles underlying existing urban buildings, places and neighborhoods at different scales in order to comprehend the broad scope of urban design intentions and the approaches used to implement them.

Year 5 introduces theories and criticisms of contemporary architecture in ARCH 8733 Modern Architectural Theory. Students complete weekly writing assignments and presentations centralized around theoretical constructs relative to contemporary and future practices of architecture. It is expected that this information will inform each student's developing thesis project.

Evidence that the program addresses History and Theory in non-curricular activities can be found in the Architecture + Design Lecture Series. These lectures give students exposure to many other viewpoints and insights of Architecture's past, present and future. Guest lecturers range from practicing architects, visiting and past professors, and many other diverse members of the profession. Documentation related to each non-curricular activity will be provided in the digital archive.

Planning and Assessment: The program seeks to address Criterion PC.4 through persistent curricular instruction, and by providing a robust array of non-curricular activities to stimulate student engagement. As stated in 5.2.1, the B.Arch. program conducts annual academic assessment, and each program student learning outcome (PSLO) is assessed according to a three-year cycle, ensuring that all learning outcomes are assessed and that results are used for continuous improvement on a regular cycle. At the course level, annual academic assessment also includes course student learning outcomes that are assessed according to a similar three-year cycle. The CSLOs are mapped to the B.Arch. PSLOs which are based on the 14 NAAB PC and SC. In Fall 2021, the program will begin the first year of a new three-year assessment cycle based on the 14 NAAB Program Criteria (PC) and Student Criteria (SC) in the 2020 Conditions. These mappings ensure that the assessment of student learning outcomes within the program's courses directly relate to and support program learning outcome assessments, and document the program's continuous improvement on PC.4 History and Theory on both the course and program level.

Student Learning Outcomes for each non-curricular activity identified above have also been developed and will be assessed using a survey instrument. Assessment will follow a process similar to that described in Condition 5.3, and results will be used to improve the department's non-curricular programming going forward.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response: The B.Arch. program considers research to be an intrinsic part of the architectural discourse focused on applied research where students answer specific questions aimed at solving practical problems. Architectural research and extensive evaluation of architectural precedents and case studies are important aspects of our core curriculum. Each design studio requires students to collect data based on their assigned project and apply that data to their design work in a meaningful way. In the upper-level studio setting, students are expected to develop and optimize innovative research methods to assist in the creation of innovative ideas. The primary evidence of how the program achieves Criterion PC.5 in the curriculum can be found in core courses ARCH 2394, ARCH 3003, ARCH 6406, ARCH 8306, ARCH 8716, and ARCH 8753. These courses are identified on the Program and Student Criteria Matrix, with documentation related to each course provided in the digital archive.

Year 1 establishes common architectural research methods directed at addressing specific problems. As early as ARCH 2394 Design Fundamentals 2, students perform research through material investigation. In project 2, students create an ornamental concrete tile stemming from a research assignment earlier in the semester. This project investigates key cornerstone concepts of form and void and materiality exploration in architecture. Students in ARCH 2014 Computer Visualization are introduced to the practical and theoretical issues of BIM as a tool for design and development process. This involves exploration and research of process and technique involving BIM results in a series of submissions based around roofing, structure, building envelope, truss systems, wall sections, modular design, and innovative parametric design using Dynamo.

Year 2 emphasizes research and innovation in the field primarily through exploration in passive design strategies in ARCH 3003 Environmental Controls 1. This course introduces the fundamental principles of mechanical, electrical, and plumbing systems for small buildings, which directly relates to the projects students are completing in studio during year two. Analysis of interior daylighting, energy consumption, impact on façade orientation, and photovoltaics are multiple innovative processes that are unique to this course. Ultimately, design strategies focus on the impact of the built environment on global resources.

Year 3 reinforces research as an investigative tool to study and improve our ability to design vibrant public places in a historical context. In ARCH 6406 Studio Sorrento, students were required to select a Roman piazza to analyze using their own personal observation and all other resources available to them. It was expected that the research would demonstrate how they comprehended the fundamental principles present in the "typical" Italian Piazza – based in part on Christopher Alexander's *A Pattern Language* – so that they might make informed choices about the incorporation of such principles into the redesign of a piazza in Sorrento.

Year 4 involves intense research and presses innovation in classes like ARCH 7306 Design Studio 5, where students are required to design in large urban settings unlike any site condition in prior studios. Students are researching and assimilating new subjects like sustainable and environmental systems, urban infrastructure, enhanced structural systems, neighborhood context, landscape design, infrastructural design, and urban development. The following semester in ARCH 8306 Design Studio 6, students engage in precedent research to explore various business, industry, and process examples as they focus on the development of a pilot manufacturing/R+D facility as the basis for their semester-long project. Designs are created through individual student interest and generate innovative design solutions based on the unique program each student selects. Outside the studio, students in ARCH 7003 Environmental Controls 2 research innovative building systems technologies that are beneficial to our environment, such as an upgrade to wind turbines, rain harvesting systems, pollution filtering masonry systems, and others.

Year 5 requires students to devote a large portion of the semester to research in ARCH 8716 Design Studio 7. Students scour scholarly articles, books, dissertations, and other pertinent sources related to a particular issue or theory that they propose to address on an individual basis. Each student writes an in-depth literature review, methodology report, and studies precedents that they will apply to their eventual thesis project which is both internally and externally reviewed to ensure the research is sound. In the second semester of year five, students take part in ARCH 8753 Advanced Structural Concepts, a course with strong concentration in computational design, creating a platform for risk-taking through experimentation and inventiveness. The course is structured in modules that are focused on new ways of creating innovative design solutions. As an example, students are introduced to image mapping to digitally alter façade geometries, where an image is imported and sampled for brightness at points on a superimposed array. Data is then used to drive a variety of façades. To keep coursework innovative, a weekly examination of current projects and techniques is conducted using social media platforms (LinkedIn) and journals. Monthly,

conference proceeding and papers are reviewed for potentially relevant content. Success is measured in effectiveness (survey instruments) and continuous course improvement (typically the addition of new modules and removal of less effective ones).

Evidence that the program addresses Research and Innovation in non-curricular activities can be found in the STAR Center and CARS. For example, CARS is an activity-based learning opportunity for students in the department. This workshop-style center is available for students who have an ambition to develop flight control and piloting techniques for unmanned aerial systems (UAS), or drones. Innovative software, such as Skyward, allows students to create, measure, and annotate 2D orthomosaic maps, 3D photogrammetric models, and point clouds. These applications are incorporated back into our core studio sequence, where students are researching existing site conditions, documenting existing buildings, and developing project programs. The STAR center leverages its relationship with the region to provide complex architectural services for a community that would otherwise not have access to them. This unique opportunity for our small community provides semester-to-year-long projects that engage students with local stakeholders. Projects range from architectural design drawings, research, urban design/master planning, interior design, and consultations. Alfred State is unique in the fact that it is a school nestled in a rural location in an underserved community. The STAR center provides opportunities for student-community engagement and opportunities for innovative design thinking in a location that historically would not have access to such a resource. Documentation related to each non-curricular activity will be provided in the digital archive.

Planning and Assessment: The program seeks to address Criterion PC.5 through persistent curricular instruction, and by providing a robust array of non-curricular activities to stimulate student engagement. As stated in 5.2.1, the B.Arch. program conducts annual academic assessment, and each program student learning outcome (PSLO) is assessed according to a three-year cycle, ensuring that all learning outcomes are assessed and that results are used for continuous improvement on a regular cycle. At the course level, annual academic assessment also includes course student learning outcomes that are assessed according to a similar three-year cycle. The CSLOs are mapped to the B.Arch. PSLOs which are based on the 14 NAAB PC and SC. In Fall 2021, the program will begin the first year of a new three-year assessment cycle based on the 14 NAAB Program Criteria (PC) and Student Criteria (SC) in the 2020 Conditions. These mappings ensure that the assessment of student learning outcomes within the program's courses directly relate to and support program learning outcome assessments, and document the program’s continuous improvement on PC.5 Research and Innovation on both the course and program level.

Student Learning Outcomes for each non-curricular activity identified above have also been developed and will be assessed using a survey instrument. Assessment will follow a process similar to that described in Condition 5.3, and results will be used to improve the department’s non-curricular programming going forward.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response: Our global instruction of the profession operates so the student learns to function as a leader, as a member of a collaborative team, and as a member of a professional body, whose critical import is to moderate design for the built environment. This intentional exercise is rigorously and methodically integrated into our curricular structure, making note of contemporaneous professional developments as well. Establishing leadership early on can help a student and future practitioner approach the collaborative

design process in a more holistic and healthy manner. As such, the student, as emerging professional, will articulate their practice and expertise in relation to dynamic contexts and diverse stakeholders. What's more, our program includes minor concentrations in tangential fields, multidisciplinary opportunities that create a robust academic experience. Combined with the diverse student population at our institution, these professional apertures insure dynamic growth in leadership and collaboration.

Leadership: The department promotes college-wide leadership based on the social change model, which approaches leadership as a purposeful, collaborative, values-based process that results in positive social change. This philosophy is integrated throughout all areas of the design studio culture through active participation in peer critique, the production of compelling work, maturity in design studio discourse, the display of personal integrity, and interactions with members of the college and professional communities. Students are empowered to develop not only their capacity to lead, but to actively make a difference in their world through a range of leadership opportunities both in the department and across campus.

Collaboration: The department promotes both individual and group projects to support student learning and prepare students for professional responsibilities where collaboration with individuals in a variety of disciplines, specializations, and interests is critical to the success of each project. Efforts are made to ensure clear communication of expectations of collaborative work and shared responsibility amongst the members of a group. This is emphasized and evaluated through peer assessment and review. The primary evidence of how the program achieves Criterion PC.6 in the curriculum can be found in core courses ARCH 1184, ARCH 4304, ARCH 6306, ARCH 7306, ARCH 8003, and ARCH 8793. These courses are identified on the Program and Student Criteria Matrix, with documentation related to each course provided in the digital archive.

Year 1 introduces the students to the dynamics of a functioning studio space in ARCH 1184 Design Fundamentals 1. Students are encouraged to see their studio space and interactions as communal; that each of their peers is working together to solve the same problem, be they focused on individual or group assignments/projects. Moreover, this course introduces and honors the department's studio policy, which makes for a healthy and productive cohort of individuals committed to the same cause: good design for the social good.

Year 2 advances the dynamics of the studio by involving the students in more robust and complex projects in both second-year design studios. In ARCH 4304 Design Studio 2, early portions of the semester require students to effectively and accurately research project precedents and site characteristics both individually and in small and large groups. While the basic framework of the project is assigned, as a program and a course directive, the students must examine and manufacture models – digital and material – to accurately portray their given site. Leaders often reveal themselves during these early stages of data gathering; such revelations help to establish the distribution of labor, so as to move the project(s) to a greater level of completion.

Year 3 includes two studios that require students to expand their worldview, in both historical and cultural terms – ARCH 6306 Design Studio 4 and ARCH 6406 Studio Sorrento. These studios, while physically and contextually separated, accomplish similar tasks: perspective and awareness through collaborative efforts. In ARCH 6306, which focuses on adaptive reuse and historic preservation, students worked as a large team to document an abandoned industrial building in a local community. The documentation was used to generate an existing conditions report which was presented to the building's owner for further consideration.

Year 4 includes multiple examples of opportunities for leadership and collaboration in ARCH 7306 Design Studio 5 where the primary evidence supporting the criterion is found in the Urban Design Case Study assignment. Working in groups of two, students are required to use focused research and analysis to gain a better understanding of, and appreciation for, the design principles underlying existing urban buildings, places and neighborhoods at different scales in order to comprehend the broad scope of urban design intentions and the approaches used to implement them. As the semester progresses, it is expected that exposing students to an urban context – in terms of research and analysis – is helpful in protracting their worldview in larger group projects, and that sharing ideas across the studio can help to establish a more holistic understanding of the site and its context, culturally, socially, economically and politically.

Year 5 takes a more focused approach to leadership and collaboration in ARCH 8793 Professional Development where the primary evidence supporting the criterion is found in a guest speaker series highlighting eight practitioners in leadership positions at various career stages from new associate to recently retired principal. Each speaker discussed their philosophy of leadership, and offered advice for students entering the profession. In addition, students formed teams to collaborate on the first three assignments: a business plan for their new "firm," a response to a Request for Qualifications for a building project, and a response to a Request for Proposals for a large waterfront development.

Evidence that the program addresses Leadership and Collaboration in non-curricular activities can be found in the Architecture + Design Lecture Series, and events sponsored by the AIAS and NOMAS chapters. For example, the Architecture + Design Lecture Series provides a communal forum for student-professional engagement and highlights speakers from a variety of backgrounds. The fall "Civic Engagements" lectures typically focus on developments in the design and construction industry and the role of a variety of design professionals and stakeholders. Documentation related to each non-curricular activity will be provided in the digital archive.

Planning and Assessment: The program seeks to address Criterion PC.6 through persistent curricular instruction, and by providing a robust array of non-curricular activities to stimulate student engagement. As stated in 5.2.1, the B.Arch. program conducts annual academic assessment, and each program student learning outcome (PSLO) is assessed according to a three-year cycle, ensuring that all learning outcomes are assessed and that results are used for continuous improvement on a regular cycle. At the course level, annual academic assessment also includes course student learning outcomes that are assessed according to a similar three-year cycle. The CSLOs are mapped to the B.Arch. PSLOs which are based on the 14 NAAB PC and SC. In Fall 2021, the program will begin the first year of a new three-year assessment cycle based on the 14 NAAB Program Criteria (PC) and Student Criteria (SC) in the 2020 Conditions. These mappings ensure that the assessment of student learning outcomes within the program's courses directly relate to and support program learning outcome assessments, and document the program's continuous improvement on PC.6 Leadership and Collaboration on both the course and program level.

Student Learning Outcomes for each non-curricular activity identified above have also been developed and will be assessed using a survey instrument. Assessment will follow a process similar to that described in Condition 5.3, and results will be used to improve the department's non-curricular programming going forward.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response: Within the Department of Architecture + Design and the B.Arch. program, students are able to learn effectively in an environment that encourages positive and respectful interactions among faculty, students, administration and staff. Each academic year, students are asked to voluntarily contribute to the revision of the Studio Culture Policy that is posted within each studio classroom. This document outlines "Who we are" and "How we do it" through cultural drivers like: Healthy Lifestyle, Time Management, Collaboration, Community, Diversity and Inclusion, Leadership Development, Critical Discourse as well as Student and Faculty Responsibilities. The Alfred State administration also issues the Student Code of Conduct each academic year, which details the Principles of Community. The Principles of Community focus on personal integrity, treating others with civility, and supporting inclusion throughout the campus. Together, these documents outline the teaching and learning culture across the Alfred State campus and more specifically within the Department of Architecture + Design.

While the cultural drivers in the Studio Culture Policy apply to each and every design studio throughout the program, emphasis is placed on particular drivers at specific points in the studio sequence. The primary evidence of how the program achieves Criterion PC.7 in the curriculum can be found in core courses ARCH 1184, ARCH 2394, ARCH 3104, ARCH 4304, ARCH 5306, ARCH 6306/ARCH 6406, ARCH 7306, ARCH 8306, ARCH 8716, and ARCH 8776. These courses are identified on the Program and Student Criteria Matrix, with documentation related to each course provided in the digital archive.

Year 1 emphasizes Community. Alfred State seeks to create an academic community dedicated to those principles that foster personal and professional integrity, civility, and tolerance. Students are expected to act with integrity. Dishonesty, fraud, and failure to respect the rights of others cannot be tolerated in a community which is dedicated to the development of responsible individuals. In the design studio, individual work habits, methods, and production should not inhibit other students' design process, encroach on their production, or interfere with the use of design studio space for dialogue and critique. For example, in ARCH 1184 Design Fundamentals 1, students and faculty review the department's Studio Culture Policy and discuss each cultural driver in detail over the course of the semester. It is expected that students will carry these early lessons with them throughout their time at Alfred State.

Year 2 emphasizes Diversity and Inclusion. The department promotes the college-wide effort at creating opportunities for students to challenge bias by promoting sustained dialogues around individual differences and to prepare students to be respectful, engaged, and effective citizens in an increasingly global society. The design studio seeks to foster a learning environment which recognizes and embraces the value and creative opportunity that diversity brings to the educational experience, and promotes cultural understanding and respect with regard to the educational and professional backgrounds of students and faculty, as well as their sexual orientation, national origin, ethnicity, religious beliefs, and political preference. For example, in ARCH 3014 Design Studio 1, Project 1 specifically eschews the canonical architects that are covered in architectural history courses. The project is a research and board presentation that specifically focuses on contemporary architects that are from a broad range of backgrounds, challenging the traditional notions of who is 'supposed' to be included in architecture, and a more representative group of architects for our student body.

Year 3 emphasizes Collaboration. The department promotes both individual and group projects to support student learning and prepare students for professional responsibilities where collaboration with individuals in a variety of disciplines, specializations, and interests is critical to the success of each project. Efforts are made to ensure clear communication of expectations of collaborative work, and shared responsibility amongst the members of a group is emphasized and evaluated through peer assessment and review. For example, in ARCH 6406 Studio Sorrento, students worked in teams of two to address four separate areas of focus in Project No. 4 - *Placemaking at Sant'Anna Institute: Connecting People with Buildings, Gardens and the Sea to make a Complete Living and Learning Community*. Each team was responsible for documenting the existing conditions and developing base drawings from which individual design solutions could be generated.

Year 4 emphasizes Civic Engagement and Service. A core element of the Alfred State experience invites students to discover who and how they want to be in the world, by identifying the causes and issues that ignite their curiosity and sense of social responsibility, and by finding ways to channel passions into action through community service, cultural immersion experiences, activist initiatives, and political involvement. Design studios often engage communities to aid them in addressing specific environmental and architectural problems. These projects offer opportunities for civic engagement as well as experience as both team members and team leaders. For example, in ARCH 7306 Design Studio 5, students focus on the study of local and regional issues related to urban, suburban and rural design problems and on helping communities visualize strategies for revitalization and sustainable improvement to their neighborhoods and business districts. This "Civic Engagement Intensive" studio involves collaboration with local communities, design professionals, and organizations, and enables fourth-year students to participate in a number of community-based, service-learning projects around the Southern Tier region. These projects have been presented in Washington, D.C., at the Appalachian Teaching Project Conference each year since 2010, and more details can be found at http://www.etsu.edu/cas/cass/projects/alfred/default.php).

Year 5 emphasizes Leadership Development. The department promotes college-wide leadership based on the social change model, which approaches leadership as a purposeful, collaborative, values-based process that results in positive social change. This philosophy is integrated throughout all areas of the design studio culture through active participation in peer critique, the production of compelling work, maturity in design studio discourse, the display of personal integrity, and interactions with members of the college and professional communities. Students are empowered to develop not only their capacity to lead, but to actively make a difference in their world through a range of leadership opportunities both in the department and across campus. For example, in ARCH 8716 Design Studio 7-Thesis Definition and ARCH 8776 Design Studio 8-Thesis Development, two sequential studios required to complete the professional degree, students have the opportunity to exercise their self-leadership and creative efforts in the form of a year-long project of their own choosing. The challenge of the sequence is to position the student as manager of their own project, working from start to finish. Advanced research techniques force the student to cultivate a more robust understanding of the design process, an endeavor that is completely their own. And while each student is assigned thesis advisors, the research and project completion are solely those of the student's own efforts.

Evidence that the program addresses Learning and Teaching Culture in non-curricular activities can be found in the Architecture + Design Lecture Series, STAR Center, and activities of the AIAS. For example, first-year and second-year students are required to attend the Architecture + Design Lecture Series that is coordinated by faculty each semester. Previous lectures have included visits from Sally Johnson from Johnson-Hehr Associates, A. Quay Thompson from HOLT Architects, Duo Dickinson from Duo Dickinson Architects, and

David Burney from Pratt Institute. Documentation related to each non-curricular activity will be provided in the digital archive.

Planning and Assessment: The program seeks to address Criterion PC.7 through persistent curricular instruction, and by providing a robust array of non-curricular activities to stimulate student engagement. As stated in 5.2.1, the B.Arch. program conducts annual academic assessment, and each program student learning outcome (PSLO) is assessed according to a three-year cycle, ensuring that all learning outcomes are assessed and that results are used for continuous improvement on a regular cycle. At the course level, annual academic assessment also includes course student learning outcomes that are assessed according to a similar three-year cycle. The CSLOs are mapped to the B.Arch. PSLOs which are based on the 14 NAAB PC and SC. In Fall 2021, the program will begin the first year of a new three-year assessment cycle based on the 14 NAAB Program Criteria (PC) and Student Criteria (SC) in the 2020 Conditions. These mappings ensure that the assessment of student learning outcomes within the program's courses directly relate to and support program learning outcome assessments, and document the program's continuous improvement on PC.7 Learning and Teaching Culture on both the course and program level.

Student Learning Outcomes for each non-curricular activity identified above have also been developed and will be assessed using a survey instrument. Assessment will follow a process similar to that described in Condition 5.3, and results will be used to improve the department's non-curricular programming going forward.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response: The B.Arch. program endeavors to maintain an equitable, diverse, inclusive, and welcoming environment for all students and faculty. The challenge of attracting and retaining a more diverse student and faculty population has been a concern the Alfred architecture programs shares with many schools. While perhaps not unique only to Alfred State, this concern can be exacerbated by some of the campus' unique conditions. These include, but are not limited to, geographic location, demographics of student and faculty population, retention and enrollment challenges listed elsewhere in this report for both faculty and students, etc. Efforts have been made to address these challenges, and in recent semesters there is both a noticeable and statistical increase in the diversity of the student population in terms of race, economic position, gender, and age.

Faculty take the issues of Social Equity and Inclusion seriously, and are very active outside of the classroom. Recently, Dr. Alex Bitterman published a significant peer-reviewed academic book published by an international publisher about LGBTQ+ issues, *The Life and Afterlife of Gay Neighborhoods: Renaissance and Resurgence*, in 2020. Another instructor, prompted by events surrounding Black Lives Matter (BLM) and inclusive relations among students and faculty of all races and backgrounds, engaged faculty in a 21-day Racial Equity Challenge. This effort put forward thoughtful prompts for faculty to consider, analyze and reconsider their courses' structures and dialogues about issues raised from these prompts. The campus is currently planning to expand on this initiative for all faculty during AY 2021-22.

Faculty are also involved in community outreach efforts related to Social Equity and Inclusion. Professor William Dean serves on the CTE Advisory Board for Architecture and Interior Design at Edison Career and Technology High School, a Rochester, New York, high school with an African-American and Hispanic population of students numbering over 89%. Professor Dean also serves on an AIA Rochester committee exploring ways to foster greater

communication and outreach with under-represented communities to help increase awareness and diversity in the next generation of architects. The chapter's EDI committee is chaired by Professor Bryan Toepfer, who recently joined the faculty.

The program has also focused its efforts on increasing the diversity of its own Architecture Advisory Board. Female membership has increased to 25% of the board, showing both improvement and an avenue of continuing progress. This effort to improve representation is being applied to other program-related activities, such as guest reviewers, lecturers, networking events and even internship opportunities for the benefit of the department's students and programs.

The primary evidence of how the program achieves Criterion PC.8 in the curriculum can be found in core courses FNAT 1303, ARCH 3104, FNAT 5303, ARCH 6406, ARCH 7306, ARCH 8716 and ARCH 8733. These courses are identified on the Program and Student Criteria Matrix, with documentation related to each course provided in the digital archive.

Year 1 exposes students to the tenets of Social Equity and Inclusion early in their curriculum. GLST 2113 Global Perspectives introduces students to the important role of general education and the intersection with their lives. Students investigate their own values and ethical decision making and consider the extent to which values shape behavior and ethical decisions. Through the exploration of various non-Western cultures, the course assists students in developing a greater awareness of, and sensitivity about, social and cultural issues on both a local and global level, all of which will impact their architectural education. In FNAT 2333 Survey of Design, students study and research outside of their architectural focus by examining major disciplines and fields in design. The course focuses on how design influences architecture, industry, graphic and visual communication, digital media, print media, and culture. This investigation of non-Western cultures is supported by a series of lectures, discussions and examinations in FNAT 1303 Architectural History 1.

Year 2 provides the opportunity to apply the broad understanding of diversity, equity and inclusion to specific design projects. In ARCH 3104 Design Studio 1, these discussions of diversity and inclusion are introduced early in the curriculum. Students are tasked with creating emergency housing for a large storm event, and are required to research and understand the disability needs of both a client and the design emergency housing that accommodates that client's needs. The assignment examines the design ethics of inclusion for ALL disabilities, as opposed to simply placing "legal ramps" for those in wheelchairs. Later in the semester, students research an architect and then design a pavilion that emulates that architect's design philosophy and work. Students select designers from a list reflecting the gender and ethnic diversity of contemporary architecture, rather than utilizing typical canonical architects. Students in ARCH 4304 Design Studio 2 are challenged with designing a live-work infill building in Downtown Alfred on a narrow site with steep topography that forces accessibility to the forefront of each student's design process. The current health crisis of COVID-19 is also considered as a backdrop for investigations of live-work buildings of the future.

