NAAB

Parsons School of Design
School of Constructed Environments

2016 Visiting Team Report

Master of Architecture
Track I (preprofessional degree + 90 credits)
Track II (Advanced Standing + preprofessional degree + 60 credits)

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

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

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I.   **Summary of Visit**

   a.   **Acknowledgements and Observations**

First, the team would like to thank the community at Parsons School of Design, which is one of five colleges within The New School, for its hospitality and the effort that went into preparing for the team's visit and preparing the team room. A special acknowledgement goes out to Dean McGrath and Director Berhiemer for their leadership and personal dedication to the program.

The team chooses the word *community* because, at every level—students, staff, faculty, alumni, and administration—the sense of community is evident. It is clear that great strides have been made at Parsons to create the social/spatial location for its students, faculty, and staff to fulfill the well-understood and valued mission of the university, a mission of social research in the built environment. Students and faculty repeated this time and again as the reason they are attracted to Parsons. At all levels, the Master of Architecture was regarded as a core program contributing to the success of this institution, and this was demonstrated by the evidence reviewed.

From the creation of new flexible studios, which are designed for collaboration, to an emphasis on education as social practitioner, Parsons works to find a language that crosses disciplines, but maintains the strengths of skills needed in a discipline.

The evidence showed that the program uses New York City to its advantage as an integral part of the learning experience and a place for networking partnerships.

It is noteworthy that the next goal of the institution is to address the affordability of the program for students. There is much to be proud of in this program, whether it concerns the students, staff, faculty, administration, or alumni, because a sense of community is woven throughout, and, as the students demonstrated, there is a real desire to make a difference in the world.

The following conditions were previously **Not Met**:

Condition 8, Physical Resources: The team finds that this condition is now **Met**.

Criterion 13.26, Technical Documentation: The team finds that this condition is now **Met**.

   b.   **Conditions Not Achieved**

   B.3 Codes and Regulations

This criterion is **Not Met** at the level of ability required. While there was evidence in student work prepared for PGAR 5224 Construction Technology II regarding zoning regulations, there was no evidence in student work at the level of ability required for life-safety and accessibility standards.

   C.3 Integrative Design

This criterion is **Not Met**. In making this assessment, the team noted that the student work reviewed in PGAR 5202 Design Studio IV and PGAR 5224 Construction Technology II

showed little evidence of the integration of environmental (building) systems and accessibility into building designs.

II. Progress Since the Previous Site Visit

2004 Condition 8, Physical Resources: *The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.*

Previous Team Report (2010): The School of Constructed Environments within Parsons, The New School for Design generally occupies two floors in a converted loft building located at 25 East 13th Street in Greenwich Village, New York City. The heart of the Master of Architecture facility is the design studios located on the third floor of this historical building. This large common area with 15 foot ceilings encourages interaction not only among the Master of Architecture students; but, also with the undergraduate students located on the second floor. Each of the Master of Architecture students is assigned a newly designed work area consisting of a tabletop, locker, bookshelves and model storage area. This space also houses classrooms, studio pinup walls, work tables and an area for model making. A small shop area, laser cutting room, classrooms and ancillary rooms are located around this studio space.

While opportunities are provided by this space, there nonetheless remain significant issues and concerns regarding the physical resources available to this program. Please note the following:

1. Wood Shop on the Second Floor

   The shop is long and narrow with a small amount of space and a very limited number of tools. The tightness of the space available to a limited number of students is logically a safety hazard. Further, dust collection and fire suppression enter this same realm of safety. Students indicated the practice of removing the tools from the shop and taking them to their desks so they can use them for model construction or building material samples. This practice takes the tools out of view of the shop advisor and in turn raises the concern of proper use and safety.

2. Design Studios and Classrooms

   The open design studio format seems to work well and has certainly benefited from the modular desks added to this space. This interaction of students from different studios and even different years can certainly be seen as a benefit. However, the pinup area during studio reviews can be congested and a disturbance with other activities within adjacent spaces. Separate rooms, adjoining alcoves and other spaces would be beneficial for conducting these student activities.

   It was noted that some class and studio activities were occurring in open spaces including tables in the entry area and adjacent spaces in the studios. Adequate classrooms, seminar space and small activity areas must be provided so students can properly concentrate in a congenial area for learning.

3. Full-Time Faculty Offices

   The program has made significant strides in addressing previous VTR concerns regarding

full- time faculty. While this issue is addressed in other areas of this report the result of taking care of this issue is now raised within the realm of faculty offices. Each full-time faculty member is required to have an office space for exclusive use. This requirement is not met as there are some hot offices being used by more than one full-time faculty member.

The requirement for part-time faculty members is not as stringent – simply, part-time faculty members need to have a space where they can prepare for their courses and take care of some of their other teaching responsibilities. The number of part-time faculty within this program would certainly justify more space for their use.

4. Accessibility

Consideration certainly needs to be given to the age and historical nature of the building in which the Master of Architecture program exists. While this team recognizes the limitations and restrictions of renovation we must also indicate the requirement of adequately meeting ADA requirements. Restrooms on the second floor are up three steps and have no accessible fixtures or stalls. Restrooms on the third floor have somewhat been renovated to include an accessible sink but no accessible toilets or toilet stalls exist.

