

NAAB + Community College Transfer

Update on 3 years of task force exploration to support affordable access to architectural education

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NAAB Strategic Priorities
Shared Values of the Profession
Task Force @ the NAAB Board

ALIGNMENT WITH NAAB STRATEGIC PLAN, 2021-23

Goal 1: Excellence in Accreditation

Address the needs of society, the profession, and educational institution through an exemplary system of architectural accreditation.

Objective 2: Partnerships with Schools

Serve architecture programs with increasing effectiveness and efficiency, given the growing pressure in higher education to balance the needs of students, outcomes, and cost.

Objective 4: Expanded Institutional Perspectives

Expand efforts to promote unique institutional perspectives, and advocate for expanded access and inclusion of diverse populations to enrich the learning environment.

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SHARED VALUES OF THE PROFESSION

3. Equity, Diversity, and Inclusion

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

NAAB Board Preparatory Education Assessment Task Force, 2021-22

Michaele Pride, Steve Schreiber, Nyx Valerdy (NAAB Board)
Terron Scott (Staff) Randy Steiner, John Dwyer (Public Members)

Background

- The NAAB Board has convened this Task Force for 3 years, to study and understand the multiple, mixed pathways to an accredited degree.
- The initial task force focused on community colleges and published a White Paper in 2019 (quick summary of findings)
- This past year we've focused on the areas most closely related to 2 NAAB Conditions:
 - a. Assessment of Preparatory Education
 - b. Public Information
- This work will continue, and a White Paper will be published in spring 2023

PEA-Task Force Charge for 2021-22

1. Conduct research of NAAB programs to learn about:
 - a. Effective practices of evaluating preparatory education
 - b. How this information is communicated to the public
 - c. Articulation agreements that programs have in place
 - d. Focus on NAAB Conditions 4.3 Evaluation of Preparatory Education and 6.5 Public Information
2. Identify **promising practices and develop guidelines** on the evaluation of preparatory education and articulation agreements **as a resource for programs**

Relevant NAAB Conditions (2020 version)

4.3 Evaluation of Preparatory Education

In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

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

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

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

6.5 Public Information

6.5 Admissions and Advising

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

- 1) Application forms and instructions
- 2) Admissions requirements: admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- 3) Forms and a description of the process for evaluating the content of a non-accredited degrees
- 4) Requirements and forms for applying for financial aid and scholarships

Explanation of how student diversity goals affect admission procedures

Task Force Findings

- There are multiple pathways to an accredited degree...and more are developing
- Community Colleges can provide greater access to education and the profession
- Certification for non-accredited programs seems to be neither viable for NAAB nor desirable or viable for pre-professional programs at this time.
- Processes and experiences for transitions from 2-year and 4-year pre-professional programs vary widely, can be unpredictable, and seldom include accepting transfer of architectural design and other courses
- Some accredited programs make public the schools/programs with which they have articulation agreements, and also publish those articulation agreements.
- NCARB's Education Standards prohibit transfer credit for architecture classes completed at community colleges