Year 3 exposes students to the origins and history of architectural design movements of the modern era in FNAT 5303 Architectural History 2, and addresses issues of inequality, racist housing policies and non-inclusive design mentalities. Students also examined the issue of diversity and inclusion outside of race, specifically regarding ethnic or socioeconomic division. In ARCH 5306 Design Studio 3 students discuss the ethics of inclusive and universal design, and complete a series of in-class activities focused on a dissection of the NYS Building Code, the International Building Code and universal and inclusive design practices. The final assignment for ARCH 6433 Urban Sketching & Journaling was the development of a reflection paper that asked students to draw upon their study abroad experience to describe their expectation for day-to-day life in Sorrento, Italy, the aspects of

Italian culture that they found most notable and diverse in comparison to their own, and the aspects of Italian society/social context that they found most notable and diverse in comparison to their own. Based on these observations and understanding of Italian culture and social context, they were further asked to give specific examples of how each might affect the daily lives of people of different backgrounds, resources, and abilities. Finally, they were asked to describe how their understanding of social equity and inclusion – consideration for people of different backgrounds, resources, and abilities – was integrated into their final design project for ARCH 6406 Studio Sorrento.

Year 4 is focused on civic engagement and building in urban environments that serve a wide range of diverse social and cultural needs. Students in ARCH 7306 Design Studio 5 complete two projects that revolve around designing urban contexts, those of which are melting pots of culture and physical abilities. In one project, students design a multi-story, mixed-used building in Manhattan, NY, and evaluate the current neighborhood development, social contexts, accessibility opportunities, and impact of gentrification. Students consider these topics and develop a unique program that they feel would benefit a local community which feels it has become underprioritized when compared to the tourist population. Different mediums are also used in this cross-cultural examination. Students watch a film series which addresses subjects that broach the topics of Equity, Diversity and Inclusion. These films expose students to an array of design problems and possible solutions that contemporary designers must strive to achieve with respect to ethical, equitable, and inclusive design. A lecture on stakeholders (including community stakeholders) that included graphic examples of equality (what we think we want), equity (what we really need) and systematic oppression (what we are attempting to correct) exposes students to the factors affecting projects outside of the designer's realm. Another lecture focuses on zoning, and includes the issue of "redlining" and how it has impacted community development. This presents another opportunity to discuss the ethical responsibilities of architects.

Year 5 allows students to observe and study architectural history and theory with a more critical lens. ARCH 8733 Modern Architectural Theory includes in-class discussions in which students are prompted to further synthesize, compare, contrast, and evaluate the cultural meanings and "cool factor" of indigenous and vernacular architecture in contrast to "starchitecture." Students are asked to create content that focuses wholly on assessing and synthesizing cultural comparison between at least two cultures though the eyes of historical and cultural thought leaders. ARCH 8716 Design Studio 7 is the stage when students are given the opportunity to apply all their skills in developing a thesis project, always with a goal of solving a societal or environmental issue. This has the implicit understanding that Social Equity and Inclusion are to be thoroughly studied and applied to their projects

Evidence that the program addresses Social Equity and Inclusion in non-curricular activities can be found in the Architecture + Design Lecture Series, the STAR Center, and events sponsored by the AIAS. For example, the STAR Center extends the learning in the design studio and exposes students to design outside the realm of Alfred State. One recent example of a STAR Center project was the Cornell Corporative Extension of Allegany County Outdoor Teaching Pavilion that was completed by a second-year architecture student. The student was able to work directly with diverse stakeholders, including the Executive Director of CCE Allegany, to develop a site plan, a floor plan, elevations, sections and renderings for a grant proposal submission. Documentation related to each non-curricular activity will be provided in the digital archive.

Planning and Assessment: The program seeks to address Criterion PC.8 through persistent curricular instruction, and by providing a robust array of non-curricular activities to stimulate student engagement. As stated in 5.2.1, the B.Arch. program conducts annual academic assessment, and each program student learning outcome (PSLO) is assessed according to a three-year cycle, ensuring that all learning outcomes are assessed and that results are used

for continuous improvement on a regular cycle. At the course level, annual academic assessment also includes course student learning outcomes that are assessed according to a similar three-year cycle. The CSLOs are mapped to the B.Arch. PSLOs which are based on the 14 NAAB PC and SC. In Fall 2021, the program will begin the first year of a new three-year assessment cycle based on the 14 NAAB Program Criteria (PC) and Student Criteria (SC) in the 2020 Conditions. These mappings ensure that the assessment of student learning outcomes within the program's courses directly relate to and support program learning outcome assessments, and document the program's continuous improvement on PC.8 Social Equity and Inclusion on both the course and program level.

Student Learning Outcomes for each non-curricular activity identified above have also been developed and will be assessed using a survey instrument. Assessment will follow a process similar to that described in Condition 5.3, and results will be used to improve the department's non-curricular programming going forward.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response: The program has earned a reputation for providing students with a strong background in technical understanding and competence in terms of the design and construction of buildings and the development of associated sites. Much of this background is influenced by the number of practicing professionals (past and present) that have developed the curricula and program with the emphasis on practical, real-world project experience wherein the importance of human health, safety, and welfare (HSW) is paramount. As such, virtually all studio assignments deal with a form of HSW in the built environment, from first-year elemental studies of anthropometrics and the need for safe shelter, progressing upward to the development of complex architectural solutions that include those aspects of professional practice that improve the physical, emotional, and social well-being of occupants and users; protect occupants, users, and any others from harm; and enable equitable access, elevate the human experience, encourage social interaction, and benefit the environment.

The program is structured to take students through the design studio sequence while concurrently providing appropriate lecture and lab course work that will broaden their knowledge of construction technology, environmental systems, regulatory requirements, structural systems, and professional practice. Aspects of the subject matter are strengthened by the series of studio field study trips which allow students to witness firsthand the importance of the proper and skillful application of the architect's interpretation of HSW parameters that often elevate the experience rather than simply demonstrate compliance.

As the level of studio assignments and projects increases in sophistication, the students are expected to carry the understanding of their responsibility to safeguard the public and the environment and provide a positive human experience for all holistically through their work.

The primary evidence of how the program achieves Criterion SC.1 in the curriculum can be found in core courses ARCH 3014, ARCH 3003, ARCH 4014, ARCH 4013, CIVL 4103, CIVL 5213, ARCH 7003, ARCH 8306, ARCH 8003, and ARCH 8753. In addition, the design studio sequence touches on aspects of architecture that promote physical, mental, social well-being, and equal access. These courses are identified on the Program and Student Criteria Matrix, with documentation of the following examples for each course provided in the digital archive.

Health: The program focuses on those aspects of professional practice that improve the physical, emotional, and social well-being of occupants, users, and any others affected by buildings and sites by instilling knowledge of the responsibility of the architect for these aspects in practically every course that the student will encounter within the program. In ARCH 3003 Environmental Controls 1, students are required to analyze all aspects of designing for environmental controls, including, but not limited to, air quality, ventilation, lighting, acoustics and egress. This course challenges the student to think on a residential level, keeping a focus on the technical details involved in making a sustainable, efficient, and performative environment. The assignments challenge the student to take standard residential examples and expose them to methods of design that are more amenable to high-performance environs such as passive and active heating/cooling, water supply and solid and liquid waste removal, and electrical systems. Student understanding is demonstrated through in-class quizzes, exams and assignments such as technical drawings.

In ARCH 7003 Environmental Controls 2, students have a greater focus on sustainability and site features as they relate to the built environment. In the first assignment, students choose an innovative building system technology to research and then apply that system to a building on campus. In the second assignment, students complete an in-depth site analysis for their corresponding studio project; this includes aspects such as site context, climate conditions, topography, vegetation, waterways, geological conditions, zoning, etc. In the third assignment, students conduct a life cycle analysis (LCA) on their respective studio project using BIM software (i.e., Tally). From this LCA, students are able to improve upon their studio projects from an environmental standpoint as well as learn new BIM technologies that are being used in the career field. Throughout this course, students are also confronted with a series of lectures with information pertaining to environmental stewardship and responsibility with topics ranging from LEED certification to storm water runoff to the history of ecology.

Safety: Those aspects of professional practice that protect occupants, users, and any others affected by buildings or sites from harm are instilled in the students primarily in the technical courses covering construction technology, structures, and regulatory requirements. These aspects are expected to be demonstrated in the studio work of each student in increasing detail and complexity as they progress through the program.

In ARCH 3014 Construction Technology 1 and ARCH 4014 Construction Technology 2, students produce a final set of construction drawings for each course which demonstrate an understanding of this portion of the contract documents for construction. These courses also introduce students to a variety of residential and commercial materials and methods for an array of construction systems, products, finishes, furnishings, and building equipment. As the focus of the construction document assignments are a residential and commercial building, respectively, an understanding of HSW principles such as the application of a structural system, means of egress, and accessibility are expected to be illustrated in the work. Further understanding is demonstrated through in-class quizzes, exams, and hand drawn connection details.

In ARCH 4013 Municipal Codes and Regulations, students are introduced to the municipal code review process and legal constraints of a building or site. The course content includes zoning, regulations, building standards, life safety, accessibility, and ethics. Students also analyze means of egress, structural provisions, building materials, etc. This understanding is demonstrated through class activities, exams, and quizzes on a weekly basis. These topics directly relate to health, safety, and welfare of any user occupying the built environment. Each topic discussed in the course is described in the International Building Code adopted by the State of New York.

In CIVL 4103 Structures 1, students are introduced to basic structural systems through in-class exercises used to evaluate their understanding of lecture content, homework assignments that focus on beam reactions, simple truss analysis and sizing structural members. Quiz and exam questions concentrate on combining the various concepts learned throughout the semester, and students are required to demonstrate their understanding of load tracing, and the impact of loads on structural elements in a building through quizzes, homework assignments, and exams.

In CIVL 5213 Reinforced Concrete, students demonstrate knowledge of advanced structural systems through quizzes, homework assignments, and exams that test students' understanding of shear design of members and the design and development of reinforcing bars in concrete members. Students are required to demonstrate their understanding of formwork and reinforced structural concrete members, and demonstrate their ability to perform analysis calculations of reinforced concrete beams through homework assignments, quizzes, and exams.

In ARCH 8753 Advanced Structural Systems, students are presented with a variety of exercises and information sources which explore advanced structure and envelope systems. The course explores intricate structural elements and expands to include complex shapes, materials, and systems, exemplifying many current and recent technologies and projects from around the world. Material performance and detailing of the exterior envelope are emphasized using digital project assignments utilizing node-based parametric programming and pattern-based surface development.

In ARCH 8003 Professional Practice, students build on their knowledge of construction documents, including drawings and specifications from earlier technical courses. The course explores these topic in depth through a series of lectures and a unit test supported by several homework assignments that require them to research and review multiple online sources that contain specification divisions relate to their current studio project. Students are expected to demonstrate their understanding of Uniformat, MasterFormat, SectionFormat, and PageFormat, as well as the interrelationship of the other contract documents, through homework assignments, quizzes, and exams.

Welfare: The program strives to instill those aspects of professional practice that enable equitable access, elevate the human experience, encourage social interaction, and benefit the environment throughout the ten-studio sequence. Emphasis on the experience and interaction of the users and public in the spaces and places that are created is at the core of studio exercises, and evidence of this should be visible in nearly every project that is designed and developed as students progress through program. From simple structure/shelter projects undertaken in the first year, through more complex building and site solutions, to consideration of community development, the program heralds the philosophy of making things better for people and the world through responsible, equitable, and uplifting design.

In ARCH 8306 Design Studio 6, students draw upon their previous coursework and knowledge of HSW principles to produce an architectural solution that demonstrates the ability to make design decisions about a single, semester-long project through broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies. Their understanding of the impact of health, safety, and welfare on their solution is illustrated in a series of related vignette assignments and in the final presentation of their completed building project. Many of the projects developed by the students are inclined toward aspects of environmentally responsible and sustainable businesses and processes which they have chosen based on their individual interests and research.

Planning and Assessment: The program seeks to address Criterion SC.1 through persistent curricular instruction, and by providing a robust array of non-curricular activities to stimulate student engagement. As stated in 5.2.1, the B.Arch. program conducts annual academic assessment, and each program student learning outcome (PSLO) is assessed according to a three-year cycle, ensuring that all learning outcomes are assessed and that results are used for continuous improvement on a regular cycle. At the course level, annual academic assessment also includes course student learning outcomes that are assessed according to a similar three-year cycle. The CSLOs are mapped to the B.Arch. PSLOs which are based on the 14 NAAB PC and SC. In Fall 2021, the program will begin the first year of a new three-year assessment cycle based on the 14 NAAB Program Criteria (PC) and Student Criteria (SC) in the 2020 Conditions. These mappings ensure that the assessment of student learning outcomes within the program's courses directly relate to and support program learning outcome assessments, and document the program’s continuous improvement on SC.1 Health, Safety and Welfare in the Built Environment on both the course and program level.

CSLO assessment for ARCH 3014, ARCH 3003, ARCH 7003, and ARCH 8753 was completed in Fall 2020, and assessment for ARCH 4014, ARCH 4013, ARCH 8003, and ARCH 8793 was completed in Spring 2021. All other courses will be assessed per the CSLO Assessment Schedule. A rubric is used for each studio project, and submissions must demonstrate competence in the performance areas indicated, with a total score of 2.0 or more indicating a general level of competence for those parts of the project. In lecture courses, students are typically evaluated through assignments, quizzes and tests to measure their comprehension, with a grade of 70% indicating an average or satisfactory level of competence. Changes to the program, or action to be taken, are detailed on the Course Assessment Summary Report for each course. Links to the Course Assessment Summary Reports and the CSLO Assessment Schedule have been provided for the team's reference.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response: The program takes an integrative approach to the instruction of professional practice by developing an awareness of professional ethics, regulatory standards, and fundamental business processes relevant to architectural practice throughout all five years of the curriculum. Students are systematically introduced to these broad subject areas early in the curriculum through second-year technical courses such as ARCH 3014 and ARCH 4014. These topics are then reinforced in related design studio courses where students are encouraged to further integrate this knowledge by applying specific areas of study to their assignments and projects. Mastery of the fundamental principles of professional practice is then expected by the fourth-year ARCH 8003 and fifth-year ARCH 8793 courses to give students the best possible understanding of the profession they aspire to join, and challenge them to develop as emerging professionals. These courses are identified on the Program and Student Criteria Matrix, with documentation of the following examples for each course provided in the digital archive.

Professional Ethics: The program fosters an understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice throughout the entire sequence of technical courses. In ARCH 3014 Construction Technology 1, the topic of professional ethics is introduced in portions of Unit 1 and a lecture devoted to registration standards. A history of zoning, including the practice of redlining, is discussed within the context of the Design and Construction Regulations section of Unit 1. The lecture on registration standards discusses registration statistics for African-American architects and the advocacy of organizations such as the National Organization of Minority Architects. Later in that same lecture, students are introduced to New York's standards of rule and conduct, including the definition of unprofessional conduct.

In ARCH 4014 Construction Technology 2, professional ethics is explored in the first lecture of the semester. Students investigate site assessment practices and the evaluation of physical, biological, and cultural appropriateness and opportunities. Similar to the instruction in ARCH 3014, governmental constraints, such as the importance of building and zoning codes are reviewed. Finally, LEED and the USGBC are introduced, which is ultimately tied to the use of sustainability in the design studio sequence.

In ARCH 8003 Professional Practice, professional ethics is discussed in a series of lectures and class discussions in Unit 2 and portions of Test No. 2. Students are introduced to both ethics in general and professional ethics as they relate to the field of architecture in order to critically evaluate the ethical, social and economic basis of professional practice. They review both the NCARB Rules of Conduct and the AIA Code of Ethics, and complete an ethics

survey designed to foster classroom discussion. In this portion of the course, students are evaluated through a test and classroom discussions to measure their comprehension of the material.

In ARCH 8793 Professional Development, the understanding of professional ethics is demonstrated in Assignment No. 3 - Request for Proposal (RFP). Students are expected to review and demonstrate an understanding of project-specific Procurement Forms & Requirements related to ethical practice by completing NYS Finance Law 139-j & 139-k forms, NYS Vendor Responsibility Questionnaire For-Profit Business Entity, Iran Divestment Act Statement, Non-Discrimination & Contractor & Supplier Diversity Requirements, NYS Businesses in Contact Performance Form, Certification Under State Tax Law Section 5-a, Schedule A, Project Sunlight, and Executive Order 177 Certification.

Regulatory Standards: The program fosters an understanding of the architect's responsibility to the public and the client throughout select technical courses. In ARCH 3014 Construction Technology 1, an understanding of regulatory standards is found in the previously mentioned lecture on registration standards. Students are introduced to concepts including the use of the term "Architect," the process to become registered, standards of rule and conduct, use of the architect's seal, form of firm practice, and discipline for violations.

In ARCH 4014 Construction Technology 2, regulatory standards are examined in the first sequence of lectures, which highlight project delivery phases and methods, an architect's legal obligations, the project manual, bidding, bonds, contract administration, general contractor selection, and the importance of the architectural design team. These lectures conclude with a dialogue on construction documents and CSI master format specifications. Specifications are continuously explored as students research and review multiple online sources that contain specification divisions.

In ARCH 8003 Professional Practice, regulatory standards in terms of architectural practice are discussed in a series of lectures and class discussions in Unit 1, Homework No. 1, and Test No. 1. Students are introduced to the history of the profession, the relationships among key stakeholders in the design process, and contemporary legal aspects of architectural practice through an overview to the New York State Education Department's Office of Professions, and the laws, rules and regulations for architecture. This includes a further examination of license requirements – education, experience, examination, registration and mandatory continuing education – and practice guidelines. Regulatory standards are also discussed in terms of legal considerations involving professional service contracts, and is found in a series of lectures and class discussions in Unit 4, Homework No. 5, Homework No. 6, and Test No. 4 based on document A201-2017, and Unit 5, Homework No. 7 and Test No. 5 based on document B103-2017. The architect's legal responsibilities related to general office, financial, risk, and project management procedures and insurance are discussed through lectures and readings in relation to the standard AIA contracts. Students are evaluated through assignments and tests to measure their comprehension of the material.

In ARCH 8793 Professional Development, the understanding of regulatory standards in terms of architectural practice is found in a lecture and class discussion on registration standards. This includes an in-depth review of the New York State Education Department's Office of Professions website including the laws, rules and regulations for architecture. The lecture also includes a further examination of license requirements – education, experience, examination, registration and mandatory continuing education – and practice guidelines. In terms of experience, students complete a series of surveys designed to record their perceived level of exposure – not exposed, introduced at some point, reinforced at multiple points, or a complete understanding – to 96 tasks in the six AXP Experience Requirement areas throughout the B.Arch. program. The results are tabulated and shared during a class discussion.

Fundamental Business Processes: The program fosters an understanding of the basic principles of a firm's business practices throughout select technical courses. In ARCH 3014 Construction Technology 1, the primary evidence demonstrating the understanding of fundamental business processes is found in portions of lectures for Unit 1, Unit 2, and Unit 3 (and related tests), focused on financial consideration. Students are evaluated through test questions to measure their comprehension of quantity survey estimating methods related to specific construction materials, and their relationship to the cost of materials and buildings.

In ARCH 4014 Construction Technology 2, students are introduced to economic feasibility studies to understand the importance of net benefit of architectural projects. This includes project budgets, financing, and the impact each topic has on all parties involved in the construction process.

In ARCH 8003 Professional Practice, the understanding of fundamental business processes is found in a series of lectures and class discussions in Unit 3, Homework No. 4, and Tests No. 3 focused on business practices, and Unit 7, Homework No. 10, and Test No. 7 focused on financial management during design and construction. Students are introduced to the practice of architecture through an examination of the business aspects of the profession relative to the legal structure, staffing, and organization of a typical architectural office, firm formation and organization, and financial management of both firms and projects. Students are evaluated through assignments and tests to measure their comprehension of fundamental business processes.

In ARCH 8793 Professional Development, fundamental business processes are discussed in in a series of lectures and class discussions on topics such as business planning, marketing, compensation, and personal financial management. Students expand on their knowledge of business practices and develop a sample business plan for a start-up company that addresses finances, marketing, and organization, etc. The students' understanding of fundamental business processes is also demonstrated within the context of the subsequent RFQ, RFP and Client Fee Proposal assignments.

Planning and Assessment: The program seeks to address Criterion SC.2 through persistent curricular instruction, and by providing a robust array of non-curricular activities to stimulate student engagement. As stated in 5.2.1, the B.Arch. program conducts annual academic assessment, and each program student learning outcome (PSLO) is assessed according to a three-year cycle, ensuring that all learning outcomes are assessed and that results are used for continuous improvement on a regular cycle. At the course level, annual academic assessment also includes course student learning outcomes that are assessed according to a similar three-year cycle. The CSLOs are mapped to the B.Arch. PSLOs which are based on the 14 NAAB PC and SC. In Fall 2021, the program will begin the first year of a new three-year assessment cycle based on the 14 NAAB Program Criteria (PC) and Student Criteria (SC) in the 2020 Conditions. These mappings ensure that the assessment of student learning outcomes within the program's courses directly relate to and support program learning outcome assessments, and document the program's continuous improvement on SC.2 Professional Practice on both the course and program level.

CSLO assessment for ARCH 3014 was completed in Fall 2020, and assessment for ARCH 4014, ARCH 8003, and ARCH 8793 was completed in Spring 2021. All other courses will be assessed per the CSLO Assessment Schedule. In lecture courses, students are typically evaluated through assignments, quizzes and tests to measure their comprehension, with a grade of 70% indicating an average or satisfactory level of competence. Changes to the program, or action to be taken, are detailed on the Course Assessment Summary Report for each course. Links to the Course Assessment Summary Reports and the CSLO Assessment Schedule have been provided for the team's reference.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response: The architecture program at Alfred State enables students to understand the fundamentals of life safety, land use, and regulations applicable to sites and buildings within the U.S. and New York State. This is accomplished through a number of technical courses as well as much of the design studio sequence. Combined, these courses fully immerse our students in the world of codes, rules, and regulations and the methods by which to research, assess and apply them as an integral project component. Design studios within the upper-level studio sequence typically include exercises and assignments that focus on regulatory compliance for a variety of building types and sizes. This awareness of pertinent codes is evident in final project presentations that include the application of the regulations (often in the form of a code review document) to produce a compliant design.

The primary evidence of how the program achieves Criterion SC.3 in the curriculum can be found in core courses ARCH 3014, ARCH 3003, ARCH 4014, ARCH 4013, ARCH 5306, ARCH 7003 Environmental Controls 2, and ARCH 8306 Design Studio 6. These courses are identified on the Program and Student Criteria Matrix, with documentation of the following examples for each course provided in the digital archive.

Both ARCH 3014 Construction Technology 1 and ARCH 4014 Construction Technology 2 introduce building codes and regulations into their coursework. ARCH 3014 Construction Technology 1 focuses on introducing students to aspects of the Residential Code of New Your State relative to residential buildings and is most likely the first time students will apply regulatory requirements within a project. Students are asked to put together their first set of construction documents where building codes and accessibility guidelines must be taken into consideration. Similarly, ARCH 4014 Construction Technology 2 focuses on introducing students to aspects of the Building Code of New York State relative to commercial buildings. Primary evidence for student understanding can be found in examinations and the final lab project for each class.

In ARCH 3003 Environmental Controls 1, students are exposed to the mechanical, electrical and plumbing systems necessary to make buildings habitable. This course is not simply a lecture on different systems and rote memorization, but has an emphasis on the applications and design implications of different systems choices. This course also focuses on the environmental and financial benefits of passive heating and cooling design and sustainable measures (building orientation, thermal massing, solar heat gain, etc.) that can be beneficial in the lifespan of a building, as well as the client's bottom line. Students complete practical applications of applying the International Energy Code to a theoretical project. Energy code compliance tools such as REScheck and COMcheck are used to generate reports to test different energy efficient strategies and designs.

In ARCH 4013 Municipal Codes and Regulations, students are provided with a solid foundation in codes and regulations that they will use and build upon in future courses. This course focuses on a base knowledge of the following codes and regulations: the International Zoning Code (IZC), the International Building Code (IBC), the Building Code of New York State (BCNYS), ADA Accessibility Guidelines (ADAAG), ADA standards for Accessible Design, the Fire Code of New York State (FCNYS), the Existing Building Code of New York State (EBCNYS) and the Residential Building Code of New York State (RBCNYS). Together these codes allow students to understand the following topics: zoning ordinances, land use, building occupancy, types of construction, means of egress, basic fire code requirements, accessibility, existing building regulations and residential building regulations. The primary evidence demonstrating student understanding is located within weekly quizzes

that focus on each topic; secondary evidence can be found within the midterm exam and the final exam.

In ARCH 5306 Design Studio 3, students are tasked to design a museum or exhibit facility based upon a given program, site, and collection of artifacts. Early assignments include an assessment of the way the public interacts with the objects being exhibited and the requirements necessary to make the exhibits accessible to all. As the projects are developed through completion, the students' work is expected to demonstrate compliance with life safety regulations regarding egress/exiting, occupancy, and construction type. A basic code review is undertaken, with key components identified and illustrated.

In ARCH 7003 Environmental Controls 2, students are presented with a series of lectures and information pertaining to environmental stewardship and responsibility with topics ranging from LEED certification to storm water runoff to the history of ecology. LEED and the USGBC are discussed in detail, and those concepts are reinforced in an assignment requiring students to design a small, off-the-grid residence. Each student selects one LEED scorecard item and submits a poster and verbally presents their findings to the class. The students' ability is evaluated within the context of the assignment rubric.

In ARCH 8306, the primary evidence demonstrating understanding related to regulatory context is found in the execution of the semester-long building design project. Students are required to individually develop buildings which are compliant with all applicable life-safety and accessibility standards, based on the current State edition of the IBC and referenced standards. Students are evaluated against key performance indicators including Regulatory Requirements where they are expected to demonstrate compliance with local zoning/planning standards (as applicable); identification of building occupancy and construction type; calculation of allowable building height and area; compliant exiting (vertical and horizontal); accessibility (including exiting).

Planning and Assessment: The program seeks to address Criterion SC.3 through persistent curricular instruction, and by providing a robust array of non-curricular activities to stimulate student engagement. As stated in 5.2.1, the B.Arch. program conducts annual academic assessment, and each program student learning outcome (PSLO) is assessed according to a three-year cycle, ensuring that all learning outcomes are assessed and that results are used for continuous improvement on a regular cycle. At the course level, annual academic assessment also includes course student learning outcomes that are assessed according to a similar three-year cycle. The CSLOs are mapped to the B.Arch. PSLOs which are based on the 14 NAAB PC and SC. In Fall 2021, the program will begin the first year of a new three-year assessment cycle based on the 14 NAAB Program Criteria (PC) and Student Criteria (SC) in the 2020 Conditions. These mappings ensure that the assessment of student learning outcomes within the program's courses directly relate to and support program learning outcome assessments, and document the program's continuous improvement on SC.3 Regulatory Context on both the course and program level.

CSLO assessment for ARCH 3014, ARCH 3003, ARCH 7003, and ARCH 8753 was completed in Fall 2020, and assessment for ARCH 4014, ARCH 4013, ARCH 8003, and ARCH 8793 was completed in Spring 2021. All other courses will be assessed per the CSLO Assessment Schedule. A rubric is used for each studio project, and submissions must demonstrate competence in the performance areas indicated, with a total score of 2.0 or more indicating a general level of competence for those parts of the project. In lecture courses, students are typically evaluated through assignments, quizzes and tests to measure their comprehension, with a grade of 70% indicating an average or satisfactory level of competence. Changes to the program, or action to be taken, are detailed on the Course Assessment Summary Report for each course. Links to the Course Assessment Summary Reports and the CSLO Assessment Schedule have been provided for the team's reference.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response: The program takes an integrative approach to the instruction of technical knowledge by preparing students to understand technical documentation, structural systems, environmental systems, building envelope systems and assemblies, building materials and assemblies, and building service systems and their relationship to building construction throughout all five years of the curriculum. Students are systematically introduced to these broad subject areas early in the curriculum through appropriate technical courses including ARCH 2014 Computer Visualization, which is the introduction to arguably the most widely used 3D modeling software employed by firms in our region. The topics are then reinforced in related design studio courses where students are encouraged to further integrate this knowledge by applying specific areas of study to their assignments and projects. Mastery of the fundamental principles of technical knowledge is expected by the fourth-year to give students the best possible understanding of construction technology as they embark on their fifth-year thesis project.

The primary evidence of how the program achieves Criterion SC.4 in the curriculum can be found in core courses ARCH 2014, ARCH 3014, ARCH 3003, ARCH 4014, ARCH 4013, CIVL 4103, ARCH 5306, CIVL 5213, ARCH 7003, ARCH 8306, and ARCH 8753. In addition, the design studio sequence touches on aspects of architecture that demonstrate the ability to apply technical knowledge to a variety of project types and sizes. These courses are identified on the Program and Student Criteria Matrix, with documentation of the following examples for each course provided in the digital archive.

Technical Documentation: The program prepares students to understand the established and emerging technologies related to technical documentation throughout a series of select technical courses. Topics include the production of technically clear drawings, the preparation of outline specifications, and construction of models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

In ARCH 2014 Computer Visualization, the production of technically clear drawings is found in the initial introduction to BIM and basic correlation between drawings and modeling systems. This course examines the practical and theoretical issues of the computer as a tool for the production of architectural presentations and construction documents. Students learn to create and execute digital projects utilizing various aspects of a model-centric environment to visualize and communicate architecture and development process. The conclusion of this course produces multiple architectural presentations and designs, including façade elements, topography, and parametrically designed building components.

In ARCH 3014 Construction Technology 1, students are required to construct a BIM model of a two-story, wood-frame residential building that illustrates and identifies the assembly of materials, systems and components. From that model, students create a set of construction drawings that include a title sheet, site plan (with topography), foundation, first, and second floor plans, interior and exterior elevations, building sections, wall sections/details and schedules. Also required are several three-dimensional axonometric views that exhibit the floor and roof framing. The production of technical documentation continues in ARCH 4014 where a similar format is used to create a set of construction drawings for a two-story, masonry and steel-frame commercial building.

In ARCH 4014 Construction Technology 2, students prepare outline specifications with the assistance of a series of lectures and an assignment related to the production of contract documents. In the assignment, outline specifications are evaluated by students who are

assigned five CSI MasterFormat categories and required to research a manufacturer, review the manufacturer specifications, and summarize similarities and differences among the manufacturers. The development of specifications continues in ARCH 8003 where students create a preliminary project description based on Uniformat and a correctly formatted specification section using MasterFormat in Homework No. 9. These assignments are reinforced in lectures for Unit 4 and portions of Test No. 4 in that fourth-year course.

In ARCH 8306, students demonstrate the ability to produce technically clear drawings through the semester-long project. Towards the completion of the semester, students are expected to incorporate the previous exercises that require them to investigate the sub-systems of the building, and incorporate these systems into an integrated whole. A set of documents at a design development level indicate the development and integration of these systems into the project. Students are evaluated against key performance indicators including Technical Documentation, where they are expected to demonstrate an understanding and proper application of both digital and physical modeling. Submissions must demonstrate at least a general level of competence for that part of the project.

Structural Systems: The program prepares students to understand the established and emerging systems related to a building's structure and construction throughout a series of select technical courses. Topics include 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.

In CIVL 4103 Structures 1, students are introduced to basic structural systems through in-class exercises used to evaluate their understanding of lecture content, homework assignments that focus on beam reactions, simple truss analysis and sizing structural members. Quiz and exam questions concentrate on combining the various concepts learned throughout the semester, and students are required to demonstrate their understanding of load tracing, and the impact of loads on structural elements in a building through quizzes, homework assignments, and exams.

In CIVL 5213 Reinforced Concrete, students demonstrate knowledge of advanced structural systems through quizzes, homework assignments, and exams that test students' understanding of shear design of members and the design and development of reinforcing bars in concrete members. Students are required to demonstrate their understanding of formwork and reinforced structural concrete members, and demonstrate their ability to perform analysis calculations of reinforced concrete beams through homework assignments, quizzes, and exams.

In ARCH 8306, students demonstrate an understanding of appropriate structural systems in the execution of the semester-long building design project. Students are required to individually develop buildings which include a structural system selected for its appropriateness in supporting the design parti as well as meeting the requirements of the physical forces it will be subjected to withstand. The structural system must be developed to show primary, secondary, and tertiary members as required for wall sections of a moderate to high level of detail. Students are evaluated against key performance indicators including Structural Systems, where they are expected to demonstrate an understanding of basic structural principles and their application. Submissions must demonstrate at least a general level of competence for that part of the project.

In ARCH 8753, students complete homework assignments, projects, and exams that assess their understanding of exterior building envelopes, long-span structural members, and complex determinate and indeterminate systems. The course examines reinforced concrete, steel and contemporary composite structural systems, and students are required to use BIM

as a structural analysis and design tool, while integrating structural systems selected with mechanical, electrical and conveying building systems.

Environmental Systems: The program prepares students to understand the established and emerging systems related to a building's mechanics and construction throughout a series of select technical courses. Topics include the principles of environmental systems design, how design criteria can vary by geographic region, and the tools used for performance assessment such as active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics. It is expected that students will demonstrate their ability related to environmental systems to varying degrees as principles are introduced in ARCH 3003-Environmental Controls 1, continued in ARCH-7003 Environmental Controls 2, and mastered in ARCH 8306-Design Studio 6 courses. The students' ability is typically evaluated within the context of exams, exercises, or assignment rubrics.

In ARCH 3003, students are introduced to the principles of environmental systems design through lectures, tests, calculations, and projects. For the first project, students research a building case study to investigate building performance, including passive and active systems, indoor air quality and lighting systems. They present their findings to the class in verbal and digital presentations. The second project illustrates the variation of design criteria by geographic region. Using an on-line program, REScheck, students were given criteria to put into the program, using their home address. Depending on whether the building passed or failed energy code, students modified the criteria, i.e., added insulation, and reran the program. Six unit tests are given on the following topics: Human Environment; Thermal Comfort; Water Supply and Drainage; Electrical Systems; Lighting; Acoustics, Vertical Transportation; and a quiz on Fire Protection.

In ARCH 7003 Environmental Controls 2, students are introduced to tools used for environmental systems performance assessment through lectures, tests, calculations, and projects. For the final project, each student uses the LEED scorecard introduced earlier in the course to evaluate pertinent points in his or her studio project that semester, and to determine the level of LEED certification achieved. The students' ability is evaluated within the context of the assignment rubric.

In ARCH 8306 Design Studio 6, the application of principles of environmental systems design is found in the semester-long project. Once a suitable building diagram is identified, the students are assigned a two-week vignette to examine possible environmental systems within the building envelope. Based on feedback received at the interim critique, students are encouraged to further develop these systems as they progress toward the final design. Students are evaluated against key performance indicators including environmental design, requiring them to determine the nature of the building and spaces being served by the systems and incorporate those systems into the final design. Submissions must demonstrate at least a general level of competence for that part of the project.

Building Envelope Systems: The program prepares students to understand the established and emerging systems related to a building's envelope through a series of select technical courses. Topics include 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.

In ARCH 3014 Construction Technology 1 and ARCH 4014 Construction Technology 2, students demonstrate an understanding of building envelope systems through lectures, examinations and lab assignments. Lectures and class discussions focus on topics of performance, aesthetics, moisture transfer, durability and energy and material resources of residential and/or commercial materials studied in each course. In ARCH 3014, students are

required to construct a BIM model of a two-story, wood-frame residential building, and in ARCH 4014, a two-story, steel and concrete commercial building is the subject of the lab exercises. In both cases, students are expected to select building envelope systems that are appropriate for the location, use and function of the building. Students also produce hand drawn sketches of connection details related to the building envelope systems being studied. The students' ability is evaluated within the context of quizzes, examinations and assignment rubrics.

In ARCH 8753 Advanced Structural Systems, students complete lab assignments and assessments that address students' understanding of modular curtain wall assemblies, mass timber connection details, and space frame truss systems. For example, Advanced Curtain Wall Case Studies are introduced in lecture and curtain wall systems are modeled in the lab component with a focus on wind deflection loading. Students calculate wind loads and select component sections to resist these loads. An AESS case study is dissected, and components are analyzed as discrete components and subassemblies for structural requirements. A BIM model is then used as the basis for a descriptive presentation of critical structural conditions. In addition, a modular construction module works through a mass timber shear wall braced frame created to work adaptively as a BIM wall component. Finally, the truss structural module uses computational design and analysis to create a truss and dynamically observe deflection under modifications to supports and truss shape using a constraint-based form finding, optimization and physics simulation tool that can be run in the BIM environment. Students then experiment with parameters to optimize the system's performance.

Building Materials and Assemblies: The program prepares students to understand the established and emerging assemblies related to a building's materials and construction throughout a series of select technical courses. Topics include 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 their environmental impact and reuse.

In ARCH 3014 Construction Technology 1 and ARCH 4014 Construction Technology 2, students demonstrate an understanding of building envelope systems through lectures, examinations and lab assignments. Lectures and class discussions in each course focus on materials, their uses, assemblies, production methods and environmental impacts, and their longevity or reuse. In ARCH 3014, students are required to construct a BIM model of a two-story, wood-frame residential building, and in ARCH 4014, a two-story, steel and concrete commercial building is the subject of the lab exercises. In both cases, students are expected to select building materials and assemblies that are appropriate for the location, use and function of the building. The students' ability is evaluated within the context of quizzes, examinations and assignment rubrics.

Building Service Systems: The program prepares students to understand the established and emerging systems related to building service systems throughout a series of select technical courses. Topics include the basic principles, appropriate application, and performance of building service systems, including mechanical, electrical (power and lighting), plumbing, communication, vertical transportation, security, and fire protection.

In ARCH 3003 Environmental Controls 1, students demonstrate an understanding of building service systems through heat loss calculations of different wall and roof materials. In lectures and on tests, U and R values of different materials are presented along with discussions on the use of manufacturers' websites to analyze and select construction materials. Lectures also cover life cycles of buildings and ensuing environmental impact of construction and reuse of building materials. The students' ability is evaluated within the context of each examination.

In ARCH 7003 Environmental Controls 2, student understanding of building service systems is found in a series of lectures and unit examinations throughout the course with sets of questions related to communication, vertical transportation, security, and fire protection systems. It is expected that students will apply this knowledge to related studio projects that semester by selecting and appropriately placing elevators and associated machine rooms. In the fourth year, students will be expected to draw on these earlier experiences to properly lay out a mechanical room to accommodate a range of mechanical equipment as well as communication, security, and fire protection equipment.

In ARCH 8306 Design Studio 6, students are required to individually develop the integration of building service systems within the context of a semester-long project. Projects are evaluated against key performance indicators including Environmental Systems where they are required to include an HVAC distribution diagram, building and large-scale wall sections showing the integration of ductwork, lighting, fire protection, etc., large-scale mechanical room plan(s) showing equipment layout, and large-scale plans at a significant room or other space showing the supply and return air ducts and sprinkler distribution system, and a reflected ceiling plan showing lighting fixtures, supply and return air grilles, and sprinkler heads. Submissions must demonstrate at least a general level of competence for that part of the project.

Planning and Assessment: The program seeks to address Criterion SC.4 through persistent curricular instruction, and by providing a robust array of non-curricular activities to stimulate student engagement. As stated in 5.2.1, the B.Arch. program conducts annual academic assessment, and each program student learning outcome (PSLO) is assessed according to a three-year cycle, ensuring that all learning outcomes are assessed and that results are used for continuous improvement on a regular cycle. At the course level, annual academic assessment also includes course student learning outcomes that are assessed according to a similar three-year cycle. The CSLOs are mapped to the B.Arch. PSLOs which are based on the 14 NAAB PC and SC. In Fall 2021, the program will begin the first year of a new three-year assessment cycle based on the 14 NAAB Program Criteria (PC) and Student Criteria (SC) in the 2020 Conditions. These mappings ensure that the assessment of student learning outcomes within the program's courses directly relate to and support program learning outcome assessments, and document the program's continuous improvement on SC.4 Technical Knowledge on both the course and program level.

CSLO assessment for ARCH 3014, ARCH 3003, ARCH 7003, and ARCH 8753 was completed in Fall 2020, and assessment for ARCH 4014, ARCH 4013, ARCH 8003, and ARCH 8793 was completed in Spring 2021. All other courses will be assessed per the CSLO Assessment Schedule. A rubric is used for each studio project, and submissions must demonstrate competence in the performance areas indicated, with a total score of 2.0 or more indicating a general level of competence for those parts of the project. In lecture courses, students are typically evaluated through assignments, quizzes and tests to measure their comprehension, with a grade of 70% indicating an average or satisfactory level of competence. Changes to the program, or action to be taken, are detailed on the Course Assessment Summary Report for each course. Links to the Course Assessment Summary Reports and the CSLO Assessment Schedule have been provided for the team's reference.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response: The studio sequence provides students the opportunity for incremental and iterative growth in projects that range from simple modeling and sketching assignments to complex building types such as incubator spaces, contemporary urban design and historic

preservation. This offers an avenue for students to grow their work and begin to develop their voice and visual aesthetic within the architecture and design profession, and with a firm connection to the societal responsibilities of the architect. Students exhibit competence in the discipline by the fourth-year comprehensive studio, a semester-long project that combines structure, program, envelope, technical knowledge, and design development. The building construction is expected to be technically accurate and precise, conforming to the codes and regulations of New York State. The thesis studio has similar expectations, but further encourages students to pursue a project that is anchored in contemporary social issues that have ranged from climate change to addressing the carceral state via architectural intervention.

Beginning in the second year, students progress through the curriculum and are introduced to concepts such as accessibility, municipal codes and regulations, and structures in addition to broader architectural design techniques such as landscape design and sustainability via their studio experience. In these studio courses, students are expected to integrate knowledge that they have gained in related technical courses as they progress through the program. As students advance, they are also expected to incrementally integrate the knowledge gained year-on-year into their studio projects and are meant to produce work that grows in complexity from studio to studio. By the time they reach the upper-level studios beginning with Design Studio 3, students are expected to integrate knowledge of building envelopes, foundations, structural layouts and steel construction into each studio project to create a holistic building design.

The primary evidence of how the program achieves Criterion SC.5 in the curriculum can be found in core courses ARCH 3104, ARCH 4304, ARCH 5306, ARCH 6306/ARCH 6406, ARCH 7306, ARCH 8306, ARCH 8716, and ARCH 8776. These courses are identified on the Program and Student Criteria Matrix, with documentation of the following examples for each course provided in the digital archive.

User Requirements: In ARCH 3104 Design Studio 1, the fourth project requires students to operate within the context of ever changing and unpredictable weather patterns. Students are expected to design a series of modular, repeatable, emergency housing units to aid a series of families that have been left homeless in the context of a super storm that has affected Western New York. Each student is assigned a client, acts as a client for another student, and is required to negotiate with their client to determine the best possible program and layout within a series of size restrictions. Students must also take into account that each client they are designing for has a mobility issue. The size, space and mobility factors engage the students on an introductory level where they must determine what is necessary for the client and how this can be implemented in a small floor area.

In ARCH 4304 Design Studio 2, Project 3 requires students to create a facility where visiting artists or art school faculty can live, work and display their art within the context of a rural community. Students are given a set of spatial requirements in terms of square footage as well as the number of exhibit spaces, living spaces and office spaces. From these baselines, students are required to perform precedent research and determine how they would configure the required spaces. They are given latitude to explore spatial layouts, but these design decisions must be supported by their precedent research into how a live-work art facility can provide the best experience for the diversity of users it would serve.

In ARCH 5306 Design Studio 3, students must develop a design for a museum or exhibit facility based upon a given program and site. Students are expected to produce a diagram that conforms to the needs of the program, including user requirements that take anthropogenic and spatial factors, lighting and service systems into consideration. The studio focuses on understanding the human factor in a comprehensive facility design, and the students are expected to marry the experiential portion of design with the relevant building

codes, accessibility, and materiality. In a concern unique to this course, students are required to understand and design around the display of artifacts and how these requirements influence the program, layout and design of the building.

In ARCH 6306 Design Studio 4, students are tasked with designing a historic infill building on Main Street in Alfred, and are expected to balance a series of historic preservation requirements in keeping with the local zoning ordinance. In addition, students are expected to address a specific owner requirement and design a building within the historic research of NYS CRIPS and NPS Preservation Briefs to inform the development of historic storefronts. After researching and establishing an understanding of the historical context, students are expected to design two exterior façades and one alley façade in the appropriate manner for new construction within a historic district.

In ARCH 7306 Design Studio 5, Project 2 – Community Visualization Study evaluates students against key performance indicators including Program Development/Execution where they are expected to demonstrate competency in proposing a problem statement (what they seek to address), program statement (how they seek to address the problem), and design objectives (based on user activities/behaviors/requirements). Students compose both a problem statement and a program statement for the project based on research and observation, review the existing conditions in terms of a Neighborhood Development Analysis, propose solutions within the context of the overall project, and evaluate the final study in relation to the original evaluative instrument as a way of predicting effectiveness of implementation.

ARCH 8306 Design Studio 6, the fourth-year comprehensive studio requires the student to design a pilot manufacturing facility located on a sloping site near the Alfred State campus. Students are expected to research and understand a manufacturing process of their choosing and ensure there is space and a program that accommodates the equipment, process and user needs of that specific manufacturing process at a comprehensive level. They are further encouraged to pay particular attention to how the user enters and moves around the site, as well as managing more practical aspects such as loading docks, mechanical systems and environmental control systems to service user requirements.

In ARCH 8716 Design Studio 7 and ARCH 8776 Design Studio 8, students are required to develop a project program intended to improve the lives of stakeholders whether it be through aesthetics, economic benefit or cultural engagement. In this full-year thesis exploration, students draw on past experiences in previous studios as well as their technical coursework to generate their own prompt for a project that is typically user driven and provides an architectural solution for a social problem. During the thesis definition phase, students begin by researching user requirements, surveying relevant literature related to their project type, defining user descriptions, activities and physical requirements, and interviewing potential users (if possible), to create a performance program for their thesis proposal. This research forms the basis for design in the thesis development phase. Recent programs have included an architectural intervention that proposed an alternate to the carceral state, as well as a floating school for informal communities in Nigeria. Typically, these user requirements are derived from situations the student is familiar with and is invested in providing a solution for.

Regulatory Requirements: In ARCH 5306 Design Studio 3, students are expected to understand and implement codes and building requirements that they have learned in previous technical courses, such as ARCH 4013 Municipal Codes and Regulations and ARCH 3014 Construction Technology 1, and ARCH 4014 Construction Technology 2. Students are required to research, understand and exhibit schematic compliance to building codes, egress and accessibility codes as they relate to a museum/exhibit facility design as well as demonstrate a nascent understanding of building life safety systems.

In ARCH 6306 Design Studio 4, students are tasked with designing a historic infill building on Main Street in Alfred. The space was originally a non-conforming structure that was lost to a fire. As a result, students are expected to carry forward their knowledge of regulatory compliance and apply it to an adaptive reuse project. Adding further complexity to the students' design thinking, regulatory and safety systems of the new building must not only be upgraded according to the IBC, but also within the context of their historical research. Students are expected to perform and apply independent building code research using the IBC to determine the allowable building height, occupancy and accessibility.

In ARCH 7306 Design Studio 5, students are required to research, understand and present the zoning of an existing site and accurately design a building that is acceptable for a space within a complex urban fabric on the west side of Manhattan. Increasing in complexity from the previous studios, students are expected to familiarize themselves with the zoning code in NYC and the Chelsea District in particular. Students compile a brief report regarding all the important codes necessary for a successful and compliant building in this location. Setbacks, height restrictions, programmatic and historical concerns and commercial district restrictions are all concerns that students must investigate.

In ARCH 8306 Design Studio 6, students are expected to have mastered regulatory requirements as they relate to a complete facility in the execution of the semester-long building design project. Students are required to individually develop buildings which are compliant with all applicable life-safety and accessibility standards based on the current State edition of the IBC and referenced standards. Students are evaluated against key performance indicators including Regulatory Requirements where they are expected to demonstrate compliance with local zoning/planning standards (as applicable); identification of building occupancy and construction type; calculation of allowable building height and area; compliant exiting (vertical and horizontal); and accessibility (including exiting).

Site Conditions: In ARCH 3104 Design Studio 1, students are introduced to site condition research and design through Project 5 where they are required to redesign the Alfred State College quadrangle, the space between two academic buildings. Students are given a set of goals to accomplish and program elements to consider, and are expected to analyze user experience versus designed experience, particularly regarding universal design. Coupled with the substantial topographical change of the quad, students are tasked with designing a more user-friendly space to improve pedestrian circulation, create community spaces and engage the broader college community.

In ARCH 4304, Design Studio 2, Project 3 requires students to work individually and as part of a group to document specific site conditions including lot size, topography, parking requirements, building access, and building adjacencies in preparation for the design of an infill building in Downtown Alfred. The use of a drone is also incorporated for more accurate analysis. Students present their research as a site analysis report to the class for discussion.