5. Existing Space/Expanded Program

The limitations of the existing space are enumerated above. The greatest limitation for this existing space is the lack of any ability to expand the program beyond present numbers. However, discussion with different administrators indicated the possibility of expansion. Greater numbers would certainly require more space on other floors or within other buildings.

Some of these physical resources issues were mentioned in the previous Visiting Team Report of 2004. Some of the physical conditions have changed but many of the issues still remain along with additional issues mentioned above. This Physical Resources condition is considered by this 2010 visiting team to be Not Met.

2016 Team Assessment: Team findings:

1. Progress: Wood Shop

The team found that there is sufficient evidence of an "intent to correct" this issue based on tours of new and planned facilities.

The second-floor wood shop has been converted into a shop for CNC fabrication with soundproof walls, which can be scheduled for use by students. In addition, there are new wood and metal shop facilities on the fourth floor, along with a laser-cutting facility, a new tool check-out kiosk, and shared workspaces for model making and fabrication. The university is also in the midst of executing a plan to create a Making Center at 2 East 13th Street, which will house additional fabrication tools and have flexible workspace for students to build models and prototypes. This plan has not yet been fully executed, but the team was shown the construction site. The expected completion date is fall 2016.

2. Design Studios and Classrooms

It is evident that the open design studio format is currently successful. There is intent to re-format some spaces to allow for a more collaborative work environment depending on the needs of the students, specifically in the Design Build studio.

Through its tours of the new facilities as well as the University Center, the team believes there is sufficient evidence that adequate classrooms, seminar space, and small activity areas are available.

3. Full-Time Faculty Offices

This condition has been **Met** through the construction of the new office spaces, which is underway at 2 East 13th Street, and the new meeting spaces available at the University Center.

4. Accessibility

The third-floor toilets have been renovated to provide accessible toilets and stalls that meet ADA requirements. Due to the physical impediment posed by the stairs that provide access to the second-floor restrooms, these restrooms cannot be modified to meet ADA requirements, but a letter is provided in the APR noting that the ADA-accessible restrooms on the third floor satisfy building code requirements. This condition has been **Met**.

5. Existing Space/Expanded Program

On the basis of tours of the current facilities and briefings on the planned facilities, the team determined that the limitations regarding physical conditions described in the previous report are being addressed with the addition of new faculty offices, administration offices, and studio space opening in fall 2016, as well as the renovation of existing space in the current M. Arch facilities. There is sufficient evidence to determine that this issue has been **Met**.

In summary, the university has made significant investments in the infrastructure of the campus. The following new physical resources have been added since the 2010 visit, and the team confirmed that the program takes full advantage of these new resources:

(a) The University Center

*   Consolidated library
*   Faculty center
*   Faculty lounge
*   New teaching spaces
*   Performance and lecture halls
*   Cafeteria
*   Student Success Center (advising, career counseling)
*   Bicycle parking
*   Printing facilities
*   Social Justice Center

(b) 25 East 13th Street

*   Revised shop facilities/CNC equipment (second floor)
*   Healthy Materials Lab (third floor)
*   New shop facilities (fourth floor)
*   Pending: backfill of administrative offices (second/third floor, summer/fall 2016)

(c)   2 West 13th Street

- Making Center (second, fourth floor, under construction)
- SCE Administrative Hub: faculty offices, studios (under construction)

(d)   6 East 16th Street

- Innovation Center (collaborative work space, sixth floor)

The team finds that this condition is now **Met**.

2004 Criterion 13.26, Technical Documentation: Ability *to make technically precise drawings and write outline specifications for a proposed design.*

Previous Team Report (2010): The presentation of precise technical drawings is evident in all of the different design studios. Well-presented drawing and detail is shown in Comprehensive Studio IV PGAR 5202. There is indication within the studios and in some of the coursework of material selection and even some installation requirements. However, the actual review and development of an outline specification is not evident. This criterion is Not Met.

2016 Team Assessment: The ability to prepare outline specifications is being addressed through an "intent to correct" that is underway in PGR 5202 Design Studio IV, as indicated in evidence provided by the program. This condition is now **Met**.

III.   Compliance with the 2014 Conditions for Accreditation

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

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

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

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

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

2016 Analysis/Review: The Master of Architecture program is housed at Parsons School of Design, which is a private institution that opened in the early 1900s and merged with several other schools to form The New School, a private research university. The program's vision, as thoroughly described in the APR, draws on the school's progressive history and uses the City of New York as a laboratory to engage with the social challenges of design.

This description was reinforced through meetings with faculty and students and through the general focus of the studio work presented to the team.

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

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

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

2016 Analysis/Review: This condition is **Met with Distinction**. The team found that the School of Constructed Environments (SCE) studio etiquette is to leave shared spaces cleaner than how they were found. Maintaining the general organization of a student's workplace is accomplished through faculty support. The New School prides itself on being an institution concerned with social issues. This is apparent in the choice of studio projects, which provides students with opportunities for their work to be relevant with regard to broader cultural and societal issues. With the integration of theory and practice in social and sustainable ideals, the collaborative process is another intrinsic component of studio culture. Students with a range of physical, mental, and emotional needs are accommodated.

The school facilities close for 6 hours every night to allow time away from studios and time for sleep. Students complete course evaluations, which allow them to anonymously report the strengths and weaknesses of courses. These evaluations provide faculty members with valuable input.

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

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

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

2016 Analysis/Review: This condition is **Met with Distinction**. As an institution of higher education that is known for being at the forefront of fostering and supporting social justice issues, The New School has strong policies on diversity and inclusion. The APR cites a number of policies, procedures, and committees as evidence of this commitment at the university, school, and program levels. This was also evident during meetings with the administration, faculty, and students.

The New School has a Social Justice Committee (SJC) composed of students, faculty, and staff to identify areas and issues that require improvement in terms of diversity in order to provide an environment where all constituents feel "at home." Since 1976, The New School has housed the Arthur O. Eve Higher Education Opportunity Program (HEOP), whose primary objective is to provide a range of services to New York State students to help them succeed in college. The university's commitment to recruiting and maintaining a diverse faculty and staff is evident in its Affirmative Action Plan, which identifies steps to rectify underrepresentation among employees. This commitment has also carried over into the recruitment and retention of students from diverse socioeconomic backgrounds. Finally, the "Full Time Faculty (FTF) Search and Hiring Guidelines" require that all Search Committee chairs provide information to the Provost's Office regarding the ethnic, racial, and gender makeup of the initial applicant pool as well as the semifinal and final pools. These policies underscore the university's commitment to social equity, as stated in Parson's mission statement.

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

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

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

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

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

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

2016 Analysis/Review:

A. Collaboration and Leadership

The program structures its curriculum to foster a culture of teamwork and social engagement within the New York context. This is evident in the integration of graduate programs within the SCE, specifically in PGAR 5013 Representation and Spatial Analysis 1 and PGAR 5201 Design Studio III, the allied studio. Civic engagement and leadership are evident in PGAR 5002 Design Studio II, the housing studio; PGAR 5202, Design Studio IV, the design workshop; and PGAR 5402 Design Studio VI, Thesis.

B. Design

The program is focused on narrating and documenting architectural projects with a well-developed sense of the role that architecture plays socially and ecologically. The APR also places the curriculum within a cross-disciplinary pedagogy to prepare students to practice in a complex and changing profession.

The foundation courses begin with basic visual and material expression in the first semester and then move on to engage issues related to housing, technology, and the building scale, before focusing on the urban scale in the third year. The thesis is the culmination of the program and is presented as an opportunity for students to integrate the skills learned up to that point, with critical examination of the many factors and forces that shape the built environment.

C. Professional Opportunity

Students are prepared for professional opportunities and are informed regarding career paths in both traditional and non-traditional environments through the curriculum and the extracurricular opportunities provided by the program. A review of the faculty resumes indicates that the majority are in practice. Student work for studio projects reviewed during the team visit also indicates that many of the projects are in New York City; therefore, students are required to address issues related to implementing projects in a dense urban environment, and they are exposed to design professionals and the process involved in getting buildings constructed.

The APR also notes that the program has an Architecture Licensing Advisor (ALA), who is a registered architect and is active in AIA and NOMA. The ALA has coordinated the visits of NCARB representatives to the SCE to provide information about licensure and practice. In conversations with the ALA during the team visit, he indicated that he stays abreast of the requirements for licensure by meeting regularly with fellow ALAs from other NAAB programs in New York City and by reading information published by NCARB. Finally, the school maintains membership for all students in the Architectural League of New York, which is a leading cultural institution in the state that presents lecture series and symposia. Students have free access to the League's programs.

D. Stewardship of the Environment

The Parsons Master of Architecture program provides a continuum of courses in studios and classrooms, as well as extracurricular opportunities, for a comprehensive education addressing environmental stewardship. Seminars provide immersion in environmental technology, fundamentals of energy and water systems, building and material systems, and practice issues. Of particular note is the focus on healthy and environmentally preferable materials in the Healthy Materials Lab, and student and faculty grants in sustainable design, as well as lecture grants in this area, are supported through endowments.

The studios provide a sequence of integration opportunities, where environmental issues are addressed through project-based applications at several stages. PGAR 5201 Design Studio III focuses on the integration of natural systems into interdisciplinary project design. Students have access to resources on electric and daylight systems to develop design concepts and evaluate building-energy performance. Real-world understanding of the gap between design and actual performance is developed through the Environmental Technology coursework.

E. Community and Social Responsibility

The APR presents this perspective as one of the central aspects of the Parsons curriculum, with studios focused on social and civic engagement in all years and at all levels. In addition, there are a number of extracurricular activities for the students to engage in with respect to civic projects, which are sponsored by Parsons.

