



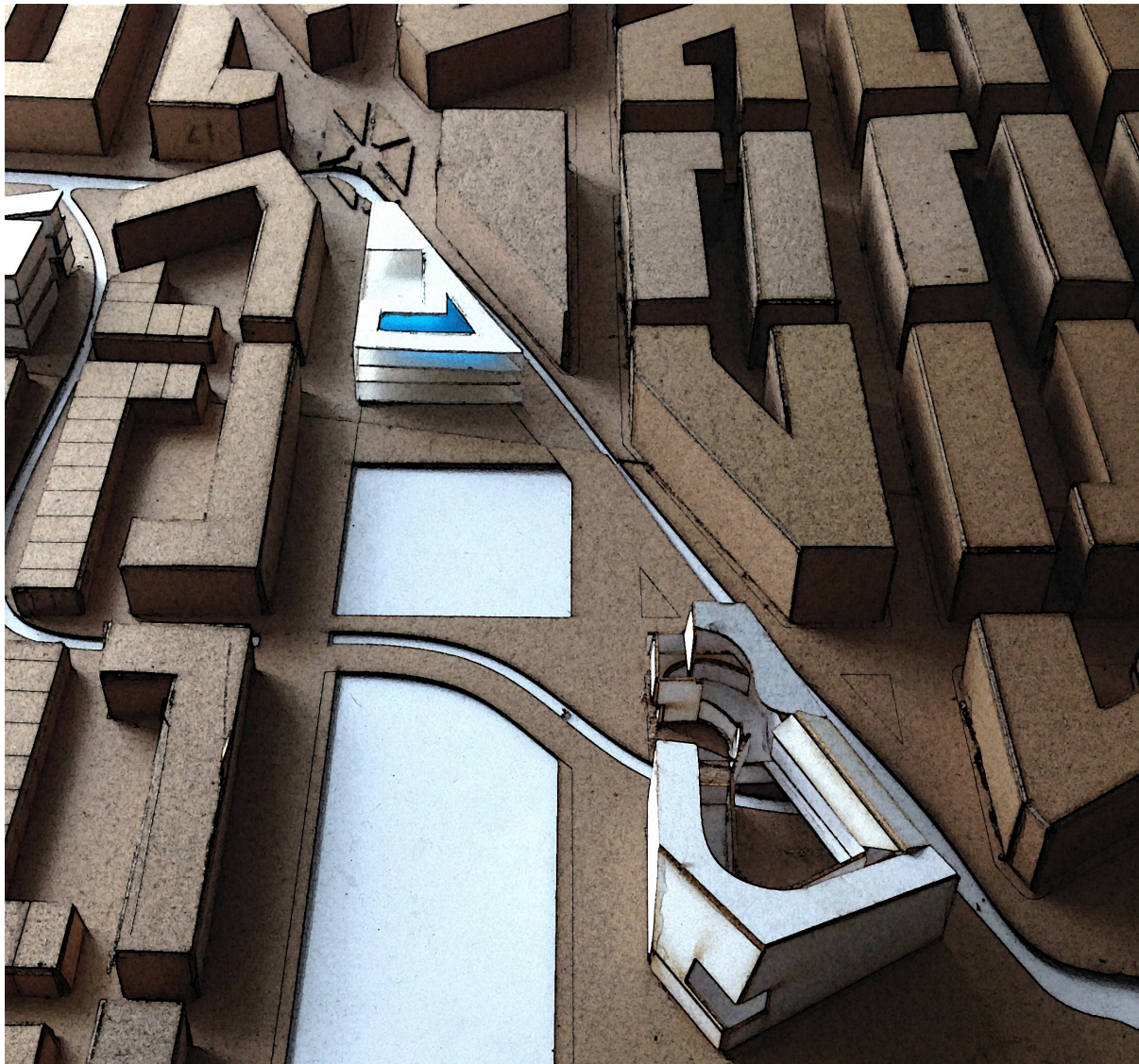
# New York City College of Technology

Department of Architectural Technology

10 Year Review Response

Spring 2016 DRAFT

Prepared by Professors and Illya Azaroff, AIA and Jason Montgomery, NCARB LEED AP