In ARCH 7306 Design Studio 5, students are required to understand concepts of site, landscape, and infrastructure design as it relates to an infill corner lot in downtown Manhattan. Students are required to design their structure in accordance with local zoning code in NYC and the Community District where the site is located. In addition, students collect and assess the characteristics, assets, and challenges of the High Line corridor and surrounding neighborhoods to create a case study review and analysis of best practices in urban spaces. Students also research case studies of other urban developments, green space, mixed-use occupancies, etc., of their choosing and analyze two spaces with potential relevance for the general site location to ensure their development conforms to the existing site conditions. This analysis ultimately affects the façade design, interaction with street level, and pedestrian and vehicular movement, and students are expected to demonstrate an understanding of the area's location in a flood zone.

In ARCH 8306 Design Studio 6, the primary evidence demonstrating the students' ability to achieve the successful integration of multiple factors and conditions into a competent building and site design is found in the execution of the semester-long design project. Students are expected to competently and responsibly manage topography, parking, access and the building's relationship to the surrounding context. In addition, students are given a specific assignment dealing with environmental stewardship, sustainability, and site considerations. Students are expected to demonstrate the ability to make responsible decisions regarding building environmental systems such as heating and cooling and the use of natural resources.

Accessible Design: In ARCH 3104 Design Studio 1, Project 3 requires students to design a modular unit to be used in emergencies. Students must consult ADA design guidelines to create a plan diagram that is useable by their client who has a particular disability. This is intended to introduce students at a basic level to the idea of universal design, a concept that will be reinforced in future studios.

In ARCH 5306 Design Studio 3, students are required to design a new building on a site with variable topography, and ensure that the building is fully accessible with building entry ramps, elevators and accessible parking. The students are expected to apply concepts learned in ARCH 4013 Municipal Codes and Regulations and ARCH 4014 Construction Technology 2 in the development of their design.

In ARCH 7306 Design Studio 5, students are expected to have a sound understanding of universal design principles and the ADA Accessibility Guidelines with respect to designing spaces within buildings that are code compliant and work for all building users. In addition to typical universal design principles within the building, students are expected to investigate accessibility issues in the surrounding urban context such as wheelchair access to the park-level of the High Line, and bathroom frequency issues.

In ARCH 8306 Design Studio 6, students are required to individually resolve all issues involving their design intervention on a specific site as it relates to the proposed building, its effects on the immediate environment, adjacent properties, landscape, man-made features, etc. Students are evaluated against nine key performance indicators including Site Development where they are expected to demonstrate clear connectivity between building and site, creative and effective pedestrian/vehicular access and circulation, proper modification of the site grade to accommodate the new building, and a landscape design that complements the existing conditions and site development.

Planning and Assessment: The program seeks to address Criterion SC.5 through persistent curricular instruction, and by providing a robust array of non-curricular activities to stimulate student engagement. As stated in 5.2.1, the B.Arch. program conducts annual academic assessment, and each program student learning outcome (PSLO) is assessed according to a three-year cycle, ensuring that all learning outcomes are assessed and that results are used for continuous improvement on a regular cycle. At the course level, annual academic assessment also includes course student learning outcomes that are assessed according to a similar three-year cycle. The CSLOs are mapped to the B.Arch. PSLOs which are based on the 14 NAAB PC and SC. In Fall 2021, the program will begin the first year of a new three-year assessment cycle based on the 14 NAAB Program Criteria (PC) and Student Criteria (SC) in the 2020 Conditions. These mappings ensure that the assessment of student learning outcomes within the program's courses directly relate to and support program learning outcome assessments, and document the program's continuous improvement on SC.5 Design Synthesis on both the course and program level.

CSLO assessment for ARCH 1184, ARCH 3104, ARCH 5306, ARCH 7306, and ARCH 8716 is scheduled for Fall 2021, and assessment for ARCH 2394, ARCH 4304, ARCH 6306/ARCH 6406, and ARCH 8306 is scheduled for Spring 2022 per the CSLO Assessment Schedule. A rubric is used for each studio project, and submissions must demonstrate competence in the performance areas indicated, with a total score of 2.0 or more indicating a general level of competence for those parts of the project. Changes to the program, or action to be taken, will be on the Course Assessment Summary Report for each course completed at those times. A Link to the CSLO Assessment Schedule has been provided for the team's reference.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response: The program prepares students from their earliest studio experiences to understand and implement the criteria and conditions that are required to design a building for human use, and responsible environmental stewardship in a holistic sense. Understanding the various and complex interactions of the program, site, environment, regulatory requirements, structural systems, envelope assemblies, and the need to integrate these factors in the timed performance of a demanding project schedule emphasizes the necessity of making well-considered design decisions. The entire studio sequence of the program (as detailed in other Student Criteria above) is meant to have students develop the ability to research necessary problem-solving information, develop and evaluate a variety of options, and make informed, supportable decisions that are incorporated into the final, integrated design solution. As students are introduced to more complex studio projects and associated technical coursework throughout their advancement in the program, they are made increasingly aware of the interdependence of all the factors that must be considered as they forge the decisions that define their work.

The primary evidence of how the program achieves Criterion SC.6 in the curriculum can be found in core courses ARCH 4304, ARCH 5306, ARCH 7306, and ARCH 8306. These courses are identified on the Program and Student Criteria Matrix, with documentation of the following examples for each course provided in the digital archive.

Building Envelope Systems and Assemblies: In ARCH 4304 Design Studio 2, the building envelope is discussed as part of a lecture on building envelope and structural systems. As a follow-up, students must complete an Envelope and Systems Summary where they describe, in detail, the foundation, first floor, second (and possible third) floor, roof and wall systems. They are then expected to graphically detail or identify the appropriate surface and core materials at the roof, cladding and core materials at the walls, and the floor system adjacent to the grade on building section drawings as part of their design development presentation. Students are evaluated against key performance indicators including Building Integration in terms of the building envelope systems and assemblies.

In ARCH 5306 Design Studio 3, students are introduced to the concept of building envelope systems and assemblies as an integral component of their design that is developed during the Structural Factor assignment. After researching and selecting an appropriate structural approach and in consideration of the exterior appearance, materials, fenestration, and environmental responsibility to the selected site, students are expected to illustrate their understanding of the envelope assembly in a technically delineated wall section(s) which outlines the weather barrier, insulation systems, air and vapor membranes (as applicable), cavity ventilation/drainage implements (as applicable), tertiary structural components necessary to support the envelope systems, and openings in the envelope including

fenestration. The wall section is typically taken at an area of the building that represents a more challenging condition of their design.

In ARCH 8306 Design Studio 6, students explore, choose, and develop building envelope systems and assemblies as a portion of the Vignette 3 Structural Systems assignment. After researching and selecting an appropriate structural approach and in consideration of the exterior appearance, materials, fenestration, and environmental responsibility to the selected site, students are expected to illustrate their understanding of the envelope assembly in a large-scale, technically delineated wall section(s) which details the weather barrier, insulation systems, air and vapor membranes (as applicable), cavity ventilation/drainage implements (as applicable), tertiary structural components necessary to support the envelope systems and their connection to secondary/primary elements, and openings in the envelope, including fenestration and through-envelope penetrations (as applicable). The wall section(s) is typically taken at areas of the building that are meant to represent the more challenging conditions of their design, from the footing through the roof.

Structural systems: In ARCH 4304 Design Studio 2, structural systems are discussed as part of a lecture on building envelope and structural systems. As a follow-up, students must complete an Envelope and Systems Summary where they describe, in detail, the foundation, first floor, second (and possible third) floor, roof and wall systems. They are then expected to demonstrate a recognizable structural organization and the impact of vertical and horizontal structural elements on the building's wall, floor and roof system(s) in plan and section. Students are evaluated against key performance indicators including Building Integration in terms of the building's structural systems.

In ARCH 5306 Design Studio 3, students research and develop building structural systems and assemblies in the Structural Factor assignment. This assignments examines the project's site attributes, resources, and environmentally responsible approaches to intervention upon the site. After considering alternative structural systems which are appropriate, practical, and supportive of the overall project parti, they proceed to develop a system that incorporates the specific project requirements for spaces and volumes in terms of clear spans, heights, building massing, foundations and their relation to the ground plane(s), roof configurations, openings in the building envelope, etc. Integrating the structure with their consideration of the exterior appearance, materials, and fenestration, students are expected to illustrate their understanding of the structural assembly in a series of technical drawings which should include the application of the structural approach to all areas of their building design (primary member framing plans, column grids, horizontal datum planes and the need to accommodate building service systems, load-bearing wall systems, foundations/footings, lateral bracing). The drawings are comprised of floor plans, building sections, and at least one large-scale, technically delineated wall section(s) which details the primary and secondary structural members with tertiary structural components necessary to support the building envelope systems. The wall sections are typically taken at areas of the building that are meant to represent the more challenging conditions of their design, from the footing through the roof. Additionally, students construct digital and/or physical models that illustrate a portion of the building's structure and provide a perspective sketch view of the system's impact to the qualities of the space(s) that are so framed.

In ARCH 8306 Design Studio 6, students research, compare, and develop building structural systems and assemblies as the main portion of the Vignette 3 Structural Systems assignment. This follows previous vignette assignments which examine the project's site attributes, vulnerabilities, resources, and environmentally responsible approaches to their intervention upon the site. After considering alternative structural systems which are appropriate, practical, and supportive of the overall project parti, they proceed to develop a system that incorporates the specific project requirements for spaces and volumes in terms of clear spans, heights, building massing, foundations and their relation to the ground plane(s),

roof configurations, lateral forces, openings in the building envelope, etc. Integrating the structure with their consideration of the exterior appearance, materials, and fenestration, students are expected to illustrate their understanding of the structural assembly in a series of technical drawings which should include the application of the structural approach to all areas of their building design (primary member framing plans, column grids, horizontal datum planes and the need to accommodate building service systems, load-bearing wall systems, foundations/footings, lateral bracing). The drawings are comprised of floor plans, building sections, and at least one large-scale, technically delineated wall section(s) which details the primary and secondary structural members with tertiary structural components necessary to support the building envelope systems. Structural connections are expected to be shown in at least a schematic representation. The wall sections are typically taken at areas of the building that are meant to represent the more challenging conditions of their design, from the footing through the roof. Additionally, students construct digital and/or physical models that illustrate a portion of the building's structure and provide a perspective sketch view of the system's impact to the qualities of the space(s) that are so framed.

Environmental Control Systems: In ARCH 5306 Design Studio 3, students are introduced to the various systems which control the interior environment of their specific project designs as a component of their Schematic Design assignment. How the building will maintain thermal comfort, meet ventilation requirements, provide illumination for the occupants, etc. is primarily explored as the need for spaces within the long-term semester project program to accommodate the often large mechanical and electrical equipment required by an exhibition building type.

In ARCH 7306 Design Studio 5, students are presented a program for the final project of the semester which state that the "client" desires the building to be as affordable, sustainable and energy efficient as possible. They are further asked to take into consideration appropriate material and system selection, glass orientation, building form, shading, natural lighting and insulation to accomplish these objectives. In addition, and in light of the COVID-19 pandemic, students are asked to consider the AIA's "Reopening America: Strategies for Safer Buildings," guidelines that are intended to provide design professionals with tools for reducing the spread of pathogens in buildings, accommodating physical distancing practices, promoting mental well-being, and fulfilling alternative operational and functional expectations. In a crossover with a related technical class in the same semester, students are required to assess their design projects using concurrent lessons in ARCH 7003 Environmental Controls 2 to assess passive solar heating and cooling, indoor air quality, lighting, and a fundamental LEED assessment. The students' ability is evaluated within the context of the assignment rubric in ARCH 7003.

In ARCH 8306 Design Studio 6, students develop an understanding of the various systems which control the interior environment of their specific project designs as the main portion of the Vignette 4 Building Environmental Systems assignment. This follows previous vignette assignments which examine the project's site attributes, environmental stewardship, regulatory requirements, and structure/building envelope. The way the building will maintain thermal comfort, meet ventilation requirements, provide illumination for the occupants, etc., is often directly related to each student's approach to the site, incorporation of natural resources, and application of sustainable practices as examined in Vignette 1, which focuses on environmentally responsible approaches to their project. After considering alternative environmental systems which are appropriate, practical, and supportive of the overall project parti, they proceed to develop systems that conceptually satisfy the requirements for the heating, cooling, and illumination of the spaces and volumes they have designed. Mechanical ventilation systems are outlined and schematically represented to include air handling and distribution devices, ductwork (including trunk and crossover resolution in their provided structural systems), means of heating, cooling, and regulating the air provided in the system. General lighting and task lighting are explored and illustrated on technical drawings

representing ceiling plans of specific primary spaces in their designs and on large-scale wall sections. Throughout the course of the semester-long project, emphasis is placed on the importance of an integral approach to a building's siting, use of resources, and coordination of structure with the often sizeable air delivery systems they must provide.

Life Safety Systems: In ARCH 4304 Design Studio 2, life safety systems are discussed as part of a lecture on codes and regulations which focuses on portions of the Building Code of New York State. As a follow-up, students must complete a detailed code analysis for the final project of the semester which is included in their final project portfolio. Students are also expected to demonstrate an understanding of occupancy and provide a design for a small commercial building with door swings in the direction of egress, at least two means of egress from larger spaces and both lower and upper floors of a building, and consideration for safe refuge areas for those who cannot exit a building through standard egress. Students are evaluated against key performance indicators including Building Integration in terms of the building's response to the regulatory context.

In ARCH 5306 Design Studio 3, students develop an awareness of the various systems which inform and protect the occupants of their specific project design as a portion of the Schematic Design assignment. Students perform code analyses to determine compliance approaches for egress of users of all abilities for their specific project designs. Life safety systems including smoke/heat detection, fire alarm/notification devices, emergency lighting, and building fire protection systems are introduced through lectures describing building and fire code requirements.

In ARCH 7306 Design Studio 5, life safety systems are discussed as part of a lecture on Codes and Regulations which focuses on portions of the Building Code of New York State. In the final project of the semester, students are expected to demonstrate an understanding of occupancy, and provide a design for a large commercial building in an urban environment with door swings in the direction of egress, at least two means of egress from larger spaces, and both lower and upper floors of a building, and consideration for safe refuge areas for those who cannot exit a building through standard egress. Students are evaluated against key performance indicators including Building Integration in terms of the building's response to the regulatory context.

In ARCH 8306 Design Studio 6, students develop an understanding of the various systems which inform and protect the occupants of their specific project design as a portion of the Vignette 4 Building Environmental Systems assignment. This follows previous vignette assignments which examine the project's regulatory requirements, and after the students have performed code analyses to determine compliance approaches for egress of users of all abilities for their specific project designs. Life safety systems including smoke/heat detection, fire alarm/notification devices, emergency lighting, building fire protection systems, signaling and communication systems are illustrated schematically in the technical drawings produced for the project, including ceiling plans of specific primary spaces in their designs, floor plans which include mechanical room plans with generic equipment (sprinkler system manifolds, booster pumps, fire alarm control devices, emergency generators, etc.), and on large-scale wall sections (individual sprinkler heads, smoke detectors, exit signage as applicable).

Planning and Assessment: The program seeks to address Criterion SC.6 through persistent curricular instruction, and by providing a robust array of non-curricular activities to stimulate student engagement. As stated in 5.2.1, the B.Arch. program conducts annual academic assessment, and each program student learning outcome (PSLO) is assessed according to a three-year cycle, ensuring that all learning outcomes are assessed and that results are used for continuous improvement on a regular cycle. At the course level, annual academic assessment also includes course student learning outcomes that are assessed according to a similar three-year cycle. The CSLOs are mapped to the B.Arch. PSLOs which are based on

the 14 NAAB PC and SC. In Fall 2021, the program will begin the first year of a new three-year assessment cycle based on the 14 NAAB Program Criteria (PC) and Student Criteria (SC) in the 2020 Conditions. These mappings ensure that the assessment of student learning outcomes within the program's courses directly relate to and support program learning outcome assessments, and document the program's continuous improvement on SC.6 Building Integration on both the course and program level.

CSLO assessment for ARCH 1184, ARCH 3104, ARCH 5306, ARCH 7306, and ARCH 8716 is scheduled for Fall 2021, and assessment for ARCH 2394, ARCH 4304, ARCH 6306/ARCH 6406, and ARCH 8306 is scheduled for Spring 2022 per the CSLO Assessment Schedule. A rubric is used for each studio project, and submissions must demonstrate competence in the performance areas indicated, with a total score of 2.0 or more indicating a general level of competence for those parts of the project. Changes to the program, or action to be taken, will be on the Course Assessment Summary Report for each course completed at those times. A Link to the CSLO Assessment Schedule has been provided for the team's reference.

NAAB

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response: Alfred State College's programs are registered by the New York State Education Department and have been approved for the training of veterans. The college is institutionally accredited by the Middle States Commission on Higher Education (MSCHE). Alfred State is one of seven Technology Colleges in the SUNY system. Information about the institutional accreditation status and the accreditation of other programs can be found at: https://www.alfredstate.edu/middle-states. The most recent letter of accreditation status from Middle States is available online in the Statement of Accreditation Status.

4.2 Professional Degrees and Curriculum

The NAAB accredits 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.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response: The B.Arch. program includes **91 total credits** of Professional Studies courses broken down as follows; Design (52), Theory (3), Technical (30), and Professional Practice (6). *Please note that specifically excluded from this list are FNAT 1303 – Architectural History I, FNAT 2333 – Survey of Design, and FNAT 5303 – Architectural History II which are counted as General Studies for the purposes of NAAB accreditation because they meet both the New York State Education Department and SUNY General Education requirements in the Fine Arts as recognized by our regional accrediting agency (MSCHE).*

In addition, the program offers two Elective Professional Studies courses (**9 total credits**) associated with the Sorrento Study Abroad program. Since 2009 Alfred State College has partnered with Sant'Anna Institute in Sorrento, Italy, to offer an elective semester of study abroad to students wishing to study and live in a truly unique learning environment. In keeping with the principle of connecting students to the global community through a comprehensive architectural education, our signature study abroad program helps to establish a foundation for lifelong learning, foster an understanding of global culture, and better equip the student to 'hit the ground running' after graduation.

Ten to fourteen students each year have lived in the Sorrento community and attended classes at the Institute with one architectural faculty member from ASC. Two courses are taught by Alfred State College faculty in Sorrento, ARCH 6406 Studio Sorrento and ARCH

6433 Urban Sketching and Journaling. Faculty in Sorrento may be asked to teach an online class to maintain typical semester faculty load. The Course Student Learning Outcomes (CSLOs) for ARCH 6406 are identical to ARCH 6306 Studio 4 taught on the Alfred campus with a focus on historical preservation and adaptive reuse. ARCH 6433 is unique to the study abroad program and is not required of all B.Arch. students. In addition, students in Sorrento take Archaeology and Italian language courses to round out their experience.

A complete list of required Professional and Elective Studies courses can be found on table in section *4.2.4 Bachelor of Architecture* of this document, and course descriptions are available via hyperlink on the curriculum mask found online at: http://catalog.alfredstate.edu/current/programs/architecture/.

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response: The B.Arch. program includes **47 total credits** of General Studies (known as General Education and Liberal Arts) courses including FNAT 1303 – Architectural History I, FNAT 2333 – Survey of Design, and FNAT 5303 – Architectural History II, which are counted as General Studies for the purposes of NAAB accreditation because they meet both the New York State Education Department and SUNY General Education requirements in the Fine Arts as recognized by our regional accrediting agency (MSCHE).

The State University General Education Requirement (SUNY-GER) requires all baccalaureate students to satisfactorily complete at least 30 credit hours in basic communication (written and oral) and mathematics, plus additional courses from at least five of the following eight other general education knowledge areas: American History, Other World Civilizations, Foreign Language, Social Sciences, Humanities, The Arts, Natural Sciences, and Western Civilization. Two additional embedded competencies, Critical Thinking and Information Management, are also required. The B.Arch. program is structured so that students will automatically complete 7/10 general education knowledge areas.

Alfred State College's institutional accreditor, the Middle States Commission of Higher Education (MSCHE), does not have a specific general education credit requirement. MSCHE instead requires that all degree programs have a general education program that includes oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, information literacy, and the study of values, ethics, and diverse perspectives. MSCHE's general education requirements are designed so that students are drawn into "new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity… preparing them to make well-reasoned judgments outside as well as within their academic field" (MSCHE Standard III.5).

Alfred State College has the same minimum general education credit requirements as SUNY (30 credits) for all baccalaureate degree programs, including the B.Arch. The college's general education curriculum, in alignment with SUNY and MSCHE requirements and standards, ensures that all program graduates achieve a broad, interdisciplinary understanding of human knowledge. A complete list of required General Studies courses can be found on the table in section 4.2.4 Bachelor of Architecture of this document, and course descriptions are available via hyperlink on the curriculum mask found online at: http://catalog.alfredstate.edu/current/programs/architecture/.

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response: The B.Arch. program includes **18 total credits** of Optional Studies courses in one of eight Cognate Areas of focus: Business, Construction Management, Global Studies, or Graphic Design (offered outside of the department), or Building Technology, Interior Design, Sustainability, or Urban Design (offered by the department). Each semester, from the third- through the fifth-year, students select one elective course in their chosen Cognate Area of focus for a total of 18 Credits of Optional Studies that allow them to develop additional expertise in a deliberate way. It is anticipated that an additional eight minor concentrations will be available to students beginning in Fall 2022.

To provide B.Arch. students more flexibility in defining their program of study, the department will permit students to choose from 16 architecturally related Cognate Areas/Academic Minors found at https://www.alfredstate.edu/academics/minors# beginning in Fall 2021. Eight (8) will be available in Fall 2021 with eight (8) more following in Fall 2022. Cognate Areas are identical to Academic Minors with the exception eight (8) minors that will require one (1) additional course to total 18 credits. A complete list of required Optional Studies courses can be found on table in section 4.2.4 Bachelor of Architecture of this document, and a link to the list of current Cognate Areas/Academic Minors has been provided for the team's reference.

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response: The Department of Architecture + Design currently provides instruction for approximately 213 full-time students across four degree programs:

- B.Arch. – Bachelor of Architecture
- B.S. – Architectural Technology,
- A.A.S. – Architectural Technology,
- A.A.S. – Interior Design.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response: Bachelor of Architecture (B.Arch.) Degree 156 credits

The outline of the degree program and current curriculum mask is available online at: http://catalog.alfredstate.edu/current/programs/architecture/

Bachelor of Architecture							
Required Prof courses		Elective Prof courses		General Studies		Optional Studies	
Course #s & titles	crds	Course #s & titles	crds	Course #s & titles	crds	Course #s & titles	crds
ARCH 1184 Design Fund. 1	4	ARCH 6406 Studio Sorrento	6	FNAT 2333 Survey of Design	3	ELEC xxx3 Concent. Elect.	3
ARCH 2394 Design Fund. 2	4	ARCH 6433 Urb. Sketch. & Journal.	3	FNAT 1303 Arch. History I	3	ELEC xxx3 Concent. Elect.	3
ARCH 2014 Computer Visual.	4			GLST 2113 Global Perspect.	3	ELEC xxx3 Concent. Elect.	3
ARCH 3104 Design Studio 1	4			MATH 1054 Precalculus	4	ELEC xxx3 Concent. Elect.	3
ARCH 3014 Construction Tech. 1	4			MATH 1063 Technical Calculus 1	3	ELEC xxx3 Concent. Elect.	3
ARCH 3003 Env. Controls 1	3			COMP 1503 Freshman Comp.	3	ELEC xxx3 Concent. Elect.	3
ARCH 4304 Design Studio 2	4			PHYS 1024 General Physics 1	4		
ARCH 4014 Const. Tech. 2	4			ELEC xxx3 Gen. Ed. Elective	3		
ARCH 4013 Muni. Codes & Regs.	3			SOCI 1163 General Sociology	3		
CIVL 4103 Structures 1	3			SPCH 1083 Effect. Speaking	3		
ARCH 5306 Design Studio 3	6			FNAT 5303 Arch. History II	3		
ARCH 6306 Design Studio 4	6			SOCI 5213 Sci., Tech. & Society	3		
CIVL 5213 Reinforced Conc.	3			ELEC xxx3 Gen. Ed. Elect/ Hum.	3		
ARCH 7306 Design Studio 5	6			COMP 5703 Tech. Writing 2	3		
ARCH 7003 Env. Controls 2	3			ELEC xxx3 Gen. Ed. Elective	3		
ARCH 8306 Design Studio 6	6						
ARCH 8003 Prof. Practice	3						
ARCH 8716 Design Studio 7	6						
ARCH 8733 Mod. Arch. Theory	3						

ARCH 8753 Adv. Struct. Concepts	3						
ARCH 8776 Design Studio 8	6						
ARCH 8793 Prof. Development	3						
Total req prof	91	Total elec prof	9	Total req gen	47	Total req opt	18
Total # of degree credits: 156							

4.2.5 Master of Architecture. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response: NA

4.2.6 Doctor of Architecture. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response: NA

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

See also Condition 6.5

Program Response: The department maintains a three-year rolling process of auditing incoming articulation programs to ensure that courses transferred meet NAAB PC and SC. This process is ongoing and redoubles our efforts to ensure rigor and quality control over the B.Arch. program above and beyond the typical portfolio review required for acceptance (or in the case of transfer students, placement) into the program. Like peer institutions, transfer applicants are now being asked to provide detailed syllabi (in addition to required transcripts) to ensure compliance and consistency with equivalent courses in the Alfred State College B.Arch. curriculum. These efforts are in addition to the case-by-case articulation review for

each and every transfer student. All faculty participate in the process of evaluating a student's prior academic coursework, including developing relationships with community college partners, working with those partners to update articulation agreements, and participating in the department's transfer portfolio review process.