The work presented to the team from PGAR 5001 Design Studio I and 5002 Design Studio II, in particular, which are the two first-year studios, indicates student involvement in social and civic engagement as do many of the other course syllabi and examples of supporting work. There is also ample evidence that students have taken full advantage of the extracurricular activities related to civic engagement described in the APR.

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

2016 Analysis/Review: The SCE, where the Master of Architecture is one of eight programs, participated in a long-range planning process as part of a New School-wide effort in 2013. This has led to impacts in the overall SCE program structure, faculty additions, and expanded facility improvements. Based on the team's review of documents and discussions with the administration and faculty, this planning has not yet been translated into a multi-year plan for the M. Arch program. Multiple sources are consulted on a continuous basis to bring planning into the design of the program. That process includes the following:

- Faculty meet with the program director at the start of each semester.
- Faculty discuss a long-range perspective at meetings and retreats.
- The Facilities and Shared Resources Committee provides leadership in anticipating future shared resource needs.
- Financial data from the Dean's Office and historical data from admissions are reviewed regularly.
- Student evaluation data is reviewed.
- An External Advisory Board is consulted on trends in practice and pedagogy.
- Physical space planning has been undertaken.

A positive element is that Parsons takes advantage of its practice-based, full-time and part-time faculty, who have broad experience in current and emerging trends.

I.1.6 Assessment:

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

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

- Progress against its defined multi-year objectives.

- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.

- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

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

2016 Analysis/Review:

A. The New School has instituted a number of internal self-assessment procedures and has formed committees that include faculty and student participation in order to maintain the mission of the program. The APR notes that these procedures include faculty planning meetings, program-wide meetings, end-of-the-year faculty reviews, student course evaluations, formal faculty self-assessments, regular meetings between school leadership and members of the Student Council, and semi-annual meetings with the Program Advisory Board.

In 2006, the academic planning was moved to the university level. The Strategic Enrollment Management (SEM) is responsible for planning and executing strategies to ensure that the university's student admissions profiles conform to the university's mission and goals. The New School has also created the Assessment of Student Learning Committee (ASLC), which requested that all degree-granting programs articulate student learning outcomes in fall 2010 and that at least one program goal be assessed each year starting in 2011. The quality of the degree program is assessed by an Academic Program Review, which involves a comprehensive self-study, an external review, and a 1-year follow-up report, to be undertaken on a 7-year cycle. Since the NAAB re-accreditation is occurring during the first 7-year cycle, the APR will serve as the M. Arch program's assessment report.

B. The APR indicates that the Master of Architecture program has conducted formal annual program learning outcome assessments since 2011. The assessment process includes the participation of the program director and senior faculty in the review of senior studio projects and the submission of written assessment reports to Parson's associate dean for curriculum and learning. The assessment also includes student course evaluations and reviews by three standing committees in the SCE: the School Curriculum Committee (SCC), Facilities and Shared Resources Committee (FSRC), and Research and Creative Practice Committee (RSCP). The committees' recommendations are submitted to the central Parsons Curriculum Committee for implementation. The APR cited a recent case where the sequence of history and theory classes was asked to be realigned to better support student outcomes, and this realignment was approved and implemented this year. This review process, which was

described in the APR, was also confirmed through additional information provided during the team visit.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

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

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

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

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

[X] Demonstrated

2016 Team Assessment: Through tables found in the APR that provide information on faculty workloads and through discussions with students and faculty, it was demonstrated to the visiting team that the faculty workloads are balanced to support a tutorial exchange between student and teacher that promotes student achievement.

During the visit, the team had a chance to talk to the ALA and the students about the information provided regarding licensure. Both the ALA and the students corroborated the information found in the APR regarding the appointing of an ALA and the ALA's involvement with practice and with NCARB.

The APR outlines the opportunities that are provided for faculty and staff to pursue professional development that contributes to the program. This professional development was demonstrated in the faculty's work display and in conversations with faculty members.

The student support services described in the APR and the links on The New School website were confirmed during the team visit. The services included the University Learning Center for tutorial services and the Center for Student Success for academic advising and career placement and mentoring provided by the program's faculty and the program director.

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

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

- Space to support and encourage studio-based learning.

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

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

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

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

[X] Described

2016 Team Assessment: As noted in Section II, Progress Since the Previous Site Visit, this condition is now **Met.** This was verified through tours of the current facilities, and we recognized an "intent to correct" through site visits to current construction projects. Space to support and encourage studio-based learning is seen in the current studio spaces on the second floor of the facility at 25 East 13th Street, as well as in the forthcoming spaces being created in the facility renovation at 2 West 14th Street. Space next to the studio spaces to support didactic and interactive learning labs, shops, and equipment is adequate. Adequate space is also provided in the existing Making Center and the parts of the center currently under construction at the 2 West 13th Street location. Physical resources for faculty support are provided at the University Center and currently at 25 East 13th Street, with an intent to relocate them to 2 West 13th Street. Information resources are available primarily in the University Center consolidated library, as well as extensively through an online portal.