2016 March 28

# DEPARTMENT RESPONSE SUMMARY

## Executive summary

Dean Wayne Drummed reviewed the ten year review of the New York City College of Technology and made several distinct observations and recommendations. What we learned from his interviews and visits are invaluable information to develop our new mission and visions statements, look at strategic if planning for our future and set a path to attain our goals as a department to better serve our students and engage the profession.

## What we learned. Report take-aways

The following points are clear indicators from Dean Drummond that we have distilled to fine points to be recognized as assessment tracks or groups. These points were raised often and summarize the report.

1. Positive feedback on the assets,
  - a. We are parallel with many comparable programs,
  - b. Teaching to the level of accreditation
2. Department was encouraged to seek NAAB accreditation,
  - a. No barriers are in place for this to happen.
3. Diversity is seen as an asset
4. Faculty well aligned with NAAB, passionate, professional and committed
5. Technology strong element that is in alignment with the upper tier schools.
6. Design as seen as something that needs improvement
7. Staff numbers seen as insufficient to support number of students, faculty and mission
8. High quality students, faculty, staff, and administration
9. Managed growth well from 2-year degree to 4-year degree
10. "Performance levels of the students are comparable to most of the professional NAAB accredited programs"
11. Part-time faculty provides excellent opportunities for professional and community engagement
12. Emphasis on digital technology is very appropriate for the institution and the students in regard to the future of the profession
13. Curriculum development is on the leading edge, fully utilizing "the potential of digital technology, the non-residential nature of the student population and their need to concurrently work in the profession."
14. Students are well served by the challenging nature of the program even though the attrition rate is high. High attrition is a common occurrence at NAAB accredited programs, even those with high admission standards. The program is appropriately challenging in relation to the demands of the design and technology focus of the profession.

# DEPARTMENT RESPONSE SUMMARY

15. Full time and part time faculty have excellent credentials in both their education and their professional experience and exhibit their strong commitment to the program
16. Grants and community based projects are a strength and sign of excellence.

## Weaknesses/Challenges:

1. Space/facilities limitations: “faculty offices are scattered, classroom space is shared and even the preliminary and final public reviews have been held in the hallways...”
  - 3rd floor renovations are important to alleviate space deficiencies in the Architectural Technology Department.
2. Design theory is deficient in the curriculum and needs to be addressed to bring the design curriculum into balance.
3. Most NAAB programs requires students to “own, lease, or have access to” specific digital hardware and software technologies, but the open enrollment and low tuition goals at City Tech make this requirement challenging.

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## Where do we go? Specific recommendations

1. Research other programs,
  - a. place ourselves in the context of other programs,
    - i. curriculum,
    - ii. students,
    - iii. facilities
    - iv. technology
2. How to function as an open enrollment vs. closed enrollment institutions that we are reviewing for comparison?
3. Pursue NAAB accreditation to offer student the shortest possible timeframe for professional registration.
4. Seek a new first professional degree,
  - a. B Arch,
  - b. what curriculum is needed to achieve a new degree.
5. More investment required in Digital technology integration in the program.
6. Continue to refine and explore new options for curriculum.
7. Consider a “comprehensive foundations program” that combines resources and training amongst allied departments in the college (Construction Management, Electrical Engineering, Environmental Controls, and Mechanical Engineering were cited as obvious candidates for this joint program.)
8. Specialization tracks can be developed for Design, Building Technologies, and Emerging

# DEPARTMENT RESPONSES SUMMARY

Technologies, including the topics of energy, sustainability, smart growth, design resilience, urban design and planning technologies.

9. Continue to leverage New York as an architectural and urban laboratory

What have we done?