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

Program Response: As part of the overall process described in Section 4.3.1, the B.Arch. program has established standards based on NAAB Program Criteria (PC) and Student Criteria (SC) for evaluating these accreditation criteria and for identifying any gaps that might exist. The standards involve a two-step approach and include a guided self-evaluation by the outward articulating institution, typically a community college or college of technology, and verification through a site visit and evaluation of student work presented in a transfer student's portfolio by Alfred State faculty and staff. Due to travel restrictions imposed during the COVID-19 pandemic, site visits were postponed for AY 2020-21, but are anticipated to resume in AY 2021-22.

Institutional partners work from a current articulation agreement that shows how courses from that institution transfer in for Alfred State courses. They are also provided with a list and description of NAAB PC and SC along with Alfred State's *Program and Student Criteria Matrix* for their reference. The community college partner is expected to complete a *NAAB Notes for Common Transfer Courses* table which lists the NAAB PC and SC and allows them to record the courses where the criteria are addressed along with the suggested menu of evidence that would be included in a typical student portfolio.

All external transfer students must submit portfolios through the online portfolio service SlideRoom. This allows them to upload media, complete forms, and provide references in one convenient location. A link to Alfred State's B.Arch. Portfolio Policy, including sections for external transfer students, has been provided for the team's reference. The information form includes questions related to why applicants would like to study architecture at Alfred State College, which areas of architectural study are most important to them, and clubs and opportunities in which they might be interested. The transfer information form seeks to determine which community college they attended and if they graduated from that institution. If the answer is one of the institutions with which we have an articulation agreement, than no further information is necessary. If not, additional information such as the name of the college and syllabi, assignments, and projects from various courses must be provided for evaluation. References are also required from each applicant.

In addition to the information previously described, faculty can evaluate the student work submitted and offer comments. The evaluation is designed to assess the student's ability to translate between 2D and 3D representation, demonstrate an awareness of NAAB PC & SC, communicate using graphics, seamlessly integrate into the third year of the program, if the portfolio is free of error, graphic, spelling, etc., and if the portfolio is consistent with expectations of a third-year student. Portfolios must be evaluated by the majority of faculty and staff, and each area is assessed on a scale of 1 to 5, with an average score of 3 or above required for admission. Based on the portfolio review, faculty may recommend an applicant's acceptance into the B.Arch. program, or if it is determined that they do not meet the standards, acceptance into the B.S. program.

The following table indicates the status of incoming articulation agreements and the scheduled audit dates for each institution. The symbol X indicates that a current agreement is in place. A link to evidence demonstrating an example of Alfred State's Evaluation of Preparatory Education process has been provided for the team's reference.

Inward Articulation Agreements			
	B.S.A.T.	**B.Arch.**	**Audit Date**
Erie CC	X	X	AY 21-22
SUNY Delhi	X	X	AY 22-23
Dutchess CC	X	X	AY 19-20
Finger Lakes CC	X	X	AY 21-22
Hudson Valley CC	X	X	AY 22-23
SUNY Morrisville	X	X	AY 22-23
Orange County CC	X	X	AY 21-22
Onondaga CC	X	X	AY 21-22

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response: Under the coordination of the Transfer Advisor in the Student Records and Financial Services Office, courses that can be applied toward graduation requirements at Alfred State are reviewed for transfer approval by the department chair in which the course resides. The guidelines for courses that are eligible for review are outlined in Academic Regulation 305. When a transcript is received by the Transfer Advisor and courses are identified as eligible for transfer, the Course Equivalency Guide is reviewed for previously approved coursework from the transfer institution. Remaining courses are then researched for their corresponding course description from the transfer institution and then emailed to the department chair for their evaluation. If a course description is determined to be too vague, the student is contacted to supply a syllabus and then sent to the department chair for their evaluation. Once all eligible courses have been evaluated, a Transfer Credit Summary is emailed to the student with a link to their DegreeWorks worksheet, which outlines the program requirements and the courses that are met by transfer credit. If a student disagrees with their degree evaluation, they may follow the Transfer Credit Appeals Process to have specific coursework in question reviewed with additional documentation.

Transfer students must meet the math requirement from either a high school or college experience and have a 2.0 cumulative grade point average as well as a C or better in each course during the most recent semester of attendance. Applicants who do not meet these established guidelines are forwarded for group review and may be offered a conditional acceptance, acceptance into an alternate major, or denied admission. Once it is determined that the student meets the academic requirements for acceptance into the Architecture program, the portfolio policy is forwarded to the student. A student is accepted into the Architecture program once the portfolio has been submitted and approved by the department.

Once accepted, transfer students are assigned an academic advisor in the department. The advisor reviews the student's transcript and Transfer Credit Summary and contacts the

student to schedule an initial advisement meeting. During that meeting, the transcript and transfer evaluation are discussed in comparison to the professional degree requirements to determine any gaps that might exist. A schedule of courses is also suggested for the student's first semester, and the student has the opportunity to ask any remaining questions. At the conclusion of this meeting, it is confirmed that the student understands the implications for the length of a professional degree program, and has all the information necessary to effectively accept an offer of admission.

5—Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response: The administrative structure at Alfred State, compared to larger universities and other colleges, is flat, inclusive, collegial, and informal. Senior administration and leadership at the dean and department chair level are "working administration," not "executive administration," and remain easily accessible and engaged in departmental affairs. All faculty and staff are invited to participate in organizational governance.

Alfred State College is a member of the technology sector within the State University of New York (SUNY) system. SUNY's leadership structure consists of a Chancellor, Board of Trustees, System Administration Senior Staff, and Campus Presidents – each official working together in his or her capacity to advance the mission and vision of SUNY, and its Strategic Plan, The Power of SUNY. A link to the Alfred State College Organizational Chart has been provided for the team's reference, and information on the Alfred State President's Council can be found at https://www.alfredstate.edu/about-us/college-administration.

Local SUNY authority is vested in the College Council, an advisory group to the President of the College, which is appointed by the Governor. The Council provides local advice regarding the operations and affairs of the College. Assisting the Council in its deliberations are representatives from the student body, the faculty, community members, and the alumni association. The Trustees have delegated specific authority to the Council for the following:

- consider regulations governing the care and management of campus buildings, grounds, and equipment;
- consider regulations governing the conduct and behavior of students;
- determine the naming of campus buildings and grounds;
- make recommendations regarding the appointment of the President of the College;
- review proposed academic program changes; and
- approve candidates for degrees.

College Council members, minutes, notes, and other information about the council can be found online at: https://www.alfredstate.edu/about-us/college-administration/college-council-members and at the link to College Council Meetings.

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response: As a relatively small team, the organizational structure of the Department of Architecture + Design requires faculty to take on multiple roles within the department. This includes Department Chair William Dean, and Program Coordinators Matthew DiRado (B.Arch.), Alan Vlakancic (B.S.-A.T.), Bryan Toepfer (A.A.S.-A.T.), and David Carli (AAS-ID). The Program Coordinator is responsible for assisting the Department Chair in matters related to curriculum development and review, recruitment, retention, transfer of students, public/professional relations, and communications with the advisory board.

The department meets weekly to discuss pertinent matters including curricular planning, assessment, and reports from the department's six active committees:

- Curriculum Committee – Charged with overseeing: Articulation Agreements, Admissions Criteria, Portfolio Review Policy and Process, and Long-Range Curriculum Planning. Chair: Matthew DiRado
- Field Study & Study Abroad Committee – Charged with overseeing: Sorrento Transition, Future Sorrento Planning, Sorrento Post Mortem, Field Study Trips (planning and assessment), Development of New Study Abroad Opportunities, and Partnerships. Chair: William Dean
- Teaching, Learning & Accreditation Committee – Charged with overseeing: Studio Culture, Teaching Effectiveness, Assessment, NAAB Alignment, Appeals, CARS Integration, Digital Course Delivery, Open Source Tools, Master Rubric, Faculty Ethics/Conflicts of Interest. Chair: Alan Vlakancic
- Professional Preparedness Committee – Charged with overseeing: Alumni Outreach and Communication, Scholarships, Awards, Mentorship, AXP, Lecture Series, and Career Development. Chair: Bryan Toepfer
- Facilities Committee – Changed with overseeing: Equipment Inventory, Request and Planning, Facilities, Technology, MakerSpace, Fiscal Responsibility, Feasibility of New Space, and Physical Plan for Growth. Chair: Kevin Tucker
- Tenure, Promotion, and Recruitment Committee – Charged with overseeing: Mentoring Junior Faculty, Conducting Classroom Review, Conducting 3-year reviews, Preparing Departmental Response to Applications for Continuing Appointment and/or Promotion, Form Search Committee as Required, Recruit, Mentor, Assess and Recommend Adjunct Faculty. Chair: David Carli.

The Department of Architecture + Design is one of six departments in the School of Architecture, Management, and Engineering Technology (SAMET). The Chair of the Department of Architecture + Design is a member of the Academic Affairs Collaborative Team (AACT) and meets regularly with the other department chairs in the school. A link to the SAMET Organizational Chart has been provided for the team's reference.

In addition to departmental meetings and governance, the Faculty Senate at Alfred State College is the chief representative governing body of the Faculty at-large. The Senate is empowered to recommend policy relating to matters dealing with faculty affairs, student academic affairs, and matters of general faculty concern. The department's faculty senators serve for a term of two years, and for AY 2021-22 we will be represented by Matthew DiRado and Alan Vlakancic. Senate meetings are open to all faculty and staff on campus, and faculty are called upon to serve on campus-wide committees. All full-time faculty currently serve or have served on school or college committees in the past two years.

The SUNY University Faculty Senate functions in an advisory capacity to the Chancellor of the University. The Senate membership includes elected representatives from each of the State operated units and contract colleges. The Senate serves a University-wide purpose providing a forum for the interchange of ideas and the consideration of matters of mutual interest to the faculties of the University.

All faculty members are represented by United University Professions (UUP). Faculty members are active in attending campus union activities, one faculty member from the college is a delegate and regularly attends delegate assemblies and provides faculty with information about opportunities. Information is brought back to campus and shared with all department faculty. Dr. Alex Bitterman was elected to serve a two-year term as Alfred State's UUP Chapter President beginning in AY 2021-22.

Like faculty, students are encouraged to take an active role in departmental governance and campus affairs. Student representation is required on many campus committees and students from the department are recommended for service regularly. Students active in the AIAS and NOMAS chapters are also given the opportunity to hold elected offices that provide professional development and leadership opportunities. In addition, the department has established a Student Advisory Board to advance communication between the students, staff, faculty, and administration of the school/department, and provide students a voice in the development of department policies and procedures. The advisory board is comprised of at least seven students (one from each of the four degree programs, and one representative each from the AIAS and NOMAS chapters that typically meet once per semester with the Department Chair to discuss key questions/issues pertaining to departmental life, including topics related to curriculum, studio culture, and facilities.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response: Alfred State College (ASC) has a robust institutional commitment to formal strategic planning and assessment of student learning outcomes and institutional effectiveness as described below:

Strategic Planning: Following the Society for College and University Planning (SCUP) model, a representative committee of faculty and staff (Strategic Planning Committee, or STRATCOM) steers and coordinates development and implementation of the college's Strategic Plan. The Office of Institutional Research, Planning, and Effectiveness (OIRPE) additionally supports the institution and its units in tracking progress on the Strategic Plan. At the time that ASC's Architecture (B.Arch.) program was initially accredited by NAAB in 2018, ASC was operating under its 2017-2020 Strategic Plan: Roadmap to 2020. This plan included six strategic action areas: Applied Learning, Diversity and Inclusion, Faculty and Staff Excellence, Infrastructure, Local and Regional Impact, and Student Success, each with related Strategies and Actions/Tactics identified to implement the plan. Each division of the college developed Long Term Goals aligned with the Strategic Plan. Each academic department, including the Department of Architecture + Design which houses the B.Arch. program, is required to have Long Term Goals and Annual Plans that are mapped to the college's Strategic Plan, ensuring that the entire college remains guided by the college's Mission, Vision and Strategic Plan.

In 2020, the college examined its progress on Roadmap to 2020 and embarked on a Strategic Plan Refresh, in order to identify the continued progress toward and relevance of the six Action Areas at the mid-point of the college's six-year strategic planning cycle and to make updates and adjustments. After reviewing institutional and unit-level strategic plan progress reports, the Strategic Plan Committee solicited wide, representative campus feedback from multiple stakeholder groups, including faculty, staff, and students. Strategic plan opinion surveys were administered to employees and students, and approximately 100 faculty and staff participated in breakout sessions devoted to each strategic priority. As a result, the college expanded from six to seven strategic plan priorities, splitting the Student Success action item into Student Support and Enrollment Management. The current Strategic Plan priorities are:

- Advanced Hands-On Learning: Alfred State will enhance and expand hands-on learning opportunities across the student experience by keeping pace with industry, entrepreneurship, and advancements in technology and research.
- Inclusion and Belonging: Alfred State will recruit and retain a diverse community of students, faculty, and staff in a welcoming environment that appreciates differences, creates access, prioritizes equity, nurtures a sense of belonging, and supports the health and safety of our campus community.
- Team Investment and Professional Growth: Alfred State will invest in and professionally develop high quality faculty and staff in a mutually beneficial manner that acknowledges and values all contributions to the overall success of the college.
- Partnerships and Impact: Alfred State will create mutually beneficial partnerships with industry, educational organizations, foundations, federal and state funding agencies to foster new economic development and educational opportunities with expanded community engagement and sustainability.
- Student Development and Support: Alfred State will provide its students with the necessary supports to develop academically, personally, and professionally to achieve well-being and become successful graduates, leaders, and citizens.
- Campus Renewal and Resource Optimization: Alfred State will enhance campus technology, facilities, and employ other strategies to align resources efficiently, identifying and maximizing new revenue streams while prioritizing initiatives to best capitalize on investments.
- Enrollment and Recruitment: Alfred State will sustain and strengthen enrollment while maintaining strong academic standards. Through excellent academic offerings, a vibrant student life program, and a commitment to equity and access, Alfred State will attract, recruit and enroll students in a caring college community focused on personal and academic success.

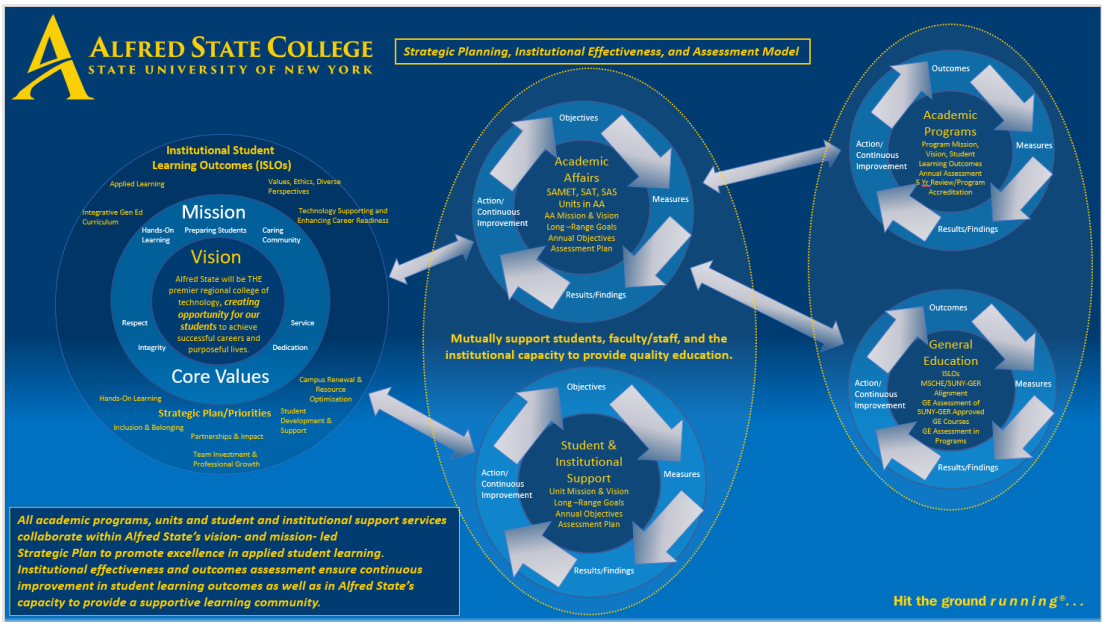
Working groups in each of these areas further identified strategies to achieve and measure improvement in each of these seven areas. At the end of the 2020-21 planning year, an Executive Committee was formed under the college's Officer in Charge (Acting President) to finalize strategies, tactics, and key performance indicators within the Strategic Plan refresh since it was determined that not having formal key performance indicators was a weakness of the original plan, particularly within the contexts of NAAB accreditation as well as within the college's institutional accreditation with the Middle States Commission for Higher Education (MSCHE). These strategies, tactics, and KPIs will be in place in time for the 2021-22 academic and planning years and will be available for the NAAB Visiting Team to review.

The Long Term Goals for the Academic Affairs division and the School for Architecture, Management and Engineering Technology (SAMET), additionally include assessment, ensuring that NAAB accreditation is adequately supported and remains a long-term strategic objective aligned with the college's Mission, Vision, and Strategic Plan. The Department of Architecture + Design's Long Term Goals are mapped to the college's Strategic Plan as follows:

- Long Term Goal 1: Promoting Equity, Inclusion and Diversity (Strategic Plan Priority: Inclusion and Belonging)
- Long Term Goal 2: Supporting Student Development (Strategic Plan Priorities: Student Development and Support and Advanced Hands-On Learning)
- Long Term Goal 3: Strengthening Staff Development, Fulfillment and Advancement (Strategic Plan Priority: Team Investment and Professional Growth)
- Long Term Goal 4: Building New Courses and Programs (Strategic Plan Priorities: Advanced Hands-On Learning; Student Development & Support)
- Long Term Goal 5: Enhancing Alumni Engagement and Philanthropic Support (Strategic Plan Priority: Partnerships and Impact)

- Long Term Goal 6: Reinforcing Hands-On Education through Spaces and Technologies (Strategic Plan Priorities: Advanced Hands-On Learning and Campus Renewal and Resource Optimization)
- Long Term Goal 7: Advancing our Reputation (Strategic Plan Priority: Partnerships and Impact)

Alfred State College's Strategic Planning, Institutional Effectiveness, and Assessment Model depicts the holistic relationship between academic program planning and assessment with the college's mission, vision and Strategic Plan:



A link to a full repository of STRATCOM documents, discussion, and process for the 2015-16 Overhaul and the 2020-21 Refresh can be found at the Strategic Planning SharePoint.

Institutional Academic Assessment: Alfred State College has a longstanding commitment to promoting a culture of academic assessment on campus. Each program, including the Architecture (B.Arch.) program, conducts an annual academic assessment, and each program student learning outcome (PSLO) is assessed according to a three-year cycle, ensuring that all learning outcomes are assessed and that results are used for continuous improvement on a regular cycle. Academic assessment is faculty-led and is integrated into curriculum development and review in accordance to the principles of shared governance. Alfred State College institutionally supports academic assessment through:

- A dedicated assessment professional (Coordinator of Assessment and Accreditation) who is available to all programs in supporting academic assessment in accordance with current best practices;
- Senate Assessment and General Education (SAGE) committee: This standing Faculty Senate committee serves in an advisory capacity to the Coordinator of Assessment and Accreditation, reviews all aspects of assessment in accordance with external accreditation requirements, designs and assists in implementing formative and systematic assessment processes for academic programs; reviews and recommends improvements to assessment policies and procedures; communicates assessment information and best practices to the college community, supports professional development initiatives related to assessment, and assists in implementing the college's general education and assessment plans.

- Professional Development Weeks (PDW): The college hosts Professional Development Weeks three times a year: at the beginning and end of the academic year and the beginning of the spring semester. Assessment related sessions are presented during each PDW, and there are dedicated Assessment Days set aside for faculty to plan and conduct an academic assessment and to enter them into the college's Assessment Management System (AMS). The Coordinator of Assessment and Accreditation provides support to faculty needing additional assessment training and assistance during PDW.
- Taskstream/Planning & Self-Study: The College subscribes to a cloud-based AMS to assist faculty and programs in the assessment planning, tracking, and the use of assessment data for continuous improvement.

According to Alfred State's Strategic Planning, Institutional Effectiveness and Effectiveness model (2021), "Assessment is the cyclical process of defining and measuring the achievement of goals, objectives, and outcomes that are aligned with ASC's vision, mission, and values, and then using the findings to make improvements." Programs develop and implement assessment strategies that answer these questions: What determines whether student learning outcomes have been achieved? How will success be measured?

Each student learning outcome should be measured by at least one direct measure (rubrics, student assignments, student tests, portfolios, etc.) and at least one indirect measure (graduation or exit surveys, feedback from employers or industry partners, student success data, etc.). Data/information are collected and findings/results are tabulated and analyzed. Assessment results are analyzed to determine whether outcomes have been met, if student learning was achieved, and what requires further improvement. Continuous improvement plans inform future actions and also feed back toward the Strategic Plan and the college's mission and vision for further refinement.

Assessment results, student learning and the learning environment are also examined during each program's programmatic accreditation self-study or five-year review. These reviews allow the opportunity for external reviewers to provide input about the program and the student learning environment to improve student learning.

5.2.2 Key performance indicators used by the unit and the institution

Program Response: Alfred State College has identified the following Key Performance Indicators (KPIs) which are used institutionally and by all academic programs:

- Enrollment by age, gender, URM status, race/ethnicity, residency, and international status, SAT score, and high school GPA
- Average time to degree by age, gender, URM status, race/ethnicity, residency, and international status, SAT score, and high school GPA
- Acceptance and yield rates, comparing program with institutional enrollment figures
- Semester GPA for new first-year students vs. all students in the program
- Attrition rates for the program
- Retention rates for the program compared to the institution
- Graduation rates for the program compared to bachelors level rates for the institution
- Employment and transfer rates for the program

These indicators are calculated annually by the Office of Institutional Research, Planning, and Effectiveness (OIRPE). Academic programs use these data during annual and periodic reviews in conjunction with academic assessment results to analyze programmatic and student success. These are incorporated into either programmatic accreditation self-studies, or within five-year self-study reviews for programs that are not programmatically accredited,

ensuring that all programs measure their performance according to these KPIs. The attached 5-year report for the BArch program includes enrollment, retention, and completion data for students through the Fall 2017 entering cohort. The data indicate that BArch students are completing their programs on time (5.09 years on average for a 5-year program), and are retained at a higher rate than among all Alfred State students. The KPIs are also used to assess progress on long-term plans as well as long-term trends; institutional and program-level data reports include eight years of KPI data (AY 2013-14 forward), and historic enrollment data are available to 1958.

Alfred State has also developed additional KPIs that are more directly linked to its Strategic Plan Refresh and the Strategic Plan Priorities, Strategies, and Tactics. These were developed during the summer of 2021-22 and will be made available for planning in Fall 2021 and beyond.

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

Program Response: The program is in the fourth year of its 15-Year Long-Range Plan which will span AY 2018-19 to AY 2033-34. Progress toward achieving the plans seven Outcomes or Long-Term Goals can be characterized as follows for AY 2020-21. In addition, Measures for each Outcome will be developed during AY 2021-22. A link to the Architecture and Design Departmental Plan w/ Findings Mapped to Long Range Plan report documents for AY 2018-19, AY 2019-20, and AY 2020-21 that include, but are not limited to, the examples below has been provided for the team's reference.

Long-Term Goal 1: Promoting Equity, Inclusion, and Diversity – Faculty were encouraged to participate in forums sponsored by AIA and ACSA, provided with resources by way of the local United Way 21-day Equity Challenge, and expected to address related topics in their courses through updated policies, discussions and instruction. Going forward, the faculty will continue these efforts in AY 2021-22 and include a statement on Diversity, Inclusion and Belonging in each course syllabus. The department and program are making satisfactory progress toward achieving this goal.

Long-Term Goal 2: Supporting Student Development – Faculty offered "Structured Learning" courses each semester in association with the Student Success Center for students who needed additional instruction in learning and using Autodesk Revit. In addition, a new chapter of the National Organization of Minority Architecture Students (NOMAS) was formed in Spring 2021 and joins Alfred State's AIAS chapter as non-curricular opportunities that support student development. Both of these efforts to encourage the growth and development of our students will continue in AY 2021-22. The department and program are making good progress toward achieving this goal.

Long Term Goal 3: Strengthening Staff Development, Fulfillment, and Advancement – The Department Chair initiated a renewed focus on faculty development at the department level. In Spring 2021, the Chair held two meetings with each tenure-track faculty, reviewed their teaching portfolios and Student Evaluations for Fall 2020, reviewed their Faculty Obligation Work Plans for AY 2020-21, and conducted/reviewed Classroom Observations for Spring 2021. The SAMET Dean was also actively involved in this process. In addition, a Three-Year Review Committee comprised of three tenured faculty reviewed one faculty member's progress toward continuing appointment. Finally, a search committee consisting of three faculty and faculty from outside of the department was charged with reviewing and recommending candidates for two tenure-track replacement positions. The search resulted in two new full-time faculty (one visiting) who will join us for AY 2021-22, and the committee will continue its work during the Fall 2021 semester. The department and program are making exceptional progress toward achieving this goal.

Long-Term Goal 4: Building New Courses and Programs – Proposals were developed for a BS Interior Design program and an accelerated “five-in-four” B.Arch. pathway that are currently under review by the department. In addition, new courses related to the STAR Center and CARS were also developed by faculty and moved through the Curriculum Development and Review (CD&R) process. In AY 2021-22, the faculty will begin a review of potential changes to the BS Architectural Technology program, revise and/or develop three Cognate Areas into academic minors with new courses, and explore incorporating micro-credentialing within the B.Arch. curriculum. The department and program are making satisfactory progress toward achieving this goal.

Long-Term Goal 5: Enhancing Alumni Engagement and Philanthropic Support – The department worked with the Office of Institutional Advancement to maintain relationships with an alumni donor and a local AIA chapter to award the Bob Pahl Sorrento Sketchbook Annual Scholarship, and the AIA Southern New York Chapter Annual Scholarship. In addition, the Timothy Zigarowicz ‘94 Architectural Technology Endowed Scholarship was developed with local firm SWBR to honor an Alfred State graduate who passed away recently. While alumni continue to be actively involved with the program as part of the Architecture Advisory Board, Emerging Professional Advisory Board, and as guest studio reviewers, both the Fall 2020 WINS club and Spring 2021 “Same Path, Different Directions” speaker series featured graduates who discussed their various career paths. In terms of outreach, the department has refreshed its Facebook and Instagram pages complete with new branding over the past two years to enhance opportunities for alumni engagement. The department and program are making good progress toward achieving this goal.

Long-Term Goal 6: Reinforcing Hands-On Education Through Spaces and Technologies – In the classroom, and despite travel restrictions imposed due to the pandemic, Professor William Dean led Alfred State’s 11th grant-funded Appalachian Teaching Project focused on three hamlets (Oramel, Caneadea, and Houghton) and the Rushford Lake District in the Town of Caneadea. The project included a virtual presentation of the student’s Community Visualization Study as well as an equally virtual presentation at the 2020 Appalachian Teaching Project Conference. Outside the classroom, Professors Beth Parker and Alan Vlakancic worked with students in the Southern Tier Architectural Resource (STAR) Center on two projects; a grant proposal for the "Genesee Valley Rural Revitalization Grant Program" in association with Allegany CCE, and a presentation to the Community of Cuba that displayed a student proposal for an extension to the Genesee Valley Greenway Trail intended to promote tourism within the downtown historic district and overall town improvements. The department and program are making exceptional progress toward achieving this goal.

Long Term Goal 7: Advancing Our Reputation – The department continued to promote academic design competitions as a way to strengthen its reputation with notable success. Student Dante Savasta placed as a finalist in the international design competition “The Big Thing: Architecture of the Abandoned” with an entry that was selected among the top finalists for the competition (placing 21st overall) and earned recognition on the competition website and social media outlet. Student Katlin Girard won a Merit Award for Simplicity for her entry titled “Boulder House” in the Home 2021 International Design Competition. The design was also featured in Architype, The Digital magazine of AIA Connecticut, and the Building Beauty website. In terms of faculty activity, Professors Roger Schroeder and William Dean collaborated on a paper titled “Comprehensive BIM Integration for Architectural Education Using Computational Design Visual Programming Environments” in 2019, and Dr. Alex Bitterman co-edited a book titled “The Life and Afterlife of Gay Neighborhoods: Renaissance and Resurgence, in 2020. The department and program are making good progress toward achieving this goal.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response: In a series of focused discussions at department meetings, the faculty and staff assessed the current condition of the students, faculty/staff and program in terms of strengths to build on, challenges to be addressed, and opportunities for consideration and action going forward.

Strengths: The primary strengths of the program are that it is accessible and affordable to wide range of actively involved students from different educational backgrounds and economic circumstances, and prepares those students for the demands of professional practice and related careers through personal instructions and small class sizes. Students are enthusiastic about their program of study and are willing to learn and expand their abilities using a wide array of free educational resources including software and equipment. The faculty is diverse in age and both academic and professional experience, and offers students a variety of technical expertise supported by a dedicated Instructional Support Assistant (ISA). The "can-do" spirit and availability of faculty and staff results in a close rapport with students throughout their time at Alfred State and after graduation which we refer to as "lifetime office hours." The accessibility, affordability, and active engagement of the students and faculty have allowed the department to become a socioeconomic agent for change in the region.

Challenges: In some cases, the program's strengths come with associated challenges. The accessibility of the program increasingly results in students with deficits in mathematics, writing, and general study skills that may impede their performance and progression through the program in a timely fashion. The affordability of the program in comparison to programs at private institutions has resulted in a recent increase in enrollment which has stretched physical and human resources to capacity and limited future growth. The relative affordability of tuition, room, board, and other fees is still challenging for some in light of the rising cost of books, materials, and equipment, and can create inequitable circumstances among students. And while faculty and staff are enthusiastic, engaged, and diverse in experience, they are also small in number and lacking in racial, ethnic, and gender diversity in comparison to a student body that becomes more diverse with each passing year. In addition to the challenges of student preparedness, economic insecurity, space limitations, and faculty size and diversity, the number of high school graduates in New York State continues to decline, and there is increasing competition from both baccalaureate and community college programs in the SUNY System.

Opportunities: The program's opportunities for consideration and action going forward are closely related to planned modification relative to changes in the 2020 Conditions. The refreshed mission and re-defined program structure will provide a point of departure to improve, refine and promote the program's unique blend of theory, technology, and practice that benefits the upward mobility of students. There is also the opportunity to provide additional flexibility in the program through the development of new Cognate Areas/Academic Minors to improve the student experience. Finding ways to improve affordability through compressing the program and expanding the use of open-source resources can also support the department, school, and college efforts to address issues related to equity diversity and inclusion. With a solid plan in place to recruit and evaluate the preparatory education of in-state community college students, there is an opportunity for out-of-state recruiting within a reasonable geographic distance. Finally, even though Alfred State's B.Arch. program is known for producing job-ready graduates who are prepared to "hit the ground running", there are opportunities to build on our reputation by creating additional mentoring and professional opportunity for students. This can be accomplished by integrating new technology and a focus on sustainable and healthful environments into the curriculum in the form of micro-credentials to increase student marketability.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response: The Architecture Advisory Board is currently comprised of 20 professionals from local and national architecture, building, and design firms. The members, many of whom are Alfred State graduates, meet annually to discuss program alignment with evolving expectations within the profession, make detailed recommendations on where they feel adjustments are advantageous or necessary, and confirm that plans are in place to ensure the highest level of student academic achievement. Since the 2018 visit, we have made great strides at expanding the board and diversifying the membership to gain additional expert feedback on aspects important to the program, including on historic preservation and adaptive reuse, sustainability, urban design, building science, affordable housing, interior design, not-for-profit-work, real estate, and business strategies. During their tenure on the Board, members complete surveys and participate in informational interviews that relate to our program assessment. The board met most recently in April 2021, and the agenda included lively discussions focused on NAAB's Shared Values of the Discipline and Profession, student presentations, and further discussion about the future direction of the program. A link to the complete list of Architecture Advisory Board members has been provided for the team's reference.

In addition, a concerted effort is being made by the department to develop a stronger structure for the B.Arch. and departmental alumni. The department has established an Emerging Professional Advisory Board to provide curricular guidance and support to the architectural and interior design programs at Alfred State. This includes the development of working relationships with faculty and staff to support the advancement of students and ensure the continued success of the programs. The advisory board is composed of 10 recent graduates who are building careers in fields related to architecture and its allied disciplines and organizations. The efforts of the advisory board help to keep the faculty attuned to the needs of the profession from the perspective of an emerging professional – a recent graduate with less than five years of experience in the field. The board met most recently in July 2021 and provided important feedback on the updated mission statement and program structure. A link to the complete list of Emerging Professional Advisory Board members has been provided for the team's reference

The time, energy, and talents provided by the board members, as well as their counsel and guidance, are deeply appreciated and valued by the college, school, department, and its students.

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

Program Response: As stated earlier, the college includes Assessment Days devoted to academic assessment in each Professional Development Weeks (PDW) set aside for faculty to plan and conduct an academic assessment and to enter them into the college's Assessment Management System (AMS). The department uses this time to collect data/information, and findings/results are tabulated and analyzed by the Program Coordinators. Assessment results are analyzed to determine whether outcomes have been met, if student learning was achieved, and what requires further improvement. Continuous improvement plans inform future actions, and also feedback toward the Strategic Plan and the college's mission and vision for further refinement, thus closing the loop. For example, the CSLO assessment of ARCH 3014 recently found that even though there was embedded instruction pertaining on Career Paths in the course, that topic was not formally included in the course outline. The course outline was updated for Fall 2021. A recent Architecture Advisory Board survey asked members to rank a number of "Big Ideas" that were discussed at the Spring 2021 meeting. That feedback will be used to assist in updating the department goals and objectives for AY 2021-22.

In addition, Student Evaluations of Teaching Effectiveness are distributed to students in all courses taught by both tenured and tenure-track faculty. These assessments allow the students to evaluate the instructor's teaching effectiveness in areas such as preparation, communication, knowledge, and attitude, etc. Tenure-track faculty assessments are reviewed by the Chair and Dean annually. All faculty are encouraged to consider their results as a way of improving teaching effectiveness.

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response: As stated in 5.2.1, the B.Arch. program conducts an annual academic assessment, and each program student learning outcome (PSLO) is assessed according to a three-year cycle, ensuring that all learning outcomes are assessed and that results are used for continuous improvement on a regular cycle. The B.Arch. PSLOs are based on the 14 NAAB Program Criteria (PC) and Student Criteria (SC) and can be found at: http://catalog.alfredstate.edu/current/programs/architecture/. A link to the program's three-year PSLO Assessment Schedule matrix has been provided for the team's reference.

The NAAB Program and Student Criteria Matrix illustrates the relationship between the PC/SC (PSLOs) and the program's professional studies courses. Each course is based on a course outline which includes, among other information, a course description, division of subject matter, and course student learning outcomes (CSLOs).

At the course level, the annual academic assessment also includes course student learning outcomes that are assessed according to a similar three-year cycle. The CSLOs are mapped to B.Arch. PSLOs which are based on the 14 NAAB PC and SC. A link to the program's three-year CSLO Assessment Schedule matrix has been provided for the team's reference.

At the outset of an assessment cycle, the department meets to determine which courses should be assessed and when those courses will be assessed during the three-year course student learning outcome assessment cycle. The Department Chair then creates the program's three-year CSLO Assessment Schedule matrix that identifies the timing of those assessments – typically four or five courses each semester. This process involves all faculty including Program Coordinators.

At the beginning of each academic year/semester, the department chair notifies the appropriate faculty that they have to complete Course-level SLO (CSLO) assessments and complete a Course Assessment Summary Report for each course that is being assessed. The report records the CSLO being assessed, maps it to the appropriate PSLO, and identifies the assessment instrument used, sampling method, assessment method, results, and action(s) to be taken. Faculty are responsible for completing the yearly CSLO assessment process, and monitoring the process is done at the department level by the department chair.

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response: The ultimate goal of CSLO assessment is to use assessment results to improve the curriculum and improve pedagogy. Yearly course student learning outcome assessment ends when faculty collect and analyze the assessment data. The department meets at the beginning of the following semester to review the individual faculty analysis and discuss suggestions for improvement. The faculty then need to develop, modify, or revise

curriculum, pedagogy, courses, programs or services, and begin planning for the next year in the cycle. At the end of three years, when all courses and CSLOs have been assessed, the cycle begins again. The department's assessment process assures that course outlines are regularly reviewed and updated.

5.3.2 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.

Program Response: According to Alfred State College's Faculty Senate Bylaws, "The Faculty has the primary responsibility for the initiation, development, and implementation of the academic programs of the College," and curriculum development and curriculum changes are an explicit responsibility of the faculty, in accordance to the principles of shared governance. Alfred State College has a formal, documented, and systematic process through which curricula are developed and revised, originating with the faculty. The roles and responsibilities of the personnel and committees who set curricular agendas and initiatives, and who review and approve all new and revised courses and programs, are as follows:

- The decision to create or revise courses or curricula is made by faculty on the program and department level. After department discussion of proposed changes resulting from the process described in 5.3 Curriculum Development, faculty work through the department's Curriculum Committee which is charged with overseeing long-range curriculum planning. Proposals are reviewed, approved, and forwarded to the Department Chair.
- Department Chair submits new or revised courses or program curricula, using the appropriate institutional template, to their respective Dean on behalf of program faculty.
- Once approved by the program's Dean, new and major modifications to courses, minors and programs are submitted to Deans Council for review before being sent to the Faculty Senate Curriculum Development and Review (CD&R) committee. Deans Council is comprised of the college's academic administration, including the deans of each school (Arts & Sciences; Architecture, Management and Engineering Technology; Applied Technology) as well as the Provost and/or VPAA.
- The CD&R committee is a standing committee of the Faculty Senate that meets weekly during the academic year to review all curricular changes. The committee is comprised of faculty representatives from all academic areas of the college, including representatives from each school, the Library, Student Success Center, Student Senate, as well as advisory, non-voting members from the Registrar's office and from Academic Affairs. The CD&R committee's charge is listed below:
    - Maintains high academic standards for the courses and programs offered at Alfred State College.
    - Reviews all new and revised courses and program proposals for compliance with basic requirements as established by the State Education Department, SUNY, Academic Regulations of the College, and the policies and procedures set forth by the Alfred State College Faculty Senate.
    - Reviews new or revised course outlines for appropriate content, course level, credit hours, student learning objectives, division of subject matter, texts, and suggested library resources.
    - Reviews, maintains, and recommends titles for curriculums and options.
    - Reviews the catalog presentation of new or revised courses for appropriate content, accuracy, uniformity, and clarity.
    - Reviews courses originating within the School of Arts and Sciences as well as from departments in other Schools as to whether the course may be used to satisfy the School of Arts and Sciences requirements for graduation. The review

is based on an accepted understanding of what constitutes a liberal arts course, and the CD&R Committee recognizes that the ultimate responsibility for jurisdiction over such courses is within the departments of instruction in the School of Arts and Sciences.
  - At the request of a department, reviews and recommends a new or revised course for General Education credit in the appropriate SUNY General Education knowledge and skills areas.
  - Examines and makes recommendations to the Faculty Senate concerning new courses and program proposals regarding the basic philosophies of the College. The CD&R committee is not to be regarded as an expert in specific disciplines; however, its philosophical judgment is significant with proper testimony from disciplinary specialists.
  - Reviews, examines, and makes recommendations to departments concerning existing curricula as part of the regular five-year review process.

The Chair of the CD&R committee establishes the meeting agendas based upon the submissions received from schools and programs, and all submissions are reviewed as they are received. There are deadlines established for consideration for each week's agenda.

- Once approved by CD&R, curricular items are reviewed and approved by the Faculty Senate's Executive Committee and by the entire Faculty Senate. These groups meet monthly. The Executive Committee and Faculty Senate meet on alternating weeks so that items approved by Executive Committee move directly to Faculty Senate in the same month's meeting.
- Curricular items approved by Faculty Senate are submitted to the Provost and/or VPAA for approval. Curriculum changes that do not require an external system (State University of New York - SUNY), state (New York State Department of Education - NYSED), or accreditor approval (substantive change) are considered approved once signed off by the VPAA/Provost. Any curricular changes requiring external approval are prepared for the external bod(ies) with the assistance of the Coordinator of Assessment and Accreditation who is the college's liaison with SUNY and NYSED with regards to program changes and is the Accreditation Liaison Officer (ALO) with the college's institutional accreditor, Middle States Commission for Higher Education (MSCHE).
- Curricular changes are not submitted to the Registrar and Records office for inclusion in the catalog until they are fully approved by each of these personnel and committees.

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded 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:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response: Faculty. The faculty of The Department of Architecture + Design is currently comprised of eight full-time professors and a varying number of part-time adjunct professors of practice, with support from the Civil Engineering Technology department. The department had one resignation in Spring 2021 and another resignation and retirement as the fall semester was set to begin. A department search committee was formed in the spring and worked throughout the summer to identify appropriate replacement candidates. The search resulted in Dr. John Ball and Bryan Toepfer joining the faculty for Fall 2021 in addition to four adjunct instructors. The current faculty composition is shown on the following table.

Faculty and Staff	
Faculty	**Position**
William Dean, RA, AIA	Department Chair/Professor
Dr. John Ball, RA	Visiting Professor
Dr. Alex Bitterman	Professor
David Carli, RA, AIA	Associate Professor
Matthew DiRado	Assistant Professor
Valerie Intini	Lecturer, Part-Time
Scott Lewis, RA	Lecturer, Part-Time
Christiana Mehmel	Lecturer, Part-Time
Roger Schroeder	Lecturer, Part-Time
Bryan Toepfer, RA, AIA	Assistant Professor
Kevin Tucker	Instructional Support Assistant
Alan Vlakancic	Assistant Professor
Reza Yadollahi	Assistant Professor (C.E.T. Dept.)

A link to the current "faculty at a glance" matrix has been provided for the team's reference in addition to all faculty resumes for those teaching in the program from AY 2019-20 to present.

In terms of workload definition, programs in the department are composed five different types of courses. Each course has an associated capacity based on past practice, benchmarking against similar programs, and best practice for achieving optimal instructional effectiveness. Department course capacity ranges are designed as follows:

- Lecture – GE/LAS: 24 students (28 max.) Three (3) credit hours
- Lecture – Technical: 30 students (36 max.) Three (3) or Four (4) credit hours
- Lab – Technical: 16 students (18 max.) Four (4) credit hours
- Design Studio – Lower Level: 16 students (18 max.) Four (4) credit hours
- Design Studio – Upper Level: 14 students (16 max.) Six (6) credit hours

Faculty are typically scheduled to teach 16-18 contact hours each semester. In addition to course preparation and time with students outside of class, expectations include advising activities, the collection and documentation of work for accreditation purposes, and professional development. Over the past two years, an effort has been made to lower architecture faculty workload to 14-16 contact hours to encourage scholarly research and professional practice through Alfred State's Applied Learning Grant Program. The strategic implementation of this effort remains a work-in-progress and faculty contact remains unusually high for an architecture program.

Staff. The department shares a full-time administrative assistant with two other departments, in an office staffed by another administrative assistant working for other departments within SAMET. This degree of coverage has proven to be sufficient for our departmental needs.

The department regularly offers work-study positions to eligible students, and all students engaged in departmental employ during AY 2019-20 and 2020-21 were either protected class or AALANA students, or both.

The department shares an Academic Support Assistant (ASA), Bruce Riley, with the five other departments in SAMET. The ASA position works closely with Institutional Assessment and Admissions on program assessment, accreditation, and admissions.

The department also shares a full-time Instructional Support Assistant (ISA), Kevin Tucker with the CET Department. Kevin oversees equipment and facilities in the department and offers mandatory safety training sessions to all students in the department.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response: William Dean serves as the department's NCARB Architect Licensing Advisor (ALA), charged with giving our students all the necessary preparation for the transition to internship and licensure. The AIAS Chapter also recently appointed Kaitlin Girard as the department's student ALA. At least every other year, a department ALA will attend the Licensing Advisor's Summit (this year in Miami) to obtain the most up-to-date information that NCARB has to offer. In the Fall Semester, the ALA's will meet with new first-year students to provide an overview of the professional path to licensure. There will be a similar presentation every Spring Semester to update faculty and continuing students on upcoming changes to the professional environment in terms of the "Three E's"; Education, Experience, and Examination. The formal discussion of these topics will also extends into ARCH 3014 Construction Technology 1 and ARCH 8003 Professional Practice. The role of the department's ALA's also extends to the professional community where updates are shared with emerging professionals in the AIA Rochester Chapter. In addition, one of the new faculty, Bryan Toepfer, has been serving as an NCARB ALA for the AIA Rochester Chapter adding to department's expertise in this area.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Program Response: A link to the institution's policies and procedures regarding human resource development opportunities, such as leaves for sabbatical, research, and scholarly achievements has been provided for the team's reference. All leaves are subject to the UUP collective bargaining agreement available at: https://uupinfo.org/contract/pdf/20162022NYSUUPAgreement.pdf.

Alfred State College is committed to enhancing the quality of education provided to our students through the continual support of our faculty and other academic professionals. Professional Development funding is provided at the department, school and division levels for activities that enhance the quality of teaching and/or professional service, including participation in conferences, courses or trainings. In addition, Applied Learning Grants are available through the Provost/VPAA's Office for implementation and support of applied learning activities such as academic or professional presentations and course enhancements that promote project-based learning, civic engagement and/or sustainability. Title III Professional Development Funding is available and has been allocated for faculty and staff professional development and campus activities in the areas of advising, inclusion, student

on-boarding and student engagement. Finally, as part of the State/UUP agreement, the Individual Development Awards Program is designed to support a variety of professional development projects or activities by assisting eligible employees to develop their full professional potential and to prepare for advancement, and both full-time and part-time UUP employees are eligible to apply.

Faculty development is also guided by college policies and procedures related to evaluation, renewal, promotion and tenure, and through sound planning and communication.

Annual Evaluation: At the end of each academic year, Alfred State College faculty complete a Faculty Professional Obligation Work Plan that details expected activities in each of the key areas listed in the SUNY Board of Trustees Policies and the Policies and Procedures Manual. The plans are submitted to department chairs as a requirement for promotion, continuing appointment and discretionary salary increases. The document is prepared during Professional Development Week in May for the following academic year (September 1 to August 31). By September 1 each year, documentation regarding prior year activities should be completed. The documentation of achievements and activities helps ensure that each faculty member meets the College's expectations of quality teaching and effective service. Documentation typically includes evidence of successful achievement of student learning outcomes, the results of student evaluations, evidence of innovation in teaching, and contribution to program or course development. The documentation might also include a faculty member's scholarly research, publications, professional memberships, creative activities and service to the College and local community. A link to college's policies and procedures for Evaluation has been provided for the team's reference.

Renewal, Promotion and Tenure: As part of the review process for contract renewal, continuing appointment, or promotion, all teaching faculty members must submit a portfolio. Although the review processes are different for contract renewal, continuing appointment, and promotion, all three are aligned with the SUNY Board of Trustees Policies. For example, as outlined in the Policies and Procedures Manual, the promotion process breaks faculty responsibilities into specific weighted percentages. Effectiveness in teaching is prioritized at 45%, and portfolios must include peer assessments as well as student evaluations of teaching effectiveness. Portfolios may also include grade distributions, surveys, and the development of new course materials. Mastery of subject matter (10%) may be demonstrated by advanced degrees, licenses, and honors, and awards. Continuing growth (10%) documentation in the portfolio would show evidence of reading, research, or other activities to keep abreast of current developments in the applicant's field. Scholarly ability (10%) can be demonstrated by carrying out significant research work, contribution to the arts, and reputation among colleagues. Faculty service (25%) at the department-, school- and college-level rounds out the faculty responsibilities.

Faculty portfolios for promotion are first evaluated by the departmental review committee, then the department Chair, school Dean, and finally by the Faculty Senate Promotion and Continuing Appointment Committee for Alfred. Recommendations are then forwarded to the Vice President of Academic Affairs (VPAA), with the President making final decisions. A similar procedure takes place with continuing appointment applications, although the department Chair does not formally participate in this process, and in the event of a negative evaluation, the application and portfolio go directly to the President. Deans, the VPAA, and the President may also contribute to faculty personnel decisions on an individual basis depending on circumstance. The candidate is notified after each review and the SUNY Chancellor renders the final decision. A link to college's policies and procedures for Promotion has been provided for the team's reference.

All tenure and promotion policies and procedures are subject to the UUP collective bargaining agreement available online at: https://uupinfo.org/contract/pdf/20162022NYSUUPAgreement.pdf.

Planning and Communication: One-on-one meetings with the faculty to discuss results of evaluations and to establish and discuss goals are scheduled twice annually with the department chair. During these meetings the Faculty Professional Obligation Work Plan and professional goals are discussed and CSLO and Instructor Evaluations of Teaching Effectiveness are reviewed. Contract renewals for faculty on tenure track (but without continuing appointment) are completed following these meetings.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response: At the outset of their studies, each student is assigned a faculty advisor. The advisors help students plan their program of course work, review interim grades with them, and answers questions about personal academic goals, requirements, and academic regulations. The college views both academic and career advising as key components of student retention and success, and advisors use Degree Works to track student achievement. Degree Works is a web-based advising tool and degree audit program that allows a student and faculty advisor to view up-to-date information about a student's progress towards graduation. The student and advisor can see which major, minor, specialization, and general education requirements have already been fulfilled and which ones still need to be completed. Transfer, study abroad, and AP credit will all be visible as well. The SAMET Faculty Handbook contains a link to the ASC Academic Advising Handbook which contains sections dedicated to both the responsibilities of the advisor and the responsibilities of the student advisee.

The department's Studio Culture Policy also references student and faculty responsibilities and is made available to our students in two forms: it is mounted in a prominent location in every design studio, and each fall semester the department holds a meeting that includes students, faculty and staff, to discuss the studio culture policy and to make modifications as required. The Studio Culture Policy includes 13 cultural drivers including a Healthy Lifestyle, Time Management, and Diversity & Inclusion which are supported by the Department of Architecture + Design and are crucial in maintaining a healthy design studio environment. A link to department's Studio Culture Policy has been provided for the team's reference.

In addition, for the AY 2021-22 school year, department and program will be implementing a mentorship program in association with the Architecture Living Learning Community. Upper-level students will be asked to provide mentorship to first-year students in the form of informal guidance. Volunteers are expected to take on a student, or, depending on participation, a group of students, and hold casual informational discussions with them to offer advice and discuss aspects of the discipline that they would have liked to have known earlier in the program. Each information session will have a theme such as interview practice, resume/portfolio development, and software tutorials, etc., to complement similar AIAS programming. The advisors to the ALLC will lead these discussions with prepared questions and allow participants to ask their mentors and peers questions of their own. It is anticipated that this pilot program will foster camaraderie and knowledge-building among students at different levels of the programs within the department.

Alfred State College has a variety of support services available to our students. The Student Success Center is where our academic support services are held. The Student Success Center is comprised of the Academic Advising Center (AAC), the Educational Opportunity

Program (EOP), the Alfred State Opportunity Program (ASOP), Academic Success Coaches, tutoring, structured learning, and Accessibility Services,

The Academic Advising Center: The Academic Advising Center assists students in being engaged, responsible learners who take advantage of the opportunities the college provides. The academic advisors are committed to teaching students how to access essential information and acquire the skills to make well-informed decisions that will lead to the achievement of their educational, career, and life goals. They are dedicated to providing quality, holistic advisement services that meet each student's needs. In collaboration with faculty and staff across campus, the Academic Advising Center is devoted to establishing an environment that supports student recruitment, retention and success.

The Academic Advising Center is also directly responsible for the professional development of new and continuing faculty advisors, student drop-in questions, advising department advisee overages, along with summer and winter advising. As a part of summer advising, the Academic Advising Center preschedules all first-time, full-time, first-year students. This process provides each student with a personalized schedule created by a professional academic advisor based on students' personal and educational preferences. This ensures that students are placed accurately and appropriately in gateway courses to increase their academic success starting in their first semester. This also ensures that students are taking only the courses that they need, increasing their chances for on time graduation. Through the creation of The Academic Advising Center, increased communication around best advising practices and students' needs has enhanced the student advising experience across campus, often leading to improved student GPA, retention, and graduation rates. There was a decrease in the college's summer melt of 5%, with much of the improvement attributed to the college's orientation and pre-scheduling efforts.

In addition to creating students schedules, the Academic Advising Center holds training session during Week of Welcome (WOW) and multiple times throughout the semester to train students on our software, their degree programs, and the Alfred State advising process.

Starfish: At the same time as the creation of The Academic Advising Center, the college also began the implementation process of our Starfish system. Starfish has provided advisors, faculty, staff, and academic success coaches the ability to work collaboratively to empower our students to achieve their academic, career, and life goals. Starfish has connected all departments across campus in one student-focused platform. It has streamlined communication, workflows, and alerts to provide seamless support to students. Student success is a shared responsibility across our institution and Starfish has allowed for all stakeholders to share data and support students together in the most holistic way.

In spring 2019, when Alfred first implemented Hobson's Starfish early alert software, the response was positive and highly focused on student engagement and assistance. During the first two months of the spring 2019 semester, over 150 faculty sent 5049 kudos and 1764 warnings; support services responded with 771 student interventions which would not have occurred without the software. Advisors and Success Coaches meet with students that have been referred by faculty and professional staff. Using this feedback, Advisors work with students on educational planning for degree completion and non-cognitive issues to determine options and solutions.

Starfish also has an electronic scheduling capability that our campus had been lacking. Students are now able to schedule appointments with faculty and staff through Starfish during office hours that can be set up within the system. This has streamlined the communication and appointment scheduling process by eliminating the back and forth via e-mail. Faculty and staff can provide students with a direct link to their calendar and students are able to schedule an appointment at a time that is convenient for both parties within seconds of

clicking the provided link. The Academic Advising Center, The Student Success Center, and many faculty advisors have all utilized this as a tool to increase student/staff interaction.

Educational Opportunity Program (EOP): The Educational Opportunity Program (EOP) offers higher education opportunities to high school graduates or to holders of high school equivalency diplomas who do not meet normally applied admission criteria but who have the potential for college success. Students must also meet family income guidelines printed in the SUNY application viewbook.

EOP is an extended program with course work paced to enhance student success. Students study full-time, enrolling in at least 12 credit hours per semester. The first-year schedule will include courses in English; math; college skills and/or reading; social, physical, or life science; and/or program course(s). Students are required to participate in regular tutoring and academic advising sessions.

Essential to EOP is direct financial aid. For each EOP student, a financial aid package is planned which may include grants from EOP, Pell, and Tuition Assistance Program (TAP).

Alfred State Opportunity Program (ASOP): The Alfred State Opportunity Program (ASOP) offers higher education opportunities to applicants with a recognized high school diploma or its equivalent who do not meet specified program requirements but who show potential for college success.

ASOP is an extended program which may take students an additional year to complete degree requirements. Associate-degree graduates may then enter directly into the corresponding baccalaureate degree program or the technology management BBA degree program, if desired. Coursework is paced to offer students an enhanced chance for success. The ASOP program allows for lighter course loads, college preparatory and development courses (as needed), and other support services. Please note that ASOP is not available for students studying online, for those programs which are part of the School of Applied Technology, or for computer science, diagnostic medical sonography, nursing, radiologic technology, or the B.Arch. programs.

Success Coaches: Success Coaches assist students in improving academic behaviors and in making informed decisions about academic matters. The Success Coach will identify, assess, advise, support and case manage new and continuing students deemed at-risk for the purpose of improving student performance through targeted interventions.

Tutoring: Alfred State offers free peer tutoring services for most courses. Peer tutors are students who have earned an A or B in a course and have received special training. Sessions are usually face-to-face, but online tutoring may be arranged upon request. Faculty routinely recommend architecture student tutors for both one-on-one instruction and Structured Learning courses.

The Writing Center provides free drop-in writing assistance for any written assignment. For any course, no matter how long the assignment, students can stop in to work with one of the Writing Center proctors. They will work through the piece with the student, helping them to identify errors and growth areas.

The Math Lab provides free drop-in math assistance for any math-related course. This includes physics, statistics, and all upper-level math courses (i.e., calculus, technical calculus, differential equations). Computers are available to access online math content, and experienced, qualified proctors are ready to assist when you need it.

Structured Learning: Structured Learning is supplemental instruction and recitation for students who need more structured study and development time. It will is co-taught by a faculty, professional tutor, and/or a student success staff. Faculty develop additional review problems to match homework and topics of need. This course will coincide with a registered course (e.g., math, science, or English) and serve as a co-requisite or stand-alone.

For Architecture students specifically, we have offered Structured Learning for MATH 1033, MATH 1034, MATH 2043, MATH 1063, PHYS 1024, ARCH 2014, ARCH 3003, ARCH 3014, and ARCH 4014.

Accessibility Services: Alfred State is firmly committed to providing an equal opportunity for a college education to all qualified students. The philosophy of the Office of Accessibility Services reflects the interpretation of Section 504 of the Rehabilitation Act of 1973 in terms of providing reasonable and individualized accommodations. We welcome students with disabilities into our campus community and our programs. In this spirit, we are committed to providing reasonable opportunities to qualified students to participate in campus programs and activities. We recognize that the needs for each person with a disability are unique; therefore, services and/or accommodations are provided on an individualized basis. Students with disabilities are encouraged to participate in all aspects of campus life. Self-identification is essential and self-advocacy is encouraged.

Students who will be requesting support services must identify themselves to the Office of Student Accessibilities Service. To verify eligibility, documentation must be provided that clearly indicates the presence of a disability that limits a major life activity, the functional impact of the disability on the pursuit of post-secondary education, and justification of the need for accommodations. A counselor will determine eligibility for services based on the quality of the submitted documentation.

Students eligible for services/accommodations must meet with a disability counselor each semester. Student needs will be determined, put in letter form by a counselor, and delivered, by the student, to respective faculty. If students fail to self-identify and/or provide adequate documentation of a disability, they will be unable to access services/accommodations. Early identification is encouraged.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response: Alfred State College is a community that promotes diversity and strives to create an atmosphere free of bias and prejudice in order to prepare students to lead successful and socially useful lives in a diverse society. Many Campus organizations work toward this goal by providing educational, cultural, and social events.

A diverse body of students and faculty is the cornerstone of a rich and meaningful educational experience. As a goal of the Strategic Plan, we strive to enrich our programs and continually increase the diversity throughout Alfred State College.

As the diversity of our student body expands, we are committing resources to ensure student success and belonging. Our Chief Diversity Officer partners with faculty and staff to offer programs and services designed to increase visibility and awareness on campus, mentor new students, build community, and support professional development.

Faculty searches are charged with selecting the individual who will contribute significantly to the academic mission and the goals of the School and College. Through extensive notification, national searches, targeted advertisements and involvement of professional colleagues, good faith efforts are made to locate and consider a wide pool of applicants, including qualified minority persons, women, and disabled persons, resulting in the appointment of outstanding faculty. Faculty Professional Development is ongoing to enhance and support diversity in the classroom.

In August 2007, SUNY established the Office of Diversity, Equity and Inclusion (ODEI). The office provides leadership and strategic direction to all of SUNY's campuses for developing and implementing a portfolio of affirmative action and diversity programs and is headed by Dr. Rodmon King, the CDO at Oswego and acting Deputy Chief Diversity Officer for SUNY who reports to the Provost and Executive Vice Chancellor. Increasing diversity among faculty ranks and students is part of the STRATCOM long-range plan. Specific details regarding diversity are addressed in Section 5.4 Human Resources.

Alfred State College has made significant strides in ensuring social equity, diversity, and inclusion on campus. Since April 2016, Nicole Herman has served as Alfred State's Chief Diversity Officer and Title IX Coordinator. The Chief Diversity Officer (CDO) works to further elevate campus inclusiveness and to implement best practices related to diversity, equity, and inclusion in such areas as the recruitment and retention of under-represented students and senior administrators, faculty, and staff. The position serves as part of the SUNY system-wide network of CDOs through the ODEI to support SUNY's overall diversity goals while continuing to lead campus efforts around Title IX Compliance. In her role as CDO, Ms. Herman has a dual-reporting relationship to Officer-In-Charge, Dr. John M. Anderson, and the Vice President for Student Affairs, Dr. Gregory Sammons. The elevation and expansion of Ms. Herman's role to CDO reflects the desire to build on Alfred State's momentum and ensure a degree of administrative continuity related to this important new role.

The creation of Alfred State's first Chief Diversity Officer is not a singular step. Formerly an office of one, Alfred State College has further increased our institutional commitment to diversity by adding Assistant Director of Diversity, Equity, and Inclusion, Desmond Davis, to enhance efforts around related institutional goals.

Duties the Chief Diversity Officer include:

- Creation and implementation of student retention and completion strategies wherein the campus strives to increase the rate of completion for all students and close any gaps in the completion rates of students from any group when compared with the average campus completion rate. This includes working with the Student Success Center, and leading, and improving, mentorship or bridge programs such as the URM Retention Task Force and the Campus Climate Support Team to address issues of inequity in retention and completion, and the HART committee which allows students to apply for funding to help them with books, food, course codes, outstanding medical bills etc. that have kept them from being successful.
- Greater partnerships with Admissions to coordinate programs that successfully recruit and acclimate under-represented students to college life at Alfred State. This has included producing videos for virtual events outside of the college for recruiting events, staffing resources tables at Open House and Orientation, and working with Admissions for Accepted Student Days and Experience Alfred events.
- Advancement of a recruitment and retention strategy that continuously improves recruitment and hiring of a diverse campus leadership, faculty, and staff. This includes monitoring searches and meeting w/ all on-campus finalists.

- With support from System Administration, introduction of and expansion of cultural humility programming as a central aspect of the orientation program for new employees and as a regular program for all continuing employees.
- Conducting college-wide assessments and climate surveys such as The Sexual Violence Prevention Survey and a DEI Climate Survey that will launch in Fall 21 that inform the ongoing work to increase the campus' inclusive environment and cross-cultural awareness change to cultural humility.
- Establishing partnerships within the greater area/regional community such as school districts to share and benefit from shared resources.

The appointment of Alfred State's first Chief Diversity Officer, coupled with the addition of an Assistant Director to bolster CDO efforts, are the latest action steps to affirm our commitment to inclusion at Alfred State College. Continuous improvement demands dedication and we will continue to find ways to be a model of inclusivity and reflect the diversity of this great state.

SUNY is committed to creating campus communities enriched by a range of perspectives and interests. The Center for Diversity and Inclusion states it is the policy at Alfred State College to provide equal employment and educational opportunity on the basis of merit without discrimination because of age, race, ethnicity, color, sex, religion, national origin, sexual orientation, veteran's status, disability, gender identity, or gender expression.

In addition, the Alfred State College Principles of Community state:

- As members of Alfred State, we choose to be part of an academic community dedicated to those principles that foster personal and professional integrity, civility, and tolerance.
- We strive toward lives of personal integrity and academic excellence. We will encourage in ourselves, and in one another, those responsible actions which lead to lives of productive work, personal enrichment, and useful citizenship in an increasingly interdependent world.
- We commit to treating one another with civility. Recognizing that there will be differences of opinion, we will explore these differences in a courteous and forthright manner, always acknowledging our individual rights to freedom of expression and association.
- We support tolerance. We encourage those of all cultures, orientations, and backgrounds to understand and respect one another in a safe and supportive educational environment.

This set of principles set forth by the college is supported by policies including the Codes of Student Conduct and Academic Integrity. More information can be found at: http://system.suny.edu/odei/ and http://www.alfredstate.edu/student-life/center-for-equity/title-ix.

The principles and policies have benefitted students in the form of active student programming of 10 clubs and organizations designed to foster community, awareness and education around cultural identity, and that are open to all students on campus. There is also a campus prayer space open to all, and a Campus Climate Support Team meets regularly to discuss campus diversity, equity and inclusion support and initiatives.

In terms of faculty engagement, the college has dedicated significant portions of the Fall 2020 and Fall 2021 Professional Development Week programming to issues surrounding Diversity, Equity, and Inclusion initiatives. Most recently, The Fall 2021 PDW included sessions devoted to cultural humility and the LGBTQ+ community designed to create awareness and challenge privilege, stereotypes and assumptions. The broad focus was on educating faculty

to become more empowered allies to the campus' diverse faculty, staff and students, and what the DEI office can do to support faculty and staff in their various roles on campus.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response: Alfred State's plan for maintaining and increasing the diversity of faculty and staff can be found at https://www.suny.edu/media/suny/content-assets/documents/diversity/reports/Alfred-State.pdf beginning at the bottom of Page 3. Diversity, Equity and Inclusion is also an initiative in the Strategic Plan, and a report assessing institutional DEI initiatives as well as the overall Strategic Plan/DEI alignment report will be provided as evidence.

Between Fall 2018 and Fall 2020, Alfred State's percentage of underrepresented minority students increased from 24.8% to 26.7%. During that same time period, the percentage of underrepresented minority students in the department increased from 7% to 13%. While these are lower percentages than seen among the entire college population, the percentage of URM students in the Architecture program is increasing at a faster rate, reflecting both the college's and department's focus on diversity and equity in student enrollment.

From Fall 2018 to Fall 2020, the college's percentage of full-time faculty, underrepresented minority, increased from 1.2% to 5.6%. At the same time, the percentage of full-time faculty, underrepresented minority in the department increased from 0% URM (and 11% non-white) in Fall 2018 to 12.5% URM (and 25% non-white) in Fall 2020. Again, this increase reflects both the college's and department's focus on increasing the diversity and equity of its faculty and staff.

A college-wide plan is currently in place to encourage AALANA and female applicants to apply and we have made significant improvements over the past two academic years in our recruitment efforts in diverse publications. The median individual age of the full-time faculty in the Department of Architecture + Design has dropped to 44 years of age (down from 61 a few years ago), and can be attributed to an active plan for continuity and replacement hiring that was enacted in April 2016. The college continues to face global pressures (related to our physical location and relatively low starting salaries) that create an environment that make it challenging to recruit new, energetic, enthusiastic faculty. We are actively working to mitigate these challenges by recruiting part-time and adjunct "professors of practice" and by focusing on the long-term strategy of mentoring and transforming adjunct instructors into full-time, tenure-track faculty. Senior administration have worked urgently and rapidly to improve salary and adjunct per-course rates, and our temporary and adjunct lines are now active, engaged, and growing.

To address these challenges, the department will continue to reinvigorate and ensure continuity of the faculty ranks in the following manner:

- Carefully monitor enrollment trends, request new positions to be created, and seek the approval to search for new, tenure-track, faculty hires as conditions dictate.
- Accommodate retirements among eligible faculty through the college's phased retirement program that has been established as policy. This allows retirement-eligible faculty to signal their intent, while allowing them to continue for one additional year. This "bridge" provides for greater departmental continuity and will help to minimize adjunct coverage for the foreseeable future.

- Continue to define the long-term adjunct relationships that we have cultivated over the past several years. Ideally, as budget allows, we will add one near-full-time temporary position that will allow coverage for first-year studio courses and will allow more senior faculty to cycle teaching through more senior studio courses.

This strategy will help to keep our faculty fresh, engaged, and invigorated while respecting the long-term commitment and investment of our most senior faculty, and will provide for the greatest continuity of academic quality possible, while helping to increase our desirability among newly recruited faculty.

In terms of diversity, the department works closely with Human Resources and the Chief Diversity Officer with the goal of recruiting and meeting with candidates in order to increase the faculty/staff diversity to correspond to a student population that is about 30% racially and ethnically diverse. As mentioned earlier, Diversity/Inclusion is an initiative in the Strategic Plan, and the plan is it tied to institutional assessment. Assessment data from the Department of Institutional Research, Planning and Effectiveness in Taskstream that is mapped to the Diversity/Inclusion initiative in the Strategic Plan will be presented as evidence.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response: Alfred State's plan for maintaining and increasing the diversity of its students can be found at https://www.suny.edu/media/suny/content-assets/documents/diversity/reports/Alfred-State.pdf beginning in the middle of Page 4. Diversity, Equity and Inclusion is also an initiative in the Strategic Plan, and a report assessing institutional DEI initiatives as well as the overall Strategic Plan/DEI alignment report will be provided as evidence.

Between Fall 2018 and Fall 2020, Alfred State's percentage of underrepresented minority students increased from 24.8% to 26.7%. During that same time period, the percentage of underrepresented minority students in the department increased from 7% to 13%. While these are lower percentages than seen among the entire college population, the percentage of URM students in the Architecture program is increasing at a faster rate, reflecting both the college's and department's focus on diversity and equity in student enrollment.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response: It is the policy of the State University of New York to provide equal opportunity in employment for all qualified persons, to prohibit discrimination in employment, and to promote the full realization of equal employment opportunity through a positive continuing program for the University as a whole and for each constituent unit of the University. Alfred State College does not discriminate based on race, color, national origin, sex, disability, age, Veteran status, sexual orientation, genetic information, et cetera in its programs and activities. Nikkie Herman, Chief Diversity Officer and Title IX Coordinator, has been designated to handle inquiries regarding the non-discrimination policies.

The institution's policies and procedures relative to EEO/AA for faculty, staff, and students require an EEO/AA advocate is present at all search committee functions (including meetings, reference checks, etc.). All search committees must complete EEO/AA training before commencing search procedures. A link to college's policies and procedures for Affirmative Action has been provided for the team's reference.

The college also publishes social equity, diversity, and inclusion initiatives on the Center for Equity home page – documents, resources, and initiatives that are publicly available at: https://www.alfredstate.edu/student-life/center-for-equity/center-for-intercultural-unity.

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Program Response: Alfred State's Health and Wellness Services provides confidential and professional medical and mental health care for all of our students. Offices on both the Alfred and Wellsville campus locations and are available to provide personalized care and support to promote a healthy and safe campus environment. Resources available to students through Health and Wellness Services are published at: https://www.alfredstate.edu/student-life/health-and-wellness-services.

Faculty and staff have access to the Employee Assistance Program (EAP), a joint labor-management program that benefits New York State employees by enhancing employee wellbeing, increasing productivity, and improving morale in the workplace. EAP is funded through the collective bargaining agreements between the State of New York and the public employee unions, and more information is available at https://goer.ny.gov/employee-assistance-program. A link to college's policies and procedures for Disability and Workplace Reasonable Accommodation has been provided for the team's reference.

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

Program Response: Over the past two academic years, the faculty have taken care to create a strong image and identifiable presence in the Engineering Technology Building through the use of vibrant signage, promotional displays, and frequently changing exhibitions of student work.

The department has maintained the allocated 18,000 square feet of dedicated space within the Engineering Technology Building (SET) and about 2,500 square feet of space elsewhere on campus (Peet Hall, SLC Leadership Suite and HoPR). During the summer of 2020, adjustments were made to all academic spaces on campus. In order to maintain proper social distancing many spaces in the Department of Architecture + Design were adjusted as well. Desks and chairs were removed from studios to allow for proper spacing between student work spaces and polycarbonate shields were placed in front of teaching areas. Computers were removed from the computer lab in an effort to maintain spacing as well. There were also caps put in place for allowable number of students in our Digital Fabrication Lab and MakerSpace. While some restrictions on campus have eased slightly, these changes will remain in place at least for the beginning of AY 2021-22.

Central to the mission of the department's programs are studio spaces 402, 408, 415, 417, 420, 424, and 437. Studios provide each student in the department with a dedicated workspace and secure storage that are assigned to, and maintained by, the student. Each studio space includes two digital workstations that allow students to wirelessly scan and print as necessary, electrical "drops" which provide dropdown access to power at each work station, and digital projection technology that allows for wireless connectivity, high resolution projection, and networked two-way interaction among students in different studios and physical locations. This digital infrastructure allows students to use their own laptops and Wi-Fi equipped smart phones to share information, and provide a platform for impromptu and hands-on learning and collaboration. In addition, the furnishings of each studio room continue to be upgraded on a five-year rotating basis.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response: Supplementing the studios are several facilities within the department which are available to all students in the department; the Digital Fabrication Lab, Center for Architecture & Remote Sensing (CARS), MakerSpace, Digital Modelling Laboratory, Photography Studio, and Critique/Conference Space. Over the past two years, significant investment has been made in purchasing materials and equipment for the MakerSpace, and software resources have been improved in all departmental labs and studio workstations. All department spaces are open for student use 24/7, and MakerSpace access is provided by swipe card access after a series of mandatory safety training courses.

In addition to a small architecture periodicals and materials library and interiors materials library housed in the department for immediate access and use, the main campus Library provides access to thousands of volumes of newly purchased materials as well as online access to databases and periodicals. More information about the Hinkle Library in Section 5.8 Information Resources.

Within SAMET, the main print and plotter room with three high-speed plotters, along with large-scale scanning equipment; a concrete and materials lab; and many classrooms are available to all students. The 2nd and 3rd floor lobby/student lounges in SET are available with benches, tables, and comfortable furniture that provide students flexible places to eat, do group work, and to study together.

In terms of exhibit space, the Llewellyn Gallery in SAMET is well equipped to exhibit both regional and national digital art, and provides the Digital Media and Animation program with excellent exhibit space that benefits all students in SAMET. The newly renovated Hinkle Library offers a large gallery space for special exhibits of student and faculty work on occasion. The department maintains a fully-programmed gallery in the PEET Hall ALLC, and the department's main corridor on the 4th floor of SET functions as a "link" gallery for the display of both student and professional work.

A link to floor plans of all spaces used for program instruction on the Alfred State campus has been provided for the team's reference.

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

Program Response: Each of the department's full-time faculty has an office of at least approximately 100 SF that is directly adjacent to the studio spaces. These offices provide adequate room for course preparation and research, and allow faculty a dedicated space for

mentoring and advising. While COVID-19 protocols necessitated more virtual advising by video conference, we anticipate a return to more face-to-face interaction in AY 2021-22.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response: In addition to facilities in the Engineering Technology Building, the department maintains a 1,000 sq. ft. remote "living/learning" studio in the Peet Hall dormitory. In the Architecture Living and Learning Community (ALLC), baccalaureate architecture students study, live, work, and engage with their faculty, all in their own residence hall. The ALLC provides access to an architecture studio, study space, and the previously mentioned gallery. The department supplements its living/learning activities in Peet Hall via an informal lecture and a film series that benefit all interested students in the department.

The department also utilizes space in the Student Leadership Center for activities related to civic engagement and applied learning. The STAR Center leadership suite provides a high-profile location that fosters student participation in civic engagement projects across the region. The Hands-on Project Room (HoPR) provides high-bay space for students and faculty to work on larger projects.

Space in SAMET, and on campus, is at a premium. With several significant renovation projects (Phase III of the Mackenzie living/learning complex, EJ Brown Hall, Pioneer Center, Agriculture Building) underway at various stages of development, surge space and overflow space is available only as a last resort and only in limited capacities. Therefore, for the immediate future, we must make the most of the space that has been allocated to our program, and grow our resources within this allotment. Increasingly, resource sharing and space sharing is becoming more common among departments within SAMET. The CET Department's BIM lab and the MET Digital Fabrication Lab are examples of these shared spaces that are available to all students in the department, but the costs and burdens of maintenance are shared across departments. Moreover, the most recent SAMET space study has aimed to address some of these challenges for the five departments across SAMET, as the constraints are certainly not unique to the Department of Architecture + Design.

Future plans for relocating the department to another building on campus have been discussed in general terms, but specific plans and funding for this endeavor are not yet in place and no firm commitment has been made, though the discussion continues. Realistically, the earliest feasible development in this regard could be expected by AY 2023-24.

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, off-site, or hybrid formats have on digital and physical resources.

Program Response: Alfred State's long-term study abroad experience provides the physical resources, instructional technology and online learning necessary for the program to deliver the curriculum leading to the accredited degree and the ability of the institution to meet its mission. The facilities at the teaching site are equivalent to those provided on the Alfred State campus.

Physical Resources: The teaching site for Alfred State's Sorrento Study Abroad program is housed at the Sant'Anna Institute in Sorrento, Italy. The campus includes extensive gardens and a historical building that was a convent founded in 1864. Classrooms are located on three of the building's five stories, and the top two floors are home to the Residence Hall. Rooms from the institute overlook the picturesque fishing village, Marina Grande, or the school's gardens. This

off-site facility safely and equitably supports the architecture program's pedagogical approach for both student and faculty achievement for one semester each academic year. Students receive online instruction for three weeks prior to departing for Italy, and the work produced is reviewed on-site once the group arrives at the Sant'Anna institute to begin the 89-day program.

Physical resources include spaces that support and encourage the following:

- Studio-based learning is provided primarily in the Jeff Johnston Classroom which serves as studio space for the program. The 803 square-foot room on the first floor overlooks the bay of Naples, measures +/- 45'-3" x 17'-9" and can accommodate up to 28 students and an instructor. Each L-shape student work station is composed of two (2) 52" x 20" desks and an adjustable chair. The instructor is provided with a 30" x 72" desk and adjustable chair as well. This provides over +/- 53 S.F. of instructional space per person.
- Didactic and interactive learning is provided in a range of 11 classrooms and seminar spaces of varying size on the first, second and third floors of the building. There is also a student lounge on the second floor along with a library which serves as a printing point and small group study area. These spaces are available to the Alfred State students as well as their peers from other institutions studying at Sant'Anna.
- Faculty roles and responsibilities are accommodated mainly in the studio, though there is private office space adjacent to the administrative offices on the second floor. Because it is located apart from the studio and other classrooms this space is ideal for faculty use in preparation for teaching, mentoring, and student advising.
- Resources to support all learning formats and pedagogies in use by the program include on-site administrative offices on the second and third floors of the building. These offices accommodate the Institute's President, Director, Academic Director and Study Abroad Coordinator who are instrumental in assisting both students and faculty and creating the atmosphere for an exceptional study-abroad experience.

Instructional Technology: The department currently has a laptop hardware/software policy for students, and it is expected that students will take their laptops to Sorrento where PC availability is limited. The current laptop specified by the department is sufficient to run all of the software available to students though ASC, and rendering will be primarily done online in the "Cloud." The instructor also has a college-issued laptop for use in completing instructional duties.

The studio at Sant'Anna provides reprographic equipment similar to what students have access to on ASC campus. Alfred State-owned equipment includes a HP Designjet plotter, a Samsung color printer, and a HP Scanjet scanner.

The studio also includes a dedicated HP laptop connected to a high-resolution Epson projector and interactive touch-screen SMART Board. This equipment is used by the instructor for making presentations to students and for communicating via video conferencing with students and faculty back in Alfred. Students may also use the SMART Board for presenting their work digitally. Other classrooms throughout the building are equipped in a similar fashion, and the entire facility is equipped with fiber-optic internet which provides connectivity and stability of service similar to that found on the Alfred State campus.

Online Learning: Students have three weeks of online instruction in courses taught by Sant'Anna and ASC faculty before departing for Italy. Sant'Anna faculty utilize Google Classroom for their online instruction. Instruction by Alfred State faculty is provided through Alfred State Online using the Blackboard application for learning and course material management.

A link to floor plans of all spaces used for program instruction at the Sant'Anna Institute in Sorrento, Italy has been provided for the team's reference.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response: The fiscal health of the college is stable despite an ever-changing landscape of factors that impact college finances. State support to the institution has remained flat for the last decade, and yet funding resources available to the department are largely steady and have accommodated increases in costs for the salaries and goods/services needed to meet the educational outcomes set forth by the department.

The financial impacts of COVID-19 to the institution, although not fully defined or realized yet, will have lasting effects on campus operations and offerings. Many of the immediate financial uncertainties of the pandemic have seemed to settle thanks in large part to federal relief aid, but the college is still experiencing enrollment impacts which continue to drive the need to be frugal with limited resources.

The Department of Architecture + Design budget is sufficient and stable enough to ensure that program student outcomes are met and decision-making authority to encumber or expend funds lies solely with the department and is vested in trust with the department chair. Institutional support is provided to the department for some memberships (including ASCA), various accreditation expenses, adjunct salaries, and any capital improvements.

The department budget structure consists of four main funding sources, three of which the chair is vested with authority on behalf of the faculty and students as shown on the table below. Access and management to real-time reports for department managed State and IFR accounts occurs online via BI (Business Intelligence), the SUNY Resource Management Tool.

Account Category	Funding Source	Administered By	Purpose
State	Tuition & State Tax Support	Provost	Salaries
State (OTPS – Other Than Personal Service)	Tuition & State Tax Support	Department Chair	Non-salary expenses such as supplies, faculty development/conference travel, non-capital material purchases, small events
IFR (Income Fund Reimbursable)	Course Fees	Department Chair	Studio fees, educational field trips
IA (Institutional Advancement)	Gifts/Donations	Department Chair	Scholarships, lecture series, study abroad costs, meals, and honoraria

The departmental OTPS (Main Budget, for “other than personnel services”) was held flat for FY 2020-21, however, spending was restricted to essential purchases only per the campus Spending Reduction Plan (which mirrored SUNY-wide spending guidance). These resources can be encumbered and allocated for supplies, faculty development/conference travel, non-capital material purchases, and small events. As a “post-pandemic” measure, the OTPS budget will again remain flat for FY 2021-22, but the spending guidance is expected to be far less restrictive. Our department does not lack fiscal resources to accommodate our immediate needs.

In a typical budget cycle, Alfred State College utilizes a zero-based budgeting model. This means, simply, that the department (and all divisional) budgets are reset each year and financial resources are distributed on an as-needed basis at the commencement of each fiscal year. To date, this model has benefitted the department significantly and ensures that our priority costs and expenditures will be adequately met.

For example, the department had doubled the amount of faculty development funds available to each faculty for AY 2019-20 and, and faculty took advantage of this funding to further refine research agenda and engage students in meaningful undergraduate research and conference participation, employing visual modeling processes through the development or relationships with "real world" clients in the community, improving professional skill sets in the discipline by participating in intensive seminars and conferences, and refining digital abilities and skills by completing online tutorials and courses. Activities slowed considerably in AY 2020-21 due to travel restrictions imposed by the pandemic, but it is anticipated that it will increase during AY 2021-22.

In addition, the department has traditionally covered one-half the cost of professional membership to AIA, CSI, or ASID, etc. This has led to a greater partnership, in particular, between the three regional AIA chapters and has helped create opportunities for students in terms of professional engagement. The level of funding has also allowed faculty to pursue continuing education at reduced rates. For the foreseeable future, department-sponsored faculty development funding is expected to be maintained at this level.

It should also be noted that some expenses, such as the $9,000 ACSA membership dues, were paid by institutional funds, and not the department. There was also $7,000 budgeted institutionally for a NAAB visit in Spring 2021 that was postponed. These accounts are managed by Business Affairs staff.

The balance in Institutional Advancement accounts have increased 46% over the past three academic years. The funds from these accounts can be encumbered and allocated for costs associated with the departmental lecture series, study abroad scholarships, subsidizing membership fees for AIAS students, student awards, and some student travel for presentations/conferences. The increase of funds will allow the department to more strategically recruit guest speakers, increase the number of study abroad scholarships, and defray the cost of future student symposia. Because these accounts are funded by external sources, we have instituted plans to cultivate "small gift" revenue into this fund from alumni donors in a targeted campaign during AY 2021-22.

Overall, the adjunct budget has increased about 27% over the last two years. However, the Department of Architecture + Design's adjunct costs were actually LESS in 20-21 than 18-19. Essentially, funding for Adjuncts will be provided on an as-needed basis regardless of budgeted amounts. There is little choice about this when instructors are needed to fill teaching gaps, which of course is a priority. Adjunct costs are funded institutionally and have no impact on department allocations.

Departmental funds are steady and sufficient to meet the needs of its students, faculty and programs. The table below shows the most currently available fiscal snapshot for the Department of Architecture + Design:

Student Charges vs Annual Costs: 20-21 Actual		
Department of Architecture + Design - Avg enrollment in 20-21: 197 students		
Revenue		
Tuition ($3,535/Semester)		$1,389,255
Course Fees (waived d/t travel restrictions)		$0
College Fee ($12.50/Semester)		$4,913
Total Revenue		**$1,394,168**
Expenditures		
Instructional		$636,534
Instructional Salaries	$600,973	
Adjunct	$30,764	
OTPS (allocation in 510040)	$4,797	
Course Fee O/H	$0	
Course Fee (Expended in 900063)	$0	
Capital		$0
Overhead		$248,819
Utilities	$25,805	
Non-Instructional Salary	$13,889	
Overhead (assessed as 15% on revenue)	$209,125	
Total Expense		**$885,353**
Net (Estimated)		**$508,815**
Per Student Expenditure		
Instructional + Overhead/FTE Enrollment		**$4,506**

Capital Improvement and Furniture Budget funds (allocated by division) have been largely suspended in light of the pandemic and corresponding fiscal uncertainty. Moving forward, the approach will be to address improvements in a phased manner, addressing the most critical needs first.

The department requires a small student fee that allows for student travel in each of our studio courses. This revenue offsets the cost of travel to nearby cities and locations (New York, Chicago, Rochester, Cleveland, and Buffalo) for educational purposes. This fee has allowed us to better improve the hands-on educational component of our studio instruction, without incurring additional fiscal burden to the department.

The table below shows a snapshot of our current revenue and expenditure overview.

Revenue and Expenditure Overview						
	16-17	**17-18**	**18-19**	**19-20**	**20-21**	**Total**
Revenue	1,465,308	1,459,188	1,471,894	1,464,496	1,394,168	**5,860,885**
Expense	1,035,901	1,011,270	1,033,967	958,809	885,353	**4,039,948**
Net	**429,407**	**447,917**	**437,926**	**505,687**	**508,815**	**1,820,937**

In a typical budget cycle, a zero-based budgeting model is used to create the institution's core operating budget. This process was designed to allow all departments the ability to advocate for the needs of their programs, and all faculty and staff have the opportunity for input into the budgeting process. Each department chair is given the same templates where they can uniformly document their needs and the monetary value needed to meet their objectives. The templates provide an avenue for each area's voice to be hear when the campus allocates its resources for the next fiscal year. Departments detail out what they need, how they plan to spend it, and they also have a place to request one-time funding for special initiatives. These completed templates are consolidated up to the Dean's and VP's with all the information the department's entered. This process ensures the concerns of the department reach the VP level for inclusion in budget discussions. VP's set their priorities and bring their requests to the Annual Budget Advance where President's Council reviews each priority and sets the budget for the next fiscal year. This approach doesn't award everyone what they've asked for, but it does document the needs across campus and the decisions made in finalizing the overall budget. We are fully expecting to return to the zero-based budgeting model for the 2022-23 academic year.

5.8 Information Resources

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

Program Response: Information resources are robust at Alfred State College and are framed by three main sources of support; the Hinkle Library provides access to printed volumes, online databases for research, and 1:1 research expertise; the digital infrastructure at Alfred State College has undergone significant upgrades over the past two years and allows all members of the campus community the opportunity to source information from the Internet and provides a reliable platform for distance learning and collaborative digital learning; and the SUNY open-source learning materials initiative.

Hinkle Library. The Hinkle Library at Alfred State College served the existing programs in architectural technology and interior design well over the past years. The introduction of the B.Arch. degree required a significant increase in its architecture related holdings. The faculty of the Department of Architecture + Design continues to work with library staff to assure that critically needed books and magazines not currently part of the collection are being purchased at the quickest pace allowed for by the allocated funds and to ensure students have access and knowledge of the resources available.

As a library at a unit of the State University of New York, the Hinkle Memorial Library is a member of SUNYConnect, which is a consortium of libraries in the State University of New York (SUNY) System that are all part of the same library management system. The Hinkle Memorial library purchases electronic resources directly, through consortia agreements, and through

SUNYConnect, a joint initiative of the Provost's Office of Library & Information Services and the libraries of the 64 SUNY campuses.

The Hinkle Library holds 49,666 volumes, of which there are now 2369 monograph titles and 69 videos in the Library of Congress NA (Architecture) section. The library has access to 411 journals in electronic format in art, architecture, and applied arts, and spent $517.53 in print serial subscriptions in architecture in the 2019-2020 fiscal year.

- The library has the following available to all students:
- 61 computers available for student use
- Electronic classroom available
- 20 laptop computers available for loan
- Newly-refreshed, High-Speed, High-Throughput Wi-Fi connectivity

Alfred State College students and faculty have full access to the Herrick and Scholes Libraries at Alfred University, both within easy walking distance of Alfred State. The Scholes Library has an extensive engineering and technology collection to support its masters and PhD programs, including a substantial collection of monographs in architecture. The Herrick Library holds over 150,000 monograph titles, and the Scholes Library holds over 84,000 monograph titles.

Departmental staff will continue to work with the Hinkle Library staff to select these materials to support the architecture curriculum. These resources will encompass works of recognized authors in the subject areas of architecture, design and related fields including books, print and/or online journal subscriptions, visual materials such as DVDs, and relevant online indices and databases.

Digital Technologies and Infrastructure In addition to the holdings and resources available through the Hinkle Library, the college has invested a significant amount in the development of its digital information technology infrastructure at the Alfred campus. The technology master plan currently in place, called for a significant increase in the number of Wi-Fi hotspots across campus and greater throughput across our broadband connection. The campus has successfully increased the number of Wi-Fi hotspots across campus and also has increased the bandwidth into the campus with redundant providers to minimize any lack of access.

Work is currently underway to provide an infrastructure with a 10Gig backbone and 1Gig to the desktop. This will include upgrades to the fiber optic backbone for data/phone/CATV as well as firewall/switches/routers/ups and will be particularly helpful in boosting the distributed computing capacity of the new CARS research center.

In addition, the college has invested significantly in migrating Blackboard to a stable and reliable server environment. Blackboard hosting has been moved from a limited-access on-campus server to a Blackboard, Inc.-hosted server farm that guarantees 99.9% "up-time" for student and faculty access. With this move came the costly subscription to access (for all students and faculty) the educational learning tools provided by LinkedIn Learning. For 20 years, LinkedIn Learning has helped students, and teachers build software, creative, and business skills. Sourcing content from the world's best instructors and thought leaders, LinkedIn Learning production standards are second to none. And with tools that move quickly to market, LinkedIn Learning has grown our online video-based content library to include thousands of engaging course modules that serve more than 10,000 organizations. With offices on four continents and tutorials in five languages, LinkedIn Learning is a global platform for success.

As the SUNY institutional procurement process for digital software remains challenging, a greater emphasis is being placed on affordable and open-source software options. All Autodesk products are available to students free of charge, and graphics software open-source alternatives (such as the industry-crated Scribus) are proving successful and affordable alternatives for our students. In

addition, the department has created a shared database of relevant and up-to-date links that help students to access online tools (such as Sweet's Catalog), information about graduate study, career development tools, and access to the top architecture and design blogs and periodicals. This database is made available seamlessly to any student using Google Chrome-compatible Internet browsers.

Open Source Learning Tools. The department faculty are sensitive to the costs of procuring tools, textbooks, and software required for the professional study of architecture. Student and faculty leaders at SUNY have highlighted the importance of providing free textbooks and or open-source learning materials.

In concert with an ongoing effort by the SUNY Chancellor and SUNY Central, Alfred State College is responding to the need for better integrating open-source educational materials into the architecture curriculum. In addition to what is available by our program and on the Alfred State College campus, Open Education Resources (OER) at SUNY can be found at http://opensunyals.org/, and include Open SUNY Textbooks, and an open access textbook publishing initiative established by the libraries of SUNY Geneseo, SUNY Brockport, the College of Environmental Science & Forestry, SUNY Fredonia, Upstate Medical University, and the University at Buffalo.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response: The Hinkle Memorial Library at Alfred State College has four librarians trained at schools accredited by the American Library Association. These librarians are:

- Joseph Petrick, Library Director, employed at the College since 2000, recipient of the SUNY Chancellor's Award for Excellence in Librarianship, 2006–07
- Jane Vavala, Associate Librarian, employed at the College since 2004, recipient of the SUNY Chancellor's Award for Excellence in Librarianship, 2012–13
- Ronald Foster, Associate Librarian, employed at the College since 2021, recipient of the SUNY Chancellor's Award for Excellence in Librarianship, 2006
- Alexandra Hoffman, Senior Assistant Librarian, employed at the College since 2017.

The Library also currently employs two instructional support assistants, and two clerical staff.

The Hinkle Library is committed to supporting the various curricula in the School of Architecture, Management and Engineering Technology (SAMET), as well as the two other schools of the college. The librarians encourage involvement by faculty in the development and maintenance of materials relevant to these programs within the means of the library budget.

Statement by the Librarian. The Hinkle Memorial Library is open 87 1/2 hours per week during the academic year. The Information Desk is staffed all hours the library is open. There are 61 student access computer terminals and two printers on the main floor. Two scanners and a photocopier are available. If needed, students can use the 24 computer terminals in the library's electronic classroom. Since the library has wireless connectivity, students can use their own laptops or borrow laptop computers at the Circulation Desk. The library offers designated areas for quiet study as well as group study.

Services available to the Department of Architecture + Design and the college community include:

- Information Literacy: The library offers custom library instruction classes where students learn effective research strategies and how to use the library's electronic and print resources. The librarians will collaborate with faculty to provide specialized instruction and assessment. For each class, the librarians also design and provide a specific online guide that directs students and faculty to the best library sources for the assignment. Students have 24 hour remote access to these guides and resources. The link for the Architectural Library Guide may be found at: https://alfredstate.libguides.com/architecture.
- Tutorials: Subject and task specific online tutorials have been created by the instruction librarians, and are linked on the online library guides mentioned above. The library has just acquired a program that will enable the instruction librarians to create online, interactive instruction tutorials.
- Reference: Reference and Information Services are located on the main floor of the Library. The Information Desk is staffed all hours the library is open. Both walk-in and in-depth reference services are available. In addition, students and faculty email reference questions via the library's website.
- Departmental Liaison Program: The library offers a partnership with faculty and administrators to solicit input for the acquisition of library materials and services and research instruction.
- Interlibrary Loan: Materials that are not available in the Hinkle Library at AS, the Herrick Library at Alfred University, or the Scholes Library at the SUNY College of Ceramics at Alfred University may be requested from other state, national and international libraries.
- Course Reserves: Faculty may request that relevant materials from the library's collection or from their personal collections be assigned to reserve shelves for student use. Students may checkout reserve materials for use in the library only.

NAAB

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 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, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response: The Statement on NAAB-Accredited Degrees is publicly available and can be found on our department website at http://www.alfredstate.edu/departments/architecture-and-design/naab.

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) Conditions for Accreditation, 2020 Edition
b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) Procedures for Accreditation, 2020 Edition
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response: The current and previous conditions are publicly available and can be found on our department website at http://www.alfredstate.edu/departments/architecture-and-design/naab.

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response: Alfred State has an active and robust Career Development Center dedicated to providing access to career development and placement services. The resources available through the Career Development Center can be found at https://www.alfredstate.edu/career-development-office.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit

b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

Program Response: All NAAB-related reports, documents, and information are publicly available and can be found on our department website at http://www.alfredstate.edu/departments/architecture-and-design/naab.

Statements and policies on learning and teaching culture (Academic Regulations) are publicly available and available on the college's website at https://www.alfredstate.edu/academics/academic-regulations.

Institutional policies and statements regarding diversity, equity and inclusion are publicly available and are available in the online course catalog: http://catalog.alfredstate.edu/current/student-affairs/center-for-diversity-and-inclusion.php.

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

Program Response: Alfred State publishes the policies and procedures that govern the evaluation and admission of first-time, first-year students from within and outside the institution to the accredited program as follows:

a) Application forms and instructions for the SUNY Application can be found at https://www.suny.edu/attend/apply-to-suny/, and for the Common Application can be found at https://www.commonapp.org/. Information for external transfer students can be found at https://www.alfredstate.edu/transfer-students. Information for internal transfer students can be found at https://www.alfredstate.edu/architecture.
b) General Admissions requirements can be found at https://www.alfredstate.edu/admissions/how-to-apply/admission-requirements. Information on programs that that offer remediation opportunities such as the Educational Opportunity Program (EOP) and Alfred State Opportunity Program (ASOP) can be found at https://www.alfredstate.edu/academics/asop-and-eop-programs.

The department offers related AAS and BS degrees for students with interest in the field but who may not meet the program requirements for B.Arch. All program requirements can be found at http://catalog.alfredstate.edu/current/admission-to-alfred-state/programs-of-study.php, and the B.Arch. webpage explaining program and portfolio submission can be found at https://www.alfredstate.edu/architecture.

c) Forms and a description of the process for evaluating the content of a non-accredited degrees for Transfer Students can be found at https://www.alfredstate.edu/admissions/how-to-apply/transfer-students, along with the Transfer Course Equivalency page at https://www.alfredstate.edu/transfer-students/transfer-credit.

d) Requirements and forms for applying for financial aid can be found at https://www.alfredstate.edu/financial-aid, and for scholarships at https://www.alfredstate.edu/financial-aid/scholarships. Please note that students are considered for some merit scholarships without an application.

e) While Alfred State does not have specific diversity goals regarding admissions, for nearly all programs, there are no waiting lists and seats are available to qualified students. Exceptions to this are a small number of health-related and skilled trades programs. In those programs, applications are accepted on a rolling basis and qualified applicants are admitted on a first-come, first-served basis. Student consumer information, including student body diversity data, can be found at https://www.alfredstate.edu/student-consumer-information.

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response: Alfred State publishes a financial literacy resource guide titled "Financing Your College Education" that is available on the Financial Aid home page at https://www.alfredstate.edu/sites/default/files/downloads/Financial%20Literacy%20guide.pdf.

6.6.2 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.

Program Response: Alfred State publishes an estimate of tuition, mandatory fees, housing and meal plans, and miscellaneous expenses for both New York State residents and out-of-state residents on the Financial Aid home page at https://www.alfredstate.edu/financial-aid/tuition.