Nicole Bass
American Institute of Architecture Students

Dwayne Bohuslav
San Antonio College

Andrew Chin
Florida Agricultural and Mechanical University

Danielle Dent
The Association of Collegiate Schools of Architecture

Shelby Doyle
Iowa State University

Cathi Ho Schar
University of Hawaii at Manoa

Beth Lundell Garver
Boston Architectural College

Mark Pearson
*College of DuPage
Committee Co-Chair*

Shawhin Roudbari
*University of Colorado Boulder
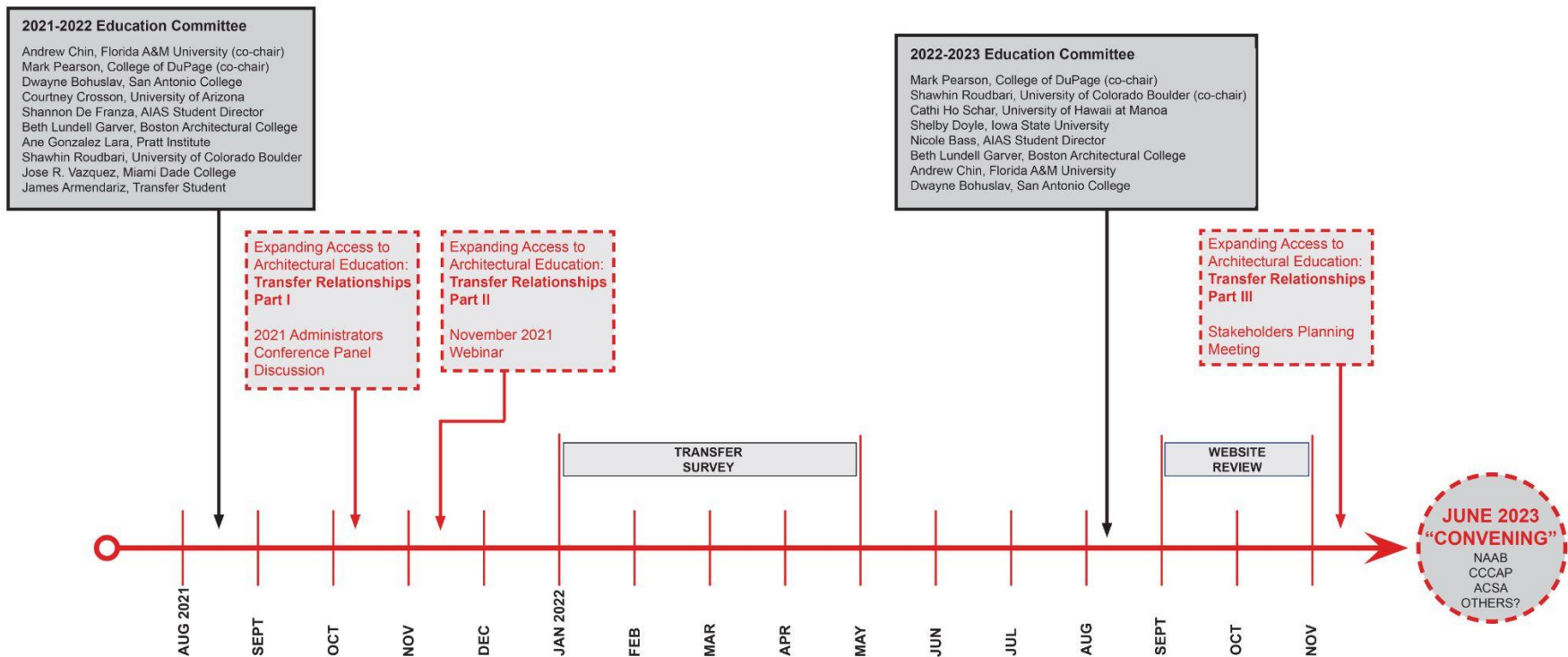Committee Co-Chair*

Education Committee & Charge

Disseminating Best Practices for Successful Community College Transfer. The Education Committee is charged with continuing its work to strengthen articulation between community colleges and professional and pre-professional architecture programs. Building upon the work of the 2021-2022 "Survey on Expanding Access to Architectural Education" and the identification of "transfer-friendly" practices, the committee will: (1) continue research and develop best practices for and identify barriers to achieving smooth transition to 4- and 5-year programs including, but not limited to appropriate general education and disciplinary coursework, portfolio requirements, and testing; (2) develop FAQs/guidance/maps for articulating pathways into 4- and 5- year programs from community colleges; and (3) formulate a plan for a convening of institutions and organizations (eg ACSA, CCCAP, NAAB) seeking to advance community college transfer to take place no later than fall 2023.

HOW DID WE GET HERE?

Expanding Access to Arch Edu: Community College Convening

2021-2022 Education Committee

Andrew Chin, Florida A&M University (co-chair)
Mark Pearson, College of DuPage (co-chair)
Dwayne Bohuslav, San Antonio College
Courtney Crosson, University of Arizona
Shannon De Franza, AIAS Student Director
Beth Lundell Garver, Boston Architectural College
Ane Gonzalez Lara, Pratt Institute
Shawhin Roudbari, University of Colorado Boulder
Jose R. Vazquez, Miami Dade College
James Armendariz, Transfer Student

2022-2023 Education Committee

Mark Pearson, College of DuPage (co-chair)
Shawhin Roudbari, University of Colorado Boulder (co-chair)
Cathi Ho Schar, University of Hawaii at Manoa
Shelby Doyle, Iowa State University
Nicole Bass, AIAