**Wentworth Institute of Technology
College of Architecture, Design and Construction Management
Department of Architecture**

2018 Visiting Team Report

**M. Arch.
[Track One: Four-year B.S. (135) + One-year M.Arch. (36) = 171 total credits]
[Track Two: Four-year pre-professional degree (120 min) + Two-year M. Arch.
(72) = 192 total credits]
[Track Three: Four-year undergraduate degree (120 min) + Three-year M. Arch.
(108) = 228 total credits]**

The National Architectural Accrediting Board
March 17-21, 2018

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

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

Contents

I.   **Summary of Visit**

    a.   Acknowledgments and Observations

The team very much enjoyed its visit and interactions with students, staff and faculty. We found them to be engaged and enthusiastic about the program. In particular, staff and faculty are invested in the development of their students and very proud of their accomplishments. Kindness, collegiality, and mutual respect are hallmarks of the Department of Architecture at Wentworth Institute of Technology.

The team would like to praise the set-up of the Team Room. Although, the work was reviewed in digital format, the faculty produced a very nice display of student work to accompany the digital representation of work.

The students gave high praise to the Co-Op program, and many indicated that it was a primary reason for applying to the Wentworth architecture program.

The team would like to acknowledge Kelly Hutzell for her tireless dedication to the graduate program and its future.

    b.   Conditions Not Achieved

A.7 History and Culture

B.1 Pre-Design

B.2 Site Design

B.8 Building Materials and Assemblies

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

2009 Student Performance Criterion B.2, Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

Previous Team Report (2012): The criterion is not met. While the team found indications of barrier-free design understanding in classroom exercises, the team found no evidence in the studio design projects that students were able to transfer that accessibility understanding into their studio design projects.

> *2018 Visiting Team Assessment:* Accessibility is now covered in both SPC B.3 Codes and Regulations and C.3 Integrative Design. The team has found that these SPC's are **Met**.

2009 Student Performance Criterion B.5, Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.

Previous Team Report (2012): The criterion is not met. The team could find no evidence in student studio projects that reflected a consistent ability to apply basic life safety systems with an emphasis on means of egress.

2018 Visiting Team Assessment: Life Safety is now a covered in SPC B.3 Codes and Regulations which the team found to be **Met**.

Previous Team Report (2012): Causes of Concern

A. Life Safety in comprehensive design: The coordination between course work and studio introduces and articulates the principal content for life safety systems in buildings. In the classroom, egress systems are precisely calculated with consideration of occupancy loads. However, in the limited studio design projects presented, only a rudimentary sensibility for life safety is demonstrated.

    *2018 Visiting Team Assessment: T*he team finds that life safety elements are now incorporated into Studio projects for all Tracks. We do not however, find that accessibility which is now included within B.3 Codes and Regulations is illustrated through site plans, purely in the context of building floor plans. Please note that B.1 Site Design is a not met.

B. Limited Shop Facilities, equipment and space: There is an evident relationship between new technologies, fabrication, and architectural design education. At Wentworth, the limited shop facilities are an impediment to the pedagogy of education as well as to faculty research. By organization first and second year students do not use the shops, and only fifth year M. Arch. students access the digital fabrication shop, and only for limited time periods.

    2018 Visiting Team Assessment: As of the 2018 visit, a new shop is being planned for the ground floor of the Architecture building. The project has been funded by the school and is scheduled for construction in the summer of 2018. The new shop will have a commercial grade dust collection system and will be greatly expanded. At the same time a pre-fab paint spray booth will be installed on the 3rd Floor of the same building within interior studio space that is not being well utilized. Future plans include moving the digital fabrication lab to the ground floor to space currently occupied by engineering. When the engineering group moves into their new building, this space will become available.

C. External applicants to the M.Arch program: As the new M. Arch. program evolves, an external student population is mandated by the state of Massachusetts. The future presence of this population is mentioned in the APR on several occasions. The introduction of transfer students from diverse BS Arch design cultures into the M. Arch. program poses a significant challenge to the curricula structure of the current program, as well as the successful ethic for design and research that is developed over four years in the Wentworth B.S. Arch. program. This student body defines the current M. Arch. program graduates.

    2018 Visiting Team Assessment: The program has begun its efforts to ramp up its new two-year and three-year M. Arch. programs. The APR reports (p. 24) limited success to date on recruitment and enrollment of candidates for these programs. For the two-year track, the fall 2015 entering class included 3 students (11 applied, 7 were accepted), the fall 2016 entering class included no students (10 applications were received, and 7 were accepted), and the fall 2017 class included only 3 students (16 applications were received and 13 were accepted). For the three-year track, 1 student enrolled (13 applied and 7 were accepted), no students matriculated in the 2016 year (10 applied, 8 were accepted), and for the fall 2017 year, 2 enrolled (15 applied and 13 were accepted). The program, with the help of the Dean and Provost, has devoted considerable effort to improving the efficacy of its recruitment initiatives and a stronger applicant pool will likely develop within the next few years. (See VTR section II.4.6, relating to admissions)

II.   Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT
This part addresses the commitment of the institution, its faculty, staff, and students to the development and evolution of the program over time.

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

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

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

[x] Described

2018 Analysis/Review:

The APR includes a thorough summary of the history and mission of Wentworth Institute of Technology (WIT) and the architecture program (APR at pp. 4-6). WIT was founded in 1904, with a focus on education for the mechanical arts. It currently offers baccalaureate degrees in the disciplines of interior and industrial design, computer science, engineering, engineering technology, management and architecture (B.S. in architecture). WIT also offers part-time masters' degrees in construction management, applied computer science, civil engineering, technology management, and facility management.

The architecture program has been at the leading edge of WIT's development over the years. It was the first program to offer a full four-year bachelor's degree beginning in 1972 (degree in architectural engineering technology), which later became a NAAB-accredited five-year B.Arch in 1992. Its full-time day M.Arch graduate program (one-year track) served as a key component of WIT's application for approval as a "university" through its regional accreditor (received in 2009). At that time, WIT's architecture degrees were reorganized so that it now offers a B.S. in architecture and an M. Arch. Since that time, it has expanded the M.Arch offerings to include a one-year M. Arch (available upon application to strong candidates from the undergraduate B.S. program), and new two- and three-year M.Arch programs offered to external candidates.