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

[X] Demonstrated

2016 Team Assessment: The school administration provided the visiting team with information on the budget allocation for the M. Arch program as part of the total SCE budgeting process. As of FY 2015, 50 percent of the program's budget allocation, which is under the control of the program, has been based on the number of students in the program, while the other 50 percent is a direct allocation as one of the eight SCE programs. The program also has control over the allocation of merit scholarships to accepted students and works hard to make funds available to students. The SCE operating budget has increased since the 2008-2009 accreditation cycle, and there has been an increase in M. Arch program faculty teaching allocations. Capital improvements are underway that will expand program teaching, as well as office and workshop facilities for faculty and students, in fall 2016. Discretionary funding is available to support student and faculty scholarships and travel. With a low level of endowment, the program is dependent on tuition as a prime revenue source.

The program indicates no anticipated change in enrollment numbers, and the APR indicates that the number of applications has decreased over the past few years, which has required more intense recruitment and deeper scholarship commitments. Grant support for PGAR 5202 Design Studio IV, the workshop studio, and a multi-million-dollar grant for the new Healthy Materials Lab support the student learning experience. In discussions with the visiting team, senior administration strongly supported the importance of an accredited M. Arch program at Parsons as part of The New School's mission. The program director, staff, and faculty are performing well, given the limited resources available.

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

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

[X] Demonstrated

2016 Team Assessment: The New School Libraries and Archives are found in four locations: the Arnhold Forum Library on the sixth and seventh floors of the University Center, the List Center Library on the eighth floor of the Vera List Center, the Scherman Music Library on the fourth floor of the Mannes

Building, and the Archives and Special Collections off the lobby of the Sheila C. Johnson Design Center. The resources available include books, periodicals, audio-visual materials, and digital resources. Evidence is found in the APR, as well as on the Parsons website.

I.2.5 Administrative Structure and Governance:

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

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

[X] Described

2016 Team Assessment: As described in the APR, the Master of Architecture program is housed in the SCE within Parsons School of Design, which is one of five colleges within The New School. Like all other academic programs within the SCE and Parsons, the architecture program has a dean, associate dean, and program head or director. The day-to-day operation of the program is overseen by the program director, who works with student advisers and faculty, and collaborates with the dean. The organizational chart provided in the APR provides a detailed breakdown of the leadership structure and hierarchy of the program.

The SCE is represented at the university level by an executive dean, who is the school's chief academic officer and works with the provost, the president, and deans of other colleges. Within the SCE, the faculty are members of standing school committees that work with the associate dean on matters concerning operations and academic planning. Students can participate in the SCE Student Council, which meets independently to discuss issues relating to student affairs. The agendas and minutes of the Student Council meetings are shared with the dean and associate dean, who may attend the meetings when invited to address student concerns.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

Student learning aspirations for this realm include:

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

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

[X] Met

2016 Team Assessment: This criterion is **Met** at the level of ability required as evidenced by student writing in PGAR 5403 Thesis Seminar, student drawing in PGAR 5013 Representation and Spatial Analysis 1, student presentations, and conversations with students during the team visit.

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

[X] Met

2016 Team Assessment: This criterion is **Met** at the level of ability required as evidenced by student work in PGAR 5002 Design Studio II and PGAR 5402 Design Studio VI.

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

[X] Met

2016 Team Assessment: This criterion is **Met** at the level of ability required as evidenced by student analysis work in PGAR 5201 Design Studio III and PGAR 5403Thesis Seminar.

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

[X] Met

2016 Team Assessment: This criterion is **Met** at the level of ability required as evidenced by student work reviewed during the team visit in PGAR 5401 Design Studio V and PGAR 5402 Design Studio VI.

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

[X] Met

2016 Team Assessment: This criterion is **Met** at the level of ability required as evidenced by student work in the Design Studios and in PGAR 5015 Representation and Spatial Reasoning 2. The work involved the applied analysis of objects as two-dimensional, which was then translated into an understanding of their three-dimensional composition.

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

[X] Met

2016 Team Assessment: This criterion is **Met** at the level of ability required as evidenced by student research work in PGAR 5403 Thesis Seminar and PGAR 5002 Design Studio II, and through interviews, conversations, and interactions with students.

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

[X] Met

2016 Team Assessment: This criterion is **Met** at the level of understanding required as evidenced by student reports reviewed during the team visit in PGAR 5513 Theory of Urban Form and PGAR 5403 Thesis Seminar.

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

[X] Met

2016 Team Assessment: The visiting team found that this criterion is **Met with Distinction** as evidenced by student assignments in PGAR 5123 Theory of Architectural Form, student work in PGAR 5202 Design Studio IV, and throughout the coursework and program offerings as a result of their alignment with the overall mission of The New School.

Realm A. General Team Commentary: The team found that the program met all of the criteria in this realm. Student performance in this realm shows a high level of proficiency with the learning objectives covered here, particularly in PGAR 5002 Design Studio II and PGAR 5403 Thesis Seminar. These learning objectives include building abstract relationships and understanding the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts.

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

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.

- Comprehending constructability.

- Integrating the principles of environmental stewardship.

- Conveying technical information accurately.

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

[X] Met

2016 Team Assessment: This criterion is **Met** at the level of ability required as evidenced by student work in diagrammatic studies in PGAR 5401 Design Studio V and PGAR 5402 Design Studio VI.

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

[X] Met

2016 Team Assessment: This criterion is **Met** at the level of ability required as evidenced by student work in PGAR 5201 Design Studio III and PGAR 5401 Design Studio V.

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

[X] Not Met

2016 Team Assessment: This criterion is **Not Met** at the level of ability required. While there was evidence in student work in PGAR 5224 Construction Technology II indicating that students had knowledge of zoning regulations, there was no evidence in student work in the Design Studios indicating that their level of ability was adequate with respect to life-safety and accessibility standards.

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

[X] Met

2016 Team Assessment: The ability to make technical drawings and identify the assembly of materials, systems, and components has been demonstrated through student assignments in PGAR 5224 Construction Technology II and student work in PGAR 5202 Design Studio IV.

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

[X] Met

2016 Team Assessment: This criterion is **Met** at the level of ability required as evidenced by the student assignments and exams in PGAR 5213 Structural Technology I and PGAR 5214 Structural Technology II, as well as the student work in PGAR 5202 Design Studio IV.

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

[X] Met

2016 Team Assessment: This criterion is **Met** at the level of ability required as evidenced by student assignments and tests in PGAR 5310 Environmental Technology II and student work in PGAR 5201 Design Studio III. The opportunities to integrate student work with the Lighting Design Lab and the Healthy Materials Lab, and conduct performance analysis of built spaces are commendable.

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

[X] Met

2016 Team Assessment: This criterion is **Met** at the level of understanding required as evidenced by student work in PGAR 5310 Environmental Technology II involving exercises and project construction documents. Student work in PGAR 5201 Design Studio III and PGAR 5202 Design Studio IV also provided evidence of this level of understanding.

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

[X] Met

2016 Team Assessment: This criterion is **Met** at the level of understanding required as evidenced by student drawings and research in PGAR 5224 Construction Technology II and work in PGAR 5202 Studio IV.

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

[X] Met

2016 Team Assessment: This criterion is **Met** at the level of understanding required as evidenced by the case study assignments in PGAR 5310 Environmental Technology II, which covered each of the required building service systems. Select components are present in most Design Studios.

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

[X] Met

2016 Team Assessment: This criterion is **Met** at the level of understanding required as evidenced by student work in PGAR 5310 Environmental Technology II and student exercises in PGAR 5523 Professional Practice.

Realm B. General Team Commentary: The team found all of the criteria in Realm B to be met, with the exception of B.3 Codes and Regulations. This criterion is Not Met because of an absence of evidence in student work at the level of ability required to address life-safety and accessibility standards. The team's review of the criteria in Realm B revealed strong technical coursework that was balanced with studio design applications, in particular in PGAR 5310 Environmental Technology II, PGAR 5224 Construction Technology II, and PGAR 5401 Design Studio V.

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

Student learning aspirations in this realm include:

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

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

[X] Met

2016 Team Assessment: This criterion is **Met with Distinction** as evidenced by student work in PGAR 5402 Design Studio VI and projects generated in PGAR 5403 Thesis Seminar.

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

[X] Met

2016 Team Assessment: This criterion is **Met** at the level of understanding required as evidenced by student exercises and work in PGAR 5202 Design Studio IV and work in PGAR 5402 Design Studio VI.

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

[X] Not Met

2016 Team Assessment: This criterion is **Not Met**. In making this assessment, the team noted that the student work reviewed in PGAR 5202 Design Studio IV and PGAR 5224 Construction Technology II showed little evidence of the integration of environmental (building) systems and accessibility into building designs.

Realm C. General Team Commentary: While the student work presented for integrated architectural solutions showed evidence at the level of ability required for research and the evaluation and decision-making design process, it did not rise to the level of ability required with respect to integrated design, specifically in the areas of building systems integration and accessibility.

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

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.

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

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

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

[X] Met

2016 Team Assessment: This criterion is **Met** at the level of understanding required as evidenced by student work in PGAR 5202 Design Studio IV and PGAR 5523 Professional Practice that addressed the architect's responsibility to clients in resolving issues and meeting their needs.

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

[X] Met

2016 Team Assessment: This criterion is **Met** at the level of understanding required as evidenced by student exercises in PGAR 5523 Professional Practice and student drawings in PGAR 5224 Construction Technology II.

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

[X] Met

2016 Team Assessment: This criterion is **Met** at the level of understanding required as evidenced by student assignments in PGAR 5523 Professional Practice.

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

[X] Met

2016 Team Assessment: This criterion is **Met** at the level of understanding required as evidenced by the information provided for seminar and case study assignments on this subject in PGAR 5523 Professional Practice.

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

[X] Met

2016 Team Assessment: This criterion is **Met** at the level of understanding required as evidenced by student work in PGAR 5202 Design Studio IV and PGAR 5523 Professional Practice.

Realm D. General Team Commentary: The team believes that graduates of this program understand business principles regarding the practice of architecture, including management, advocacy, and acting legally, ethically, and critically for the good of the client, society, and the public. This understanding is taught in PGAR 5523 Professional Practice and is also evident in PGAR 5202 Design Studio IV and PGAR 5224 Construction Technology II. These courses adequately cover the business of architecture and construction, the valuable roles and key players in related disciplines, the professional code of ethics, and the legal and professional responsibilities.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

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

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

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

[X] Met

2016 Team Assessment: The Middle States Commission on Higher Education accredits this institution. Evidence is found on the university website.

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

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

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

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

[X] Met

2016 Team Assessment: The program provides two paths to a Master of Architecture degree: a 2-year program for students with a prior B.S. or B.A. degree in architecture and a 3-year degree for those without a pre-professional degree. According to the table provided, these meet the NAAB criteria for credit hours through general studies, professional studies, and electives. A summer course in constructed environment is required of some accepted students prior to beginning the program in order to address skill gaps. The program also includes a dual-degree program with a Master of Architecture/Master of Fine Arts, Lighting Design as well as several non-accredited undergraduate and graduate degrees in the SCE program. There are no institutional minor or concentration options, although students are able to pursue interests through independent study projects.

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

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

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

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

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

[X] Met

2016 Team Assessment: The program clearly posts the admissions requirements on the website link provided in the APR. In addition, the program has an "Advanced Placement Policy" in place, which outlines the steps required to receive course credit. The process requires the opinion of both the Admissions Committee and the program administrator. Student files located in the team room provided evidence that this process was being followed. The team met with students who either received or did not receive course credit or advanced standing, and they confirmed use of the process.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Met

2016 Team Assessment: The team found this information in the supplementary material of the APR, which is a web link on the program's homepage to the required statement. The team found this information on the main school website.

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

> *The 2014 NAAB Conditions for Accreditation*

> *The Conditions for Accreditation* in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

> *The NAAB Procedures for Accreditation* (edition currently in effect)

[X] Met

2016 Team Assessment: Evidence found on the Parsons website indicated that this condition is **Met**.

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2016 Team Assessment: Online career planning resources and consultation are available at students' request at a university-wide level. Employment opportunities are available online and through career fairs. Faculty members and administrators provide ongoing informal career development throughout a student's stay at Parsons. An ALA supports the path to licensure, employment, and networking. There is no formal program in place to help students develop, evaluate, and implement career, education, and employment plans. The program director has notified the visiting team of an "intent to correct" by providing architecture-specific planning to all students, including career, education, and employment planning beginning with their entrance into the M. Arch program.

II.4.4 Public Access to APRs and VTRs:

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).

- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).

- The most recent decision letter from the NAAB.

- The most recent APR.[1]

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

[X] Met

2016 Team Assessment: All of this information is provided on the program's main website and is readily available to the public.

II.4.5 ARE Pass Rates:

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

[X] Met

2016 Team Assessment: This condition is **Met** as evidenced by reviewing the program's website during the team's visit. The website has a link to "ARE Pass Rates by School" on NCARB's website.

II.4.6 Admissions and Advising:

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

This documentation must include the following:

- Application forms and instructions.

- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.

- Forms and process for the evaluation of pre-professional degree content.

- Requirements and forms for applying for financial aid and scholarships.

- Student diversity initiatives.

[X] Met

2016 Team Assessment: The team found evidence to support this condition's requirements. Public documents, procedures, and student files were reviewed during the team's visit, and were found to be in compliance with this condition.

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.

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

- The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

[X] Met

2016 Team Assessment: The New School provides adequate access to student financial information offered by the Student Financial Services, which covers financial aid eligibility and financing options, tuition and fees, the cost of living in New York City, management of personal finances, and individual billing and payment issues. A breakdown of the expected costs of the program is listed in the welcome letter to all incoming SCE graduate students.

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

[X] Met

2016 Team Assessment: This condition is **Met** as evidenced by Parsons School of Design's Annual Statistical Reports provided to the visiting team by the NAAB.

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

[X] Met

2016 Team Assessment: Evidence of an Interim Progress Report has been shown through NAAB documentation.

IV.   **Appendices:**

Appendix 1. Conditions Met with Distinction

I.1.2 Learning Culture: The team found that the SCE studio etiquette is to leave shared spaces cleaner than how they were found. Maintaining the general organization of a student's workplace is accomplished through faculty support. The New School prides itself on being an institution concerned with social issues. This is apparent in the choice of studio projects, which provides students with opportunities for their work to be relevant with regard to broader cultural and societal issues. With the integration of theory and practice in social and sustainable ideals, the collaborative process is another intrinsic component of studio culture. Students with a range of physical, mental, and emotional needs are accommodated.

The school facilities close for 6 hours every night to allow time away from studios and time for sleep. Students complete course evaluations, which allow them to anonymously report the strengths and weaknesses of courses. These evaluations provide faculty members with valuable input.

I.1.3 Social Equity: As an institution of higher education that is known for being at the forefront of fostering and supporting social justice issues, The New School has strong policies on diversity and inclusion. The APR cites a number of policies, procedures, and committees as evidence of this commitment at the university, school, and program levels. This was also evident during meetings with the administration, faculty, and students.

The New School has a Social Justice Committee (SJC) composed of students, faculty, and staff to identify areas and issues that require improvement in terms of diversity in order to provide an environment where all constituents feel "at home." Since 1976, The New School has housed the Arthur O. Eve Higher Education Opportunity Program (HEOP), whose primary objective is to provide a range of services to New York State students to help them succeed in college. The university's commitment to recruiting and maintaining a diverse faculty and staff is evident in its Affirmative Action Plan, which identifies steps to rectify underrepresentation among employees. This commitment has also carried over into the recruitment and retention of students from diverse socioeconomic backgrounds. Finally, the "Full Time Faculty (FTF) Search and Hiring Guidelines" require that all Search Committee chairs provide information to the Provost's Office regarding the ethnic, racial, and gender makeup of the initial applicant pool as well as the semifinal and final pools. These policies underscore the university's commitment to social equity, as stated in Parson's mission statement.

A.8 Cultural Diversity and Social Equity: The visiting team found that this criterion is well met at the level of understanding required as evidenced by student assignments in PGAR 5123 Theory of Architectural Form, student work in PGAR 5202 Design Studio IV, and throughout the coursework and program offerings as a result of their alignment with the overall mission of The New School.

C.1 Research: This criterion is met at the level of understanding required as evidenced by student work in PGAR 5402 Design Studio VI and projects generated in PGAR 5403 Thesis Seminar.

Appendix 2. Team SPC Matrix

2014 NAAB CONDITIONS: PARSONS M.ARCH SPC MATRIX	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
SPC Expected to have been met in preparatory education																										
SPC Met in PARSONS NAAB-accredited M.ARCH program				REALM A									REALM B							REALM C				REALM D		
PGAR 5001 - Design Studio I										X																
PGAR 5002 - Design Studio I		X	X		X																					
PGAR 5201 - Design Studio III														X												
PGAR 5202 - Design Studio IV								X				X			X	X				X	X	X				
PGAR 5401 - Design Studio V				X					X	X																
PGAR 5402 - Design Studio VI		X		X					X										X	X						
PGAR 5400 - Thesis Seminar	X		X			X	X			X									X							
PGAR 5013 - Representation and Spatial Analysis 1	X																									
PGAR 5015 - Representation and Spatial Reasoning 2				X																						
PGAR 5040 - Modern and Postmodern Architecture																										
PGAR 5123 - Theory of Architectural Form							X	X																		
PGAR 5013 - Theory of Urban Form						X																				
PGAR 5023 - Construction Technology I																										
PGAR 5024 - Construction Technology II											X	X			X						X		X			
PGAR 5213 - Structural Technology I													X													
PGAR 5214 - Structural Technology II													X													
PGAR 5300 - Environmental Technology I																										
PGAR 5310 - Environmental Technology II														X	X		X	X								
PGAR 5523 - Professional Practice																		X				X	X	X	X	X

Appendix 3. The Visiting Team

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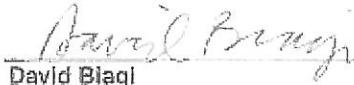(314) 805-9332
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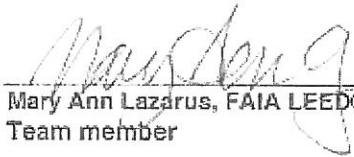Brooklyn, NY 11201
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V.   Report Signatures

Respectfully Submitted,

_____

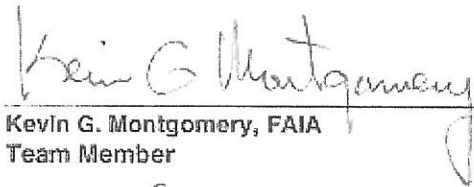David Biagi   Representing the ACSA
Team Chair

_____

Mary Ann Lazarus, FAIA LEED®AP BD+C   Representing the AIA
Team member

_____

Sarah Narrow   Representing the AIAS
Team member

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Kevin G. Montgomery, FAIA   Representing the NCARB
Team Member

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Non-voting member

THE
NEW
SCHOOL

PARSONS

May 6, 2016

To: Cassandra Pair, Director Accreditation, NAAB
Re: NAAB Report response

We would like to first thank the visiting team for their thoroughness and attentiveness during their preparation for the accreditation visit. They displayed great energy and commitment during their visit and we appreciate their commitment to a critical review of our program. We were pleased to hear their assessment of the Master of Architecture sequence, and their comments in the VTR indicate that they recognized our strengths, our sense of community, and our dedication to providing a rich learning culture within an urban context.

Regarding the "Conditions Not Met", we have already begun to mentor faculty and tune curriculum to address those items the team has noted as requiring attention. This is an active process, and even in this current semester (and post-visit) we are recognizing faculty positively embracing the assessment of the visiting team. We will continue to refine the teaching to meet the NAAB criteria in future semesters.

With Gratitude,

Best regards,

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Program Response to the Final Draft Visiting Team Report