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Andrea Rutledge non official tour, reiterated Dean Drummonds points, encouraged NAAB accreditation and noted that the diversity of our school is an asset, she wanted to open the door and give them a strong path to licensure through a professional degree.

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Faculty Workshop: Jan 14, 2016

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Started process of orientating faculty to procedure and timeline for accreditation.

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# DEPARTMENT OVERVIEW STATISTICS

## Enrollment at a Glance

Data last updated: Dec. 3, 2015.

<b>Enroll Term</b> 2015Fall	<b>Admission Type</b> All	<b>Degree Level</b> All	<b>Full-Time/Part-Time</b> All
<b>Gender</b> All	<b>School</b> All	<b>Department</b> Architectural Technology	<b>Program Title</b> Architectural Technology

## Enrollment by Degree Level and Admission Type

Enroll Time	Admission type (group)	Associate	Baccalaureate	Grand Total
2015Fall	First-Time Freshman	85	56	141
	Continuing	107	348	455
	Transfer	13	44	57
	Readmit	18	22	40
<b>Grand Total</b>		<b>223</b>	<b>470</b>	<b>693</b>

Note: *Others* includes "college now", "missing/unknown", "Continuing non-degree student", "middle college", "Non-degree Readmit", "First-Time non-degree student" and "Baac to Assoc", etc.

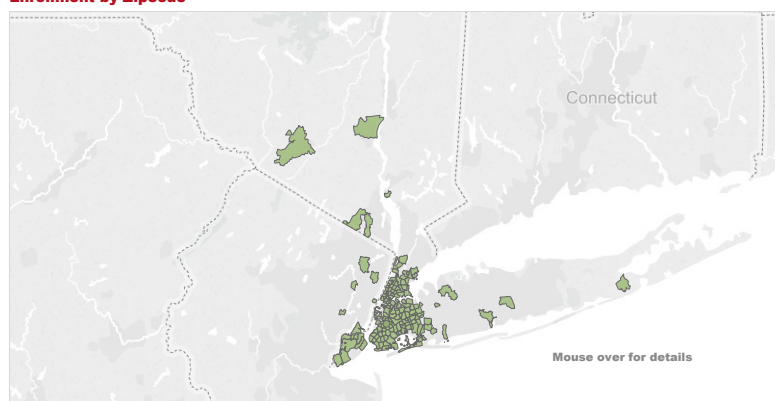
## Enrollment by Gender and Ethnicity

Note: Pell status and Ethnicity info for 2015 Fall are still waiting to be updated. They are supposed to be ready in January 2016.

Gender	Ethnicity (IPEDS)	2015Fall
Female	available January 2016	233
	<b>Total</b>	<b>233</b>
Male	available January 2016	460
	<b>Total</b>	<b>460</b>
<b>Grand Total</b>		<b>693</b>

<b>Enroll Term</b> 2015Fall	<b>Full-Time/Part-Time</b> All	<b>Degree Level</b> All	<b>Admission Type</b> All	<b>Gender</b> All
<b>Ethnicity</b> All	<b>School</b> School of Technology and Design	<b>Department</b> Architectural Technology	<b>Program Title</b> Architectural Technology	

## Enrollment by Zipcode



## Enrollment by Residency

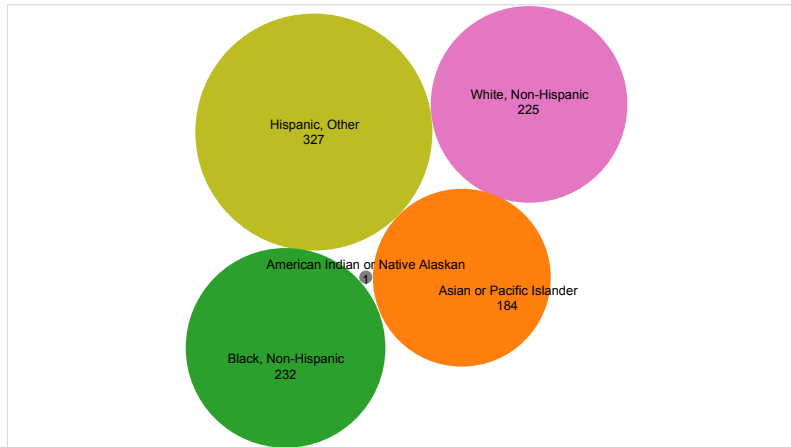
Residency (group)	2015Fall
NYC Resident (TAP)	547
NYS Resident (TAP)	24
USA Resident—but not NYS (No TAP)	20
Foreign Resident—pays Res Tuition (No TAP)	54
Foreign Resident—pays Non-Res Tuition (No TAP)	23
Missing/Unknown	25
<b>Grand Total</b>	<b>693</b>

## Enrollment by Citizenship

Citizenship (group)	2015Fall
United States	419
Permanent Resident	181
Alien Permanent	3
Student Visa Holder	17
Temporary Visa Holder	22
Undocumented	37
Other/Unknown	14
<b>Grand Total</b>	<b>693</b>

# DEPARTMENT OVERVIEW STATISTICS

## Graduation by Ethnicity



**Academic Year:**

All

**Degree:**

All

**School:**

All

**Department:**

Architectural Technology

**Program Title:**

Architectural Technology

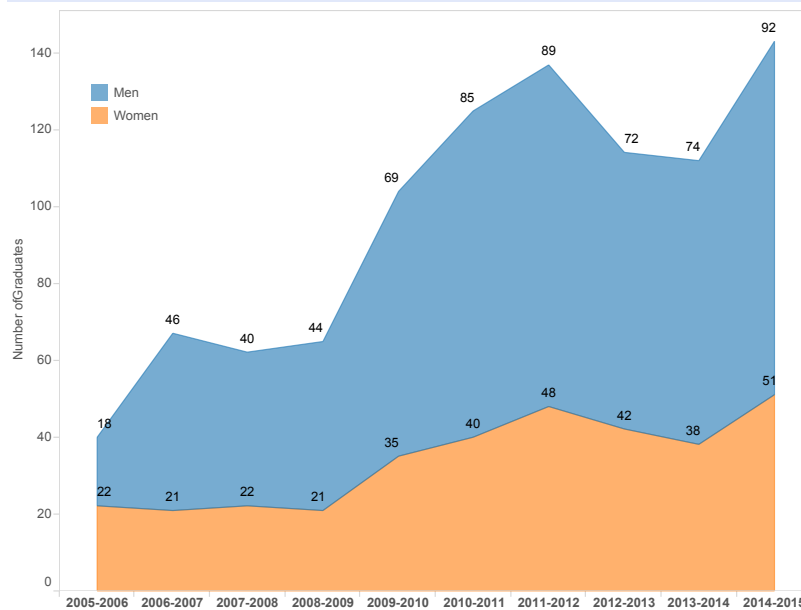
**Number of Records:**

1 969

Note: one student's ethnicity is unknown, therefore, the total number of graduates is off by 1.

Academic Year	American Indian or Native Alaskan	Asian or Pacific Islander	Black, Non-Hispanic	Hispanic, Other	White, Non-Hispanic	Grand Total
2014-2015		27	23	57	36	143
2013-2014		22	25	44	21	112
2012-2013		23	29	37	25	114
2011-2012		32	39	36	30	137
2010-2011		27	26	47	25	125
2009-2010		23	20	36	25	104
2008-2009	1	11	16	16	21	65
2007-2008		7	21	20	14	62
2006-2007		5	23	23	16	67
2005-2006		7	10	11	12	40
<b>Grand Total</b>	<b>1</b>	<b>184</b>	<b>232</b>	<b>327</b>	<b>225</b>	<b>969</b>

## Graduation by Gender



**Academic Year:**

All

**Degree:**

All

**School:**

School of Technology and ..

**Department:**

Architectural Technology

**Program Title:**

Architectural Technology

**Number of Graduates:**

18 969

Gender	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	Grand Total
Men	92	74	72	89	85	69	44	40	46	18	629
Women	51	38	42	48	40	35	21	22	21	22	340
<b>Grand Total</b>	<b>143</b>	<b>112</b>	<b>114</b>	<b>137</b>	<b>125</b>	<b>104</b>	<b>65</b>	<b>62</b>	<b>67</b>	<b>40</b>	<b>969</b>

## NCARB BY THE NUMBERS

Insights on NCARB Data and the Path to Licensure

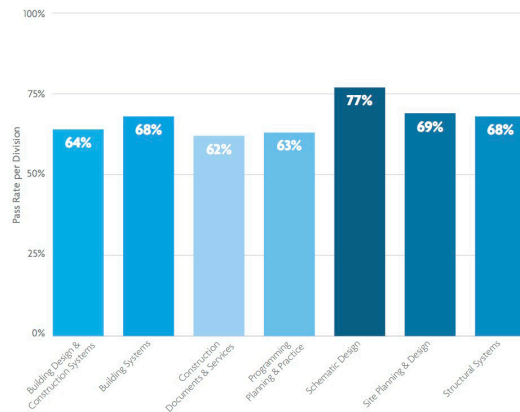
JUNE 2015

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### ARE Division Pass Rates Between 62 and 77 Percent

Schematic Design had the highest pass rate at 77 percent in 2014. The ARE 4.0 division with the lowest pass rate was Construction Documents & Services. Exam Candidates must pass all seven divisions to complete the ARE.



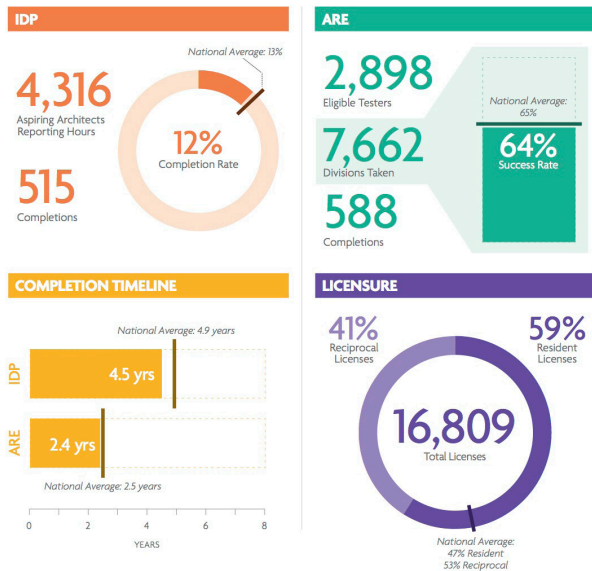
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INSIDE NCARB • 40



## New York



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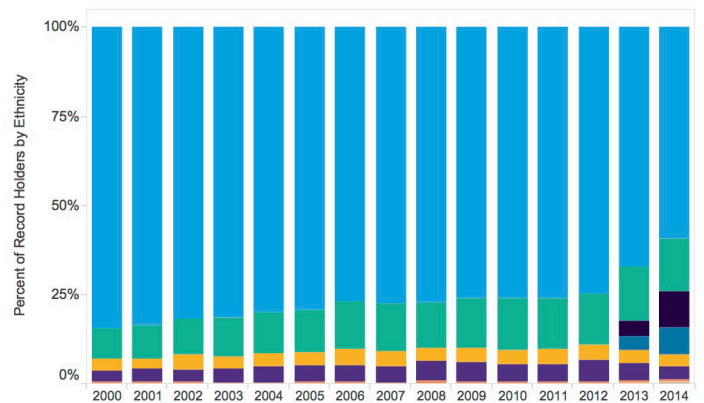
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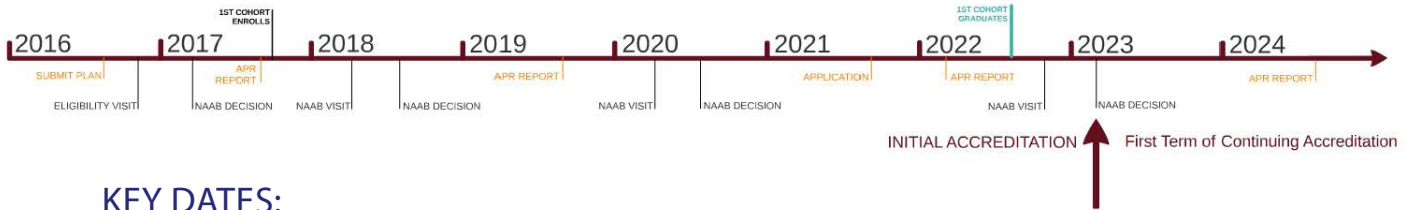
## Ethnicity Adds to the Expanding Mosaic

The percentage of NCARB Record holders who are Hispanic/Latino was on the rise in 2014. When Hispanic/Latino ethnicity is factored in, minorities made up 41 percent of the talent pool in 2014. This compares to 38 percent of racial and ethnic minorities who make up the U.S. population, based on the 2010 U.S. Census Bureau data. The largest minority groups were: 15 percent Asian, 10 percent Other (Hispanic/Latino), 4 percent Other (Not Hispanic/Latino), and 4 percent Black or African-American.



# DEPARTMENT TIMELINE FOR NAAB ACCREDITATION

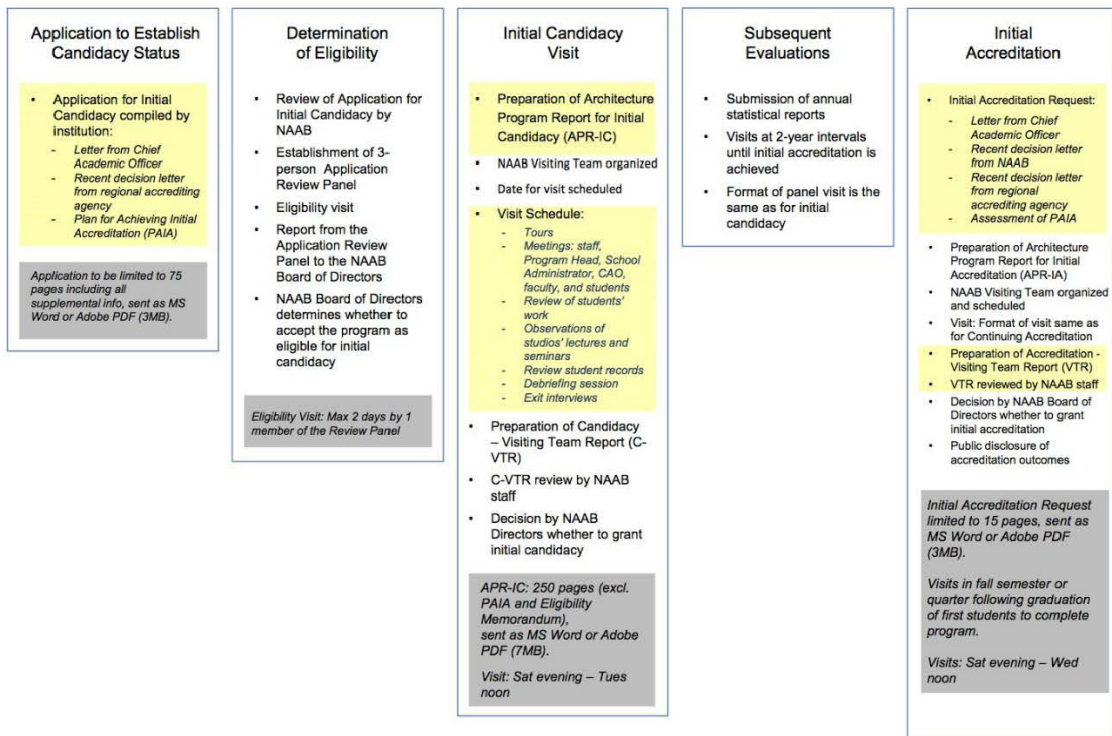
## PROPOSED TIMELINE: NAAB PROCESS



### KEY DATES:

- |          |  |
|----------|--|
| AUG 2016 | APPLICATION AND PLAN FOR INITIAL ACCREDITATION       |
| NOV 2016 | NAAB ELGIBILITY VISIT                                |
| FEB 2017 | NAAB DECISION  |
| AUG 2017 | ENROLL FIRST COHORT INTO 5 YEAR BARCH DEGREE PROGRAM |
| JAN 2023 | ACHIEVE INITIAL ACCREDITATION                        |

### Sequence for Candidacy and Initial Accreditation





# NAAB ACCREDITATION PLANNING FOR ACCREDITATION

WORKSHOP DATE: JAN 14, 2016

Prepared by:

Jason Montgomery NCARB LEED AP

academic year: 2015-2016

Revised: 2016.01.14

PRINCIPALS THAT GUIDE NAAB

SHARED RESPONSIBILITY

## BEST PRACTICES

PROGRAM  
ACCOUNTABILITY

PREPARING  
GRADUATES  
FOR PRACTICE

CONSTANT CONDITIONS FOR  
DIVERSE CONTEXTS

CONTINUOUS IMPROVEMENT  
THROUGH REGULAR REVIEW

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**NAAB**

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**PROCEDURES  
FOR  
ACCREDITATION**

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**Professional Degree  
Programs in Architecture  
2015 Edition**

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**Approved May 6, 2015**

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# Proceedures

This edition is in effect for all visits scheduled to take place after January 1, 2016.

## PROCEDURE FOR ACHIEVING INITIAL ACCREDITATION

(6 YEARS MAX)



1. Application to Establish Candidacy Status
2. Determination of Eligibility
3. Initial Candidacy Visit
4. Subsequent Evaluations Toward Accreditation
5. Initial Accreditation

## Workshop Goals:

### Development of Key Sections of First Submittal: Plan for Achieving Initial Accreditation

#### Part One Section I.1.4 Defining Perspectives

2014  
Conditions for  
Accreditation

The National  
Architectural Accrediting  
Board, Inc.



Approved July 18, 2014

This standard is a result of a process begun in 2009. It represents a consensus of the architectural profession and the public. It is subject to review and revision by the Board.

The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects.

*How will these perspectives be addressed continuously as part of the long-range planning activities of the program?*

## Workshop Goals:

### Development of Key Sections of First Submittal: Plan for Achieving Initial Accreditation

#### Part One Section I.1.1 History and Mission

2014  
Conditions for  
Accreditation

The National  
Architectural Accrediting  
Board, Inc.



Approved July 18, 2014

This standard is a result of a process begun in 2009. It represents a consensus of the architectural profession and the public. It is subject to review and revision by the Board.

The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

## Workshop Goals:

### Development of Key Sections of First Submittal: Plan for Achieving Initial Accreditation

#### Part One Section I.1.6 Assessment

2014  
Conditions for  
Accreditation

The National  
Architectural Accrediting  
Board, Inc.

**NAB**

Approved July 18, 2014

This document is an internal working draft. It is not for distribution outside the NAB staff. It is subject to change without notice. It is not to be used for any purpose other than for the NAB Accrediting Board.

The program must demonstrate that it regularly assesses the following:

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