WIT has reorganized and the Department of Architecture is now part of the The College of Architecture, Design, and Construction Management. The College's dean has an office within the space allocated to the Department. The Department's mission is framed in the following terms:

The Architecture program at Wentworth embraces the art of making. We are committed to the traditional role of the practitioner and master builder: to design and construct buildings that contribute to society and enrich people's lives. To that end, the curriculum promotes research and design based on the linkages between conceptual frameworks and the tangible nature of architecture. Through rigorous investigations into the history, theory and material culture of the built environment, students engage design as a fusion of the art and science of building.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and

among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and nontraditional.

- The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[x] Demonstrated

2018 Analysis/Review:

The APR discussed the program's learning culture at pages 8-9. It emphasized that this policy is continually reviewed and updated. In touring the Architecture Department's studio facilities, the learning culture policy was posted multiple times on walls around the relevant areas.

The APR discussed the programs learning culture at pages 8-9. The studio culture policy is available on the program's website at https://wit.edu/architecture/students/studio-culture . It has four components: (a) Studio Space and Time, Working Environment, and Time Management; Student Privacy and Student-to-Student Relationships within the Studio; (c) Student/Faculty and Students/Staff Relationships within the Studio; and (d) Student/Community Relationship within the Studio. In touring the Architecture Department's studio facilities, the learning culture policy was posted multiple times on walls around the relevant areas. The program also has a separate "Studio Guidelines" statement that addresses issues such as health and safety. That statement is available at https://wit.edu/architecture-studio-guidelines.

Students voiced their opinion that they would like to have access to studios 24/7. Currently they must leave at 2:00 am and can return at 7:00 am. The administration stands firm on these times, stating the safety of students is the reason.

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

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

[X] Demonstrated

2018 Analysis/Review:

Both the University and the Department of Architecture have developed significant initiatives to foster diversity, as discussed in the APR at pages 9-10. The team also discussed related issues with the interim Department Chair and graduate program chair and received supplemental information including a written statement by Dean Chuck Hotchkiss and yearly statistical reports prepared by the architecture program and submitted to NAAB (covering the last five years). The written statement by Dean Hotchkiss places diversity considerations at the center of WIT's long-range planning efforts, and emphasizes the role of

WIT's "Leading for Change Committee" in diversifying faculty and exploring issues of attrition affecting some student populations.

The Department of Architecture has seen some decline in student enrollments at the undergraduate level in the past several years, and thus has not expanded its faculty. As of its 2017 report, the Department has 17 full-time positions and is recruiting to fill an additional position recently open as a result of a retirement. Among its full-time faculty, two are Asian, one is Hispanic/Latino, and there are several diverse candidates within the pool under consideration for the current opening. Several other faculty members have either educational or professional experiences outside the United States.

Faculty titles and security of position are slightly different at WIT than at some other institutions since they are affected by union contracts. The statistical report indicates that out of 9 "full time professors" one is Hispanic/Latino and one is a woman; among 6 "full time associate professors," one is an Asian woman and two are white women, and among 3 "full time assistant professors," one is an Asian woman.

Because WIT is located in Boston, it has access to an exceptionally diverse array of adjunct faculty members, many of whom have long-term associations with the architecture program. Out of 49 adjunct faculty, five (two men and three women) are Asian, three (all men) are Black or African-American, six (four men and two women) are Hispanic/Latino.

The team reviewed statistical information and talked with diverse students and student leaders. The current enrollments of students in the 2-year and 3-year M.Arch programs are too small to be statistically meaningful, but out of the 121 students in the one-year M.Arch population, eight are Asian, four are Black or African-American, several are Hispanic/Latino and 11 are of two or more races, 11 are non-resident aliens, and 7 did not report race or ethnicity.

The Department has recently supported the creation of a NOMAS chapter. There was strong evidence of student, faculty, and staff enthusiasm for this undertaking, including the size of the chapter and related participation in national conferences The program also supports a semester-abroad in Berlin, and traveling studios in diverse locales (including China, Benin, and other places), and students are enthusiastic about participation in these opportunities.

The Equal Employment Opportunity/Affirmative Action policy is posted on the WIT website at https://wit.edu/policies/eoa.

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

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

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

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

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

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

[X] Described

2018 Analysis/Review:

Graduate-level students serve as Section Leaders for undergraduate studios where they observe and influence studio behavior as role models for undergraduate students. Nearly half of all the graduate students enrolled take part in the Section Leader opportunity, which is awarded to students based on merit (those with a 3.2 GPA or higher). Wentworth has a robust number of student-led architecture organizations, which creates a culture of leadership at the school, and graduate students play high-profile roles in leadership. Students also write, edit, and produce an impressive architecture journal that includes articles about their architectural aspirations. The larger institution also has resources for students in developing their leadership skills. Experiences in collaboration with fellow students are explored through many student projects, particulary in the EPIC studios, which focus on collaboration with multi-disciplinary partners beyond the Wentworth campus. These experiences also introduce students to working in groups and appreciating group dynamics.

The students have an opportunity to cross register and take courses at other schools in the area under the "Colleges of the Fenway" consortium. The students can also be involved in construction of their own designs through collaboration with other disciplines in a variety of student organizations.

At Wentworth, students take on increasingly complex assignments that expose them to the iterative process of design, review and critique. The program is based on a sequence of three Foundation Studios followed by three Integrative Studios. These studios lead to concentration studios centered around three themes: Urbanism, Adaptive Intervention, and Emerging Technologies, followed by a final options studio. Track 1 M.Arch, and the final years of Tracks 2 and 3 offer a travel studio, and culminate in a thesis project.

Design learning occurs in a wide variety of venues beyond the studio: CO-OP, local and overseas travel, a variety of guest lectures, and exposure to quality permanent faculty and a large infusion of adjunct faculty from many disciplines. Design is revealed in a multi-faceted manner from small objects that contribute to an environmental whole, to building occupancy and systems synthesis, to urban context planning and impacts on the developing world.

Discovery of new opportunities is a solid strength of the school as students are well engaged in design at many different levels from thoughtful observation, design thinking, process drawing, computer modeling, and lab making of components. Value for students and society is wonderfully created at a variety of levels, also, beginning with a "culture of courtesy of the Leopard Oath," continuing with equality of computer hardware for all, excellence in career placement & support, connectivity to local professionals, and commitment to positive interventions in the built environment.

Wentworth provides exceptional opportunity for professional experience in their Co-op program. The staff in the program work flexibly and diligently to find student internships that are required as part of the architectural curriculum. Other resources including well-organized career fairs help students find professional opportunities. Since the students go through the process of finding a job several times during their time at Wentworth, they understand how to find a job upon graduation. The NAAB Team agrees that future implementation of the Co-Op program into the M. Arch 2-year and 3-year M. Arch programs would be beneficial.

Per the APR, at the departmental level, environmental stewardship is incorporated into coursework throughout the curriculum. This includes teaching passive heating and cooling strategies, climate resiliency, use of renewable materials and other sustainable topics. At the university level, environmental

initiatives have been instituted, such as an active program to reduce the campus' carbon footprint, a robust recycling program and a committee of staff, faculty and students called the Wentworth Sustainability Committee. A student group called the Wentworth Environmental Collaborative is made up of students from all departments and led currently by architectural students.

The Co-Op program prepares students to be professional members of society upon graduation. Using Boston as a laboratory, the students become engaged in the community.

There are also a variety of other ways in which students can be involved in their community, as described in the APR (at page 13) and as evidenced by numerous exhibits in the team room. A range of projects relating to local community needs were evident in exhibits associated with a number of studios, including both semester-long studios situated in Boston and those undertaken by abroad. Other courses involve community-based projects, particularly those that are part of WIT's "EPIC" initiative (emphasizing cross-disciplinary inquiry or partnerships with local communities or community groups). Examples of these kinds of projects include work with the Center for Community and Learning Partnerships (involving studios working on interior and exterior public spaces at two Boston YMCAs) and courses that led to the production of "Boston Cultural Assets Maps"). A fairly new "Freedom by Design" chapter has also been working actively with projects in the Boston area. The Boston Society of Architects also engages students in its activities.

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

[X] Demonstrated

2018 Analysis/Review:

The APR (pages 13-15) addresses planning at both the institutional (WIT level) more generally and in the Department of Architecture.

WIT's most recent strategic plan was adopted by the Trustees in 2012. It identified several major strategic initiatives: (a) Creating transformational educational experiences; (b) Embracing a culture of innovation and creativity; (c) Positioning and promoting Wentworth, (d) Enhancing institutional resources, and; and (e) Organizational Efficiency (Engaging, empowering, and recruiting a diverse Wentworth community.).

Discussions with university leaders, department leaders and faculty indicated that to a significant degree these efforts have reached fruition. Just prior to the Team's visit, WIT's president announced her intention to step down at the end of the 2018-2019 school year. She and the Provost (who has served for about a year) indicated that they would likely work to develop a "bridge" plan to guide WIT during the search for a successor. The Department seemed hopeful that such a strategy would assist in their own strategic planning. It was also evident, in discussions with faculty members, that many of them serve in significant roles on university committees (including New Building Design Review, Co-op Advisory Board, Program Committees, Enrollment, Provost searches, Academic Plan, Academic Honesty, Sustainability, Library, Promotion, Sabbatical, Technology Advisory, and Facilities committees), and in leadership roles with the WIT faculty senate. It therefore seems likely that the architecture program is well positioned to help guide the next iteration of WIT institution-wide planning. The Architecture Department is also engaged in ongoing planning. For example, it submitted a 2016 report to the Institute titled "A 5 year Vision for the Department of Architecture: Opportunities and Challenges;" and a review of the current mission and vision statements in the summer of 2017.

I.1.6 Assessment:

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

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

- Progress against its defined multiyear objectives.

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

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

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

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

[X] Demonstrated

2018 Analysis/Review:

The APR (pages 16-17) addressed assessment as it involves the program and curriculum. The Team also discussed related issues with the interim chair and graduate program chair, and with the faculty as a whole.

Program Assessment (including self-assessment) is manged through a process developed at the institution level. Each academic program is expected to conduct an internal review on a five-year cycle dictated by WIT. The department also participates in institution-wide planning and assessment activities every 10 years, as driven by regional accreditation review. The Architecture Department is scheduled to take part in WIT's program assessment process in 2019. One of the architecture faculty is part of the program review process on the institutional level and should prove helpful in offering advice to colleagues as this process proceeds.

In the meantime, the department conducts a self-assessment process annually in which qualitative and quantitative evaluations fuel discussion on multi-year planning objectives such as curriculum improvement in the foundational, integrated, concentration, and thesis sequence in the undergraduate program and graduate program as well as programmatic and institutional planning initiatives. This process lays the groundwork for long-range planning, strategic initiatives, and strengthening the influence of the NAAB perspectives in their program. Review and assessment of the program, curriculum, and mission statement happens during biannual retreats. Faculty meetings happen bi-weekly during the semester; staff meetings happen weekly; and departmental retreats are twice a year. Student evaluations are also employed, along with such efforts as incorporating external critics in jury reviews and requiring co-op evaluations.

The Department also gives considerable attention to its curriculum and related efforts. Since the last NAAB visit in 2012, the departmental processes just outlined have led to a number of curriculum revisions and improvements. Syllabi for courses routinely address learning outcomes and reference NAAB SPCs. Course manuals are widely used as a method for collecting and subsequently reviewing students' achievement of course-level goals. The Architecture Department has begun using NuVu software to facilitate the assembling of these course manuals. The Department has also incorporated external critics in jury reviews and employs co-op evaluations of students. Review and assessment of the assignments and pedagogy in a multi-section course happen during group grading sessions. Based on faculty-wide discussions of curricular learning objectives, faculty review and develop course-specific rubrics against which assessment occurs. The rubrics are distributed to students with each syllabus, along with assessment sheets that follow each studio project, providing students direct feedback on their work while giving them a broader picture of their development and progress. The development of rubrics is also

helpful in creating greater uniformity among the grading in different studios by defining expected levels of skill or achievement.

Part One (I): Section 2 – Resources

I.2.1 Human Resources and Human Resource Development:

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

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

[x] Demonstrated

2018 Team Assessment:

The Team reviewed relevant portions of the APR and spoke at some length with both program staff and faculty about related issues. The Team also received student comments regarding advising, co-op, and placement services.

The faculty reported that workloads are relatively well balanced. It appears that there is a good deal of rotation among different levels and types of teaching. Because studios are now allocated 6 units of teaching credit, faculty members are responsible for two courses per term. The architecture program also offers a number of summer courses (necessary in teaching undergraduates who rotate through two required co-ops during their course of study). One matter of note is that courses offered in sections generally are overseen by full-time faculty members (but occasionally by adjuncts). This oversight role is treated as a service responsibility, rather than a separate component of the teaching load, even though it is generally fairly time-consuming (the coordinator typically meets with section colleagues, often adjuncts, weekly). The faculty is also actively engaged in committee work on the school and institutional level. The faculty advised that pursuant to WIT policies, their work is expected to be divided on a 3-2-1 basis (teaching; scholarship and creative activity; and service). Faculty members are eligible for professional development support provided at the Institution level, and report that they have been quite successful in receiving support through course-development mini-grants (when available), travel stipends to attend conferences (including those overseas), and competitive research leaves.

The architecture program staff appear to work seamlessly together to provide support for student learning, educational program and faculty needs. Key staff, including the co-op coordinator and the technical assistant for shop, have degrees in architecture. There is a strong partnership between the shop director, a technical assistant, and graduate student leaders who help monitor different aspects of the shop and studio programs, coach student peers, and provide research assistance. Other roles of staff include facilities management and administrative support. Staff reported that they receive good support for professional development through programs at the Institute level, including programs available through the Colleges of the Fenway consortium.

The staff offered cogent ideas about how the program could be strengthened. They noted, for example, that growing the 2- and 3-year M.Arch program would require more intensive staffing to support recruitment efforts and that if such staffing were established at the Institute level, there would need to be close coordination with Architecture's graduate program personnel. They also noted that it would be beneficial for the Department to develop a greater capacity to engage with its alumni (including both "friendraising" and "fundraising"), while recognizing that the Institute's development office might need to grapple with cultural issues associated with allowing more departmental autonomy. Depending on how such issues are resolved, additional staff support for the Department may be necessary.

Students broadly applauded the program's staff, faculty and programming relating to advisement, co-ops, and placement. Students were enthusiastic in praising the support when it came to advisement, citing efforts by both department staff generally and the graduate program director to give needed guidance. Many (largely those who had attended WIT as undergraduates in architecture) said that they had chosen WIT because of its co-ops. Many also stated that they felt strongly supported in their work in fabrication and shop settings, observing that these educational experiences, through which they learned to operate key equipment for themselves, was a definitely plus in seeking co-op placements and future jobs.

Students also said they greatly appreciated faculty participation in informal activities such as "walk and talk" tours of major architectural sites in the Boston area, support for student activities during non-class hours, and ease in gaining guidance upon request.

Professor Charles Cimino is the designated Architectural Licensing Advisor. He has served in this capacity for over 10 years, is trained in the issues of AXP, meets regularly with students, and attends ALA training sessions organized by the NCARB.

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

Physical resources include but are not limited to the following:

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

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

[X] Described

2018 Team Assessment: The physical resources available to the students, staff and faculty are appropriate for the program. All students have assigned studio space, 1st year and Graduate Students are on the first floor of the building, 2nd year students are on the 2nd Floor and 3rd and 4th year students are on the 3rd Floor. Interactive learning through labs will be receiving a boost this summer as the Fabrication Shop is relocated to larger space with a dedicated dust collection system on the ground floor. As mentioned elsewhere in the VTR, the digital design lab will hopefully be able to relocate in the future to adjacent space.

Faculty largely have private offices although a few are shared and adjunct faculty has an area with lockable bins and an adjacent meeting space. This permits the required privacy for mentoring and student advising.

The department has strong information resource support from the university's IT group. All students are supplied with laptops loaded with appropriate software as entering freshman or Track 2 or 3 Graduate students. The department is currently re-evaluating the type of laptop that will be supplied. They had the 5th year (Track 1) students test 3 different brands this year.

Most Classrooms, Crit Rooms and other spaces are equipped with large monitors for digital presentations.

Our assessment of the Physical Resources was based on a tour of the facilities.

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

[X] Demonstrated

2018 Team Assessment:

From meetings with the President, Provost and Dean, we understand that the architectural program is well funded and supported by the university. All conversations with students, staff and faculty support this evidence. The APR contains a description of the budgeting process and details for the overall university budget including sources of revenues (primarily from tuition, room and board). In 2016, Wentworth had an endowment of $80.9 million. The endowment is used minimally for the operating budget. Wentworth has had a fiscal surplus for 20 years.

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

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

[X] Demonstrated

[2018 Team Assessment:

The APR (pages 35-39) described the availability of literature and information resources to students, faculty, and staff. The main campus library is located in the Douglas D. Schumann Library & Learning Commons situated across the street from the Department of Architecture facilities. The recently renovated library building also includes some classrooms, student dining and recreational facilities. The main library collections are located in three floors of newly renovated space that includes open stacks, study areas, a "technology sandbox" area with 3D printers and other equipment, and display areas. The team visited the library and talked with the Daniel O'Connell who is a Reference and Instruction Librarian. The library staff includes a designated professional librarian with substantial experience who is responsible for architecture acquisitions, as well as additional professional librarians responsible for other curricular areas at Wentworth. The team discussed the library support services are available to students completing theses and learned that students often meet with campus librarians to ask for guidance in developing and researching their proposals. Library staff also readily come to the Architecture Department to provide supplemental training for students undertaking such research. The library also featured an impressive exhibit of work by women architects who are graduates of the Wentworth architecture program, including members of the faculty. At a large meeting of about 200 students, including both undergraduate and graduate students, a broad consensus was reported that librarians were exceptionally helpful to students and provided even more support than might have been anticipated. The students also reported that the library's architecture resources were widely used by faculty in teaching. They further noted that having small group study rooms available in the library, as well as 3D printers and plot printers was very helpful since these resources were widely used.

I.2.5 Administrative Structure and Governance:

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

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

[X] Described

2018 Team Assessment:

These topics are addressed in the APR (pages 39-41). At the institutional level, WIT is led by a president, provost, various vice presidents, and deans of its four colleges, under the oversight of its Board of Trustees. The institutional organizational chart is available at https://wit.edu/search/organizational%20chart. Because of its history as a predominantly undergraduate institution, many core functions (such as human resources, information technology, and institutional advancement) are handled at a central level. Those affiliated with the Department of Architecture appeared to review these institutional leaders as supportive of their efforts. WIT has an Executive Leadership Council (ELC), comprised of the president, vice presidents, chief of staff, associate vice presidents, and academic dean. The ELC is designed to be an overarching "working group" of senior leaders that examines and recommends action on issues of critical importance to the Institute.

The interim chair of the Architecture Department and its graduate program director appear to have excellent working relationships with WIT leadership and their College Dean (whose office is located within the Department of Architecture and who expressed strong support and admiration for the Architecture Department's programs).

As described earlier in this report, architecture faculty members play leading roles on many Institute-wide committees and the faculty senate. The Team asked in particular, about potential issues relating to curriculum development or faculty promotions. The faculty responded that the architecture program is seen as among the strongest in WIT overall and is viewed as a leader in shaping graduate initiatives. Faculty involved in review of promotion matters said that faculty from other departments generally view dossiers of architecture faculty members as among the most impressive of those submitted institution-wide and that there is wide support for faculty dossiers at the time of promotion recommendations.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

Student learning aspirations for this realm include

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

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Tracks 1, 2, and 3 for Arch9300 Thesis Preparation 02; also for Track 1 in Arch2600 History Theory 02 and for Track 3 in Arch7550 Graduate History Theory 02.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch1500 Studio 02 and Arch5500 Studio 08 for Track 1 students. Work was found in Arch 8650 Fabrications Methods for Track 2 students and Arch7350 2D/3D Media Processes for Track 3 students. The best representation of work in found in Arch9500 Studio 10 Thesis which is taken by all Tracks.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch9300 Thesis Preparation 02 for all Tracks; also for Tracks 2 and 3 in Arch8650 Fabrication Methods.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch9000 Studio09: Special Topics for all Tracks.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch2500 Studio04 for Track 1 and in Arch8500 Advanced Graduate Studio 02 for Tracks 2 and 3.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch2500 Studio 04 for Track 1 and Arch8500 Advanced Graduate Studio 02 for Tracks 2 and 3.

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

[X] Not Met

2018 Team Assessment: Evidence of student understanding of architectural history was found in Arch2600 (Track 1) and Arch7550 (Track 3). Evidence of student work on historical topics was not found in Track 2. Evidence of student work in all tracks does not show exposure to a variety of vernacular architectures and their political and social implications.

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

[x] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for .Arch2600 History/Theory 02 for Track 1 and in Arch7550 History/Theory 02 for Track 3. Arch9000 Studio 09: Special Topics meets this SPC for all Tracks.

> **Realm A. General Team Commentary:** Overall, the team found that the students exhibited the ability to communicate through drawings, written materials and oral presentations (evidenced through video clips of studio presentations). Their exposure was broad as evidenced by the emphasis on research and making that is seen throughout the curriculum. The one slight lack is that the Track 2 M.Arch students are not exposed to the history and culture of architecture except through the Special Topics

Travel course. In general, the teaching of historical and cultural influences on architecture is not strong in any of the tracks.

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

Student learning aspirations for this realm include

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

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

[X] Not Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work with respect to "an inventory of spaces and their requirements." The remainder of the SPC evidence is found in Arch3500 Studio 06 for Track 1 and in Arch8500 Advanced Graduate Studio 02 for Tracks 2 and 3.

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] Not Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work prepared for the referenced studios: Arch3500 Studio 06 for Track 1 and Arch8500 Advanced Graduate Studio 02 for Tracks 2 and 3. No manipulation of site/topography was demonstrated. Site plans did not demonstrate grading and drainage solutions for urban or open, natural sites. Plant materials were not used for sound abatement, building shading or seasonal change. Other site design components such as parking, pedestrian pathways, berms, and stormwater run-off detention were minimally included. Outdoor gathering spaces such as plazas and patios were rarely incorporated and consequently, the use of hardscape and other landscape elements were lacking.

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

[x] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch3500 Studio 06 for Track 1 and in Arch8500 Advanced Graduate Studies 02 for Tracks 2 and 3.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch3200 Technology 02 for Track 1 and Arch8700 Applied Research and Design 02 for Tracks 2 and 3. Outline specifications were found for all tracks in Arch9600 Professional Perspectives.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch3400 (3900) Structures 01 (02) and in Arch3000 Studio 05 for Track 1 and in Arch8400 (8800) Structures 01 (02) for Tracks 2 and 3.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch2700 Technology02 as well as Arch3500 Studio 02 for Track 1 and Arch8500 Studio 02 for Tracks 2 and 3. Acoustics and lighting are covered in Arch3200 Technology03 for Track 1 and Arch8250 for Tracks 2 and 3.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch3000 Studio 05 and Arch2700 Technology 02 for Track 1 and in Arch8700 Applied Research and Design 02 and Arch8500 Advanced Graduate Studio 02 for Tracks 2 and 3.

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

[X] Not Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work. The team was told that introduction of building materials was done during each studio but

no formal outline of topics was found to support this. Arch 3400 (8400) Structures 01 and Arch3500 (8500) Structures 02 teaches all tracks about the material properties of steel, wood and concrete but does not deal with other building materials. There does not appear to be course work related to product selection, life-cycle characteristics, or the environmental impact of building materials.

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

[x] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch3200 Technology 03 for mechanical, lighting and fire protection systems and in Arch3000 Studio 05 for vertical transportation for Track 1. For Tracks 2 and 3, this SPC is primarily met through Arch8500AG Studio02.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch9600 Professional Practice particurly in 2 assignments one that requires the design of a small house with accompanying cost estimate, description of project delivery type and a design and construction schedule. The 2nd assignment used case studies from buildings to explore project funding and life cycle and operational costs. This course is used for all three tracks.

Realm B. General Team Commentary: The school has shown student achievement in building practices, technical skills, and knowledge in building design. Skill is demonstrated in building design synthesis with well-integrated systems, solid comprehension of constructability, and has shown integration of numerous technical aspects of architectural design development.

Financial considerations; building service systems; codes and regulations; architectural envelope assemblies; structural systems; analysis of solar, wind, and lighting systems; and technical drawing and documentation are well represented.

The team has concerns about a lack of evidence in pre-design methodologies, climatic considerations, building materials and assemblies, and site design ecology in design solutions.

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

Student learning aspirations in this realm include:

· Comprehending the importance of research pursuits to inform the design process.

· Evaluating options and reconciling the implications of design decisions across systems and scales.

· Synthesizing variables from diverse and complex systems into an integrated architectural solution.

· Responding to environmental stewardship goals across multiple systems for an integrated solution.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH9200 Thesis Preparation 01 in Tracks 1, 2, and 3; in ARCH3700 Concentration Studies 01 for Track 1; in ARCH 8750 Concentration Studies 01 for Tracks 2 and 3.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch9500 Studio10 Thesis for all tracks.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch3500 Studio 06 for Track 1 and in Arch8500 Advanced Graduate Studio 02 for Tracks 2 and 3, albeit at a low level.

Realm C. General Team Commentary: Quality decision-making strategies illustrated by research methodologies, problem definitions and evaluations, and theoretical possibilities are all incorporated into comprehensive design solutions. Multiple systems and variables in project design, integrated with technical documentation, building envelope assemblies, site parameters, environmental control systems, and general environmental compatibility are minimally met.

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

· Comprehending the business of architecture and construction.

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

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

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in Arch9600 Professional Perspectives, for all Tracks; Arch4052 Studio 07 for Track 1.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch9600 Professional Perspectives for all Tracks.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch9600 Professional Perspectives for all Tracks.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch9600 Professional Perspectives for all Tracks.

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 NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch9600 Professional Perspectives for all Tracks.

Realm D. General Team Commentary: Professional practice has a full-time faculty coordinator with other cooperating visiting and adjunct faculty. The realm of professional practice incorporates targeted readings, including case studies and a range of problems to which students are expected to respond in writing either individually or in teams. The realm systematically addresses each of its five elements, as well as additional NAAB Student Performance Criteria in technical documentation and financial considerations. The Team notes that many of the instructors use systematic rubric sheets and comments to explain the level of student performance in each of the specified sub-areas.

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation

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

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

2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances:

   a. The institution has explicit written permission from all applicable national education authorities in that program's country or region.

   b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

[X] Met

2018 Team Assessment: [NOTE: This commentary/assessment must identify the evidence or the source of the evidence the team used to make the assessment.]

The APR (page 64) provides evidence that Wentworth Institute of Technology is accredited by the New England Association of Schools and Colleges (NEASC), with its most recent mid-point review for continuation of a 10-year term being granted in 2016. (A letter from NEASC was accessed through a link.)

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

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

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

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

[X] Met

2018 Team Assessment:

Wentworth offers a B.S. in Archecture and an undergraduate minor in architecture (APR pages 64-71), and is clear that it does not offer a B.Arch. Wentworth Institute of Technology has only recently achieved designation as a "university," and the Department of Architecture's new three-track M.Arch program is clearly designated as its sole graduate offering and is described with the appropriate nomenclature.

The three tracks have the following minimum credit hour requirements:

*Track 1: Four-year B.S. (135) + One-year M.Arch. (36) = 171 total credits

*Track 2: Four-year preprofessional degree (120 min) + Two-year M. Arch (72) = 192 total credits

*Track 3: Four-year undergraduate degree (120 min) + Three-year M. Arch. (108) = 228 total credits

These credit hours meet the number of credit hours specified in the 2014 NAAB Conditions for Accreditation Table 1. Minimum Credit Distribution for NAAB-Accredited Degrees.

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

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

· Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.

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

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

[X] Met

2018 Team Assessment: [NOTE: This commentary/assessment must identify the evidence or the source of the evidence the team used to make the assessment.]

Wentworth explained in some detail its approach to evaluating student candidates for admission. Students enrolled in the Bachelors of Science in Architecture are able to enroll in the M.Arch (1 year track) program automatically if they have a 3.2 GPA. Other students from the undergraduate architecture program can apply for consideration as well as those that graduated within one year of the application deadline. These students must complete essays, provide references, their transcript and their portfolio for evaluation.

Those students applying for the Two-year Track program holding a pre-professional degree in architecture from another institution or graduated more than one year ago from Wentworth's B.S. Architecture program must provide similar information as those wishing to enter that do not qualify for the automatic entrance program. In addition, they must supply a C.V., GRE test results and in the case of non-English speaking applicants, a proof of English proficiency.

All student course work from external programs is evaluated against the NAAB SPC.

Requirements for the Three-year track program are the same as the Two-year Track program.

The source of this information is the APR, pages 72-75 and was confirmed with the Dean and Kelly Hutzell.

Part Two (II): Section 4 – Public Information

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Met

2018 Team Assessment: [NOTE: The exact language from the NAAB Conditions for Accreditation, Appendix 1 was found on Wentworth's website at https://wit.edu/architecture/accreditation.

II.4.2 Access to NAAB Conditions and Procedures:

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

The 2014 NAAB Conditions for Accreditation

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

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2018 Team Assessment: The Department of Architecture's website includes links to the 2009 and the 2014 NAAB Conditions and the 2015 NAAB Procedures for Accreditation. These links go to the NAAB website and directly to the individual documents.

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

2018 Team Assessment: [NOTE: This commentary/assessment must identify the evidence or the source of the evidence the team used to make the assessment.]

The Team was very impressed by the student turn-out for discussion relating to student views about Wentworth's architecture program. Approximately half of the Wentworth student body turned out to meet with the Team. The Team was favorably impressed by student comments indicating their satisfaciton and support for the school. Student indicated strong satisfaction regarding co-op support and career planning, and many indicated that they had chosen to attend Wentworth because if its well-recognized co-op program and distinctive career support. Many of the students are hired by their co-op employer upon graduation.

Our visit also happened to coincide with a very large career fair on campus. We took the opportunity to visit about half of the employers (they were in two different buildings). The employers were color-coded to indicate what types of positions they had to offer. There were plenty of "pink" cards which was the color for architecture.

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). 2012-2018.
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012). 2012-2018.
- The most recent decision letter from the NAAB.
- The most recent APR.
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2018 Team Assessment: All of the required documents can be found at the following URL: https://wit.edu/architecture/accreditation.

II.4.5 ARE Pass Rates:

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

[X] Met

2018 Team Assessment: Information on ARE pass rates is provided on the Department of Architecture's website at https://wit.edu/architecture/accreditation which links to the online NCARB dataset that includes ARE performance data for both ARE 4.0 and the new ARE 5.0. These data are not collected and are not available on a disaggregated basis in terms of performance in M.Arch track 1, track 2, and track 3.

II.4.6 Admissions and Advising:

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

This documentation must include the following:

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

[X] Met

2018 Team Assessment: Information about admissions requirements, applications for admission and financial aid is available on the Department of Architecture's website, https://wit.edu/architecture The Department also features its wide range of diversity initiatives (including vibrant student organizations

and initiatives) on its website at https://wit.edu/catalog/2016-2017/financial-aid The Department does not provide public information on student application patterns or progress in terms of detailed demographics. The Department has developed a new pipeline program (summerFAB) for high school students and reports that of its initial 14 students, 12 have accepted admissions for the 2018-19 academic year. The Department Interim Chair reported that the institution as a whole had subsidized the summer program, including providing very inexpensive residential dorm space. This program also incorporates financial incentives for participants to enroll as first-year college students and succeed in the early stages of their work at Wentworth.

The team was impressed by the candor with which the acting Department Chair and graduate program director discussed their efforts to develop a more effective strategy for graduate student recruitment. The current M.Arch program (1 year) relies heavily on recuirtment of students who have enrolled as undergraduates. The potential for the two-year and three-year programs depends on effective recruitment of students who have not previously enrolled at the undergraduate level at Wentworth.

The Department of Architecture has developed a two-fold approach to navigating these challenging waters. They hope to expand outreach to potential M.Arch candidates in the U.S. They also are targeting potential graduate students from the Middle East, with support from the campus overall, including the President and Provost.These institutional leaders spoke very favorably about the importance of the architecture graduate program chair's involvement in a recent visit to the Middle East and the ways that the architecture program might expand its reach by enrolling graduate students in its programs.

In addition, faculty and staff involved in the architecture program at Wentworth stressed the importance off developing Institute-wide strategies for recruiting and supporting graduate students. Architecture programs have been at the leading edge for many years. The Team spoke at some length with the Dean and the Provost about the significance of supporting graduate degree candidate recruitment at the institutional level. The team understood that graduate student recruitment for the graduate M.Arch was not currently well-supported because WIT has organized student recruitment structurally to emphasize undergraduate recruitment and recruitment to part-time graduate programs.

The Team learned from the Dean and Provost that plans were underway to support significant imrpovements in supporting graduate student recruitment such as the highly-regarded program in architecture.

II.4.7 Student Financial Information:
- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

[X] Met

2018 Team Assessment: [NOTE: This commentary/assessment must identify the evidence or the source of the evidence the team used to make the assessment.]

Information on student financial aid, financial aid advising, and costs (including tuition, fees, books, general supplies and specialized materials) is provided by the Department of Architecture on its website at https://wit.edu/catalog/2016-2017/financial-aid.

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

2018 Team Assessment: [NOTE: This commentary/assessment must identify the evidence or the source of the evidence the team used to make the assessment.]

The APR contained a link (p. 76) to a letter authored by the Director of Institutional Effectiveness that certified that all data submitted to NAAB since the last visit was accurate and consistent with reports sent to other regional and national agencies. The letter was dated August, 20, 2017.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 10, *NAAB Procedures for Accreditation,* 2015 Edition)*.*

[X] Met

2018 Team Assessment: [NOTE: This commentary/assessment must identify the evidence or the source of the evidence the team used to make the assessment.]

The APR (page 75) contained links to the Interim Progress Reports submitted to NAAB.

IV.   Appendices:

Appendix 1. Conditions Met with Distinction

(List number and title; include comments that describe the basis for the team's assessment)

1.   Arch9000 Special Topics: These studios taken by all students offer student travel experience to a variety of locations including Benin, Scotland, Shanghai, Rome, Bali, London, and New Orleans. The team agrees with faculty and students that this is an exciting component of the program.

2.   The Co-op program: Many students acknowledge that the Co-op program was one of the main reasons they chose to come to Wentworth. The program provides professional opportunities for students to gain valuable experience in practice settings. A version of the Co-op experience for Tracks 2 and 3 might likewise enhance the graduate program.

3.   Library Support: The library provides welcomed and critical support to architecture students regarding research, particularly during thesis preparation.

4.   Team Room: The Team Room was well conceived in its provision of digital as well as analog evidence of student work.

5.   A.6 Use of Precedents: The team feels that this SPC was met with distinction.

6.   C.1 Research: The team feels that this SPC was met with distinction.

Appendix 2. Team SPC Matrix

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

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

Student Performance Criteria

2014 Conditions for Accreditation
1-year M.Arch Matrix

Course #	Course Title	A.1 Communication Skills	A.2 Design Thinking Skills	A.3 Investigative Skills	A.4 Architectural Design Skills	A.5 Ordering Systems	A.6 Use of Precedents	A.7 History and Global Culture	A.8 Cultural Diversity	B.1 Pre-Design	B.2 Site Design	B.3 Codes and Regulations	B.4 Technical Documentation	B.5 Structural Systems	B.6 Environmental Systems	B.7 Building Envelope Systems	B.8 Building Materials & Assemblies	B9 Building Service Systems	B.10 Financial Considerations	C.1 Research	C.2 Integrated Evaluations	C.3 Integrative Design	D.1 Stakeholder Roles	D.2 Project Management	D.3 Business Practices	D.4 Legal Responsibilities	D.5 Professional Conduct
	Realms	A: Critical Thinking and Representation								B: Building Practices, Technical Skills, and Knowledge										C: Integrated Solutions			D: Professional Practice				
	Level of Accomplishment	A	A	A	A	A	A	U	U	A	A	A	A	A	A	U	U	U	U	U	A	A	U	U	U	U	U
ARCH1000	Studio 01																										
ARCH1500	Studio 02		1																								
ARCH2000	Studio 03																										
ARCH2100	History/Theory 01																										
ARCH2200	Technology 01																										
ARCH2500	Studio 04					1	1																				
ARCH2600	History/Theory 02	1						1	1																		
ARCH2700	Technology 02														1	1											
ARCH3000	Studio 05														1		1	1				1					
ARCH3200	Technology 03												1			1		1									
ARCH3400	Structures 01														1		1										
ARCH3500	Studio 06									1		1			1							1					
ARCH3900	Structures 02													1			1										
ARCH3700 spr	Concentration Studies 01																			1							
ARCH3700 fall	Concentration Studies 02																			1							
ARCH40xx	Studio 07																				1		1				
ARCH5500	Studio 08		1																								
ARCH9000	Studio 09: Special Topics				1				1																		
ARCH9200	Thesis Preparation 01																			1							
ARCH9300	Thesis Preparation 02	1		1																							
ARCH9500	Studio 10: Thesis		1																	1							
ARCH9600	Professional Perspectives												1					1					1	1	1	1	1

Student Performance Criteria

2014 Conditions for Accreditation — 2-year M.Arch Matrix

Course #	Course Title	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
	Realms	A: Critical Thinking and Representation								B: Building Practices, Technical Skills, and Knowledge										C: Integrated Solutions			D: Professional Practice				
	Level of Accomplishment	A	A	A	A	A	A	U	U	A	A	A	A	A	A	U	U	U	U	U	A	A	U	U	U	U	U
2-Year MArch																											
ARCH8000	Advanced Graduate Studio 01															1											
ARCH8250	Advanced Technology & Materials																										
ARCH8300	Applied Research & Design 01*												1														
ARCH8400	Structures 01													1		1											
ARCH8750 fall	Concentration Studies 02																			1							
ARCH8500	Advanced Graduate Studio 02					1	1			1		1			1	1		1				1					
ARCH8650	Fabrication Methods		1	1																							
ARCH8700	Applied Research & Design 02*						1						1		1												
ARCH8750 spr	Concentration Studies 01																			1							
ARCH8800	Structures 02													1			1										
1-Year MArch																											
ARCH9000	Studio 09: Special Topics				1				1																		
ARCH9200	Thesis Preparation 01																			1							
ARCH9300	Thesis Preparation 02	1		1																							
ARCH9500	Studio 10: Thesis		1																		1						
ARCH9600	Professional Perspectives												1						1				1	1	1	1	1

* New courses AY2017–2018

1	Greatest Evidence
1	Secondary Evidence

Student Performance Criteria

2014 Conditions for Accreditation
3-year M.Arch Matrix

Realms		A: Critical Thinking and Representation								B: Building Practices, Technical Skills, and Knowledge										C: Integrated Solution			D: Professional Practice				
Level of Accomplishment		A	A	A	A	A	A	U	U	A	A	A	A	A	A	U	U	U	U	U	A	A	U	U	U	U	U
Course #	Course Title	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
3-Year MArch																											
ARCH7000	Graduate Foundation Studio 01																										
ARCH7250	Graduate History Theory 01																										
ARCH7300	Technology 01																										
ARCH7350	2D/3D Media Processes*		1																								
ARCH7500	Graduate Foundation Studio 02																										
ARCH7550	Graduate History Theory 02*	1						1	1																		
ARCH7600	Technology 02*																										
ARCH8750 spr	Concentration Studies 01																			1							
2-Year MArch																											
ARCH8000	Advanced Graduate Studio 01																										
ARCH8250	Advanced Technology & Materials														1												
ARCH8300	Applied Research & Design 01*																										
ARCH8400	Structures 01													1			1										
ARCH8750 fall	Concentration Studies 02																			1							
ARCH8500	Advanced Graduate Studio 02					1	1			1		1			1	1		1				1					
ARCH8650	Fabrication Methods			1																							
ARCH8700	Applied Research & Design 02*												1			1											
ARCH8750 spr	Concentration Studies 01																			1							
ARCH8800	Structures 02													1			1										
1-Year MArch																											
ARCH9000	Studio 09: Special Topics				1				1																		
ARCH9200	Thesis Preparation 01																			1							
ARCH9300	Thesis Preparation 02	1		1																							
ARCH9500	Studio 10: Thesis		1																			1					
ARCH9600	Professional Perspectives												1					1		1			1	1	1	1	1

Appendix 3. The Visiting Team

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V. **Report Signatures**

Respectfully Submitted,

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Team Chair

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Judith Welch Wegner, JD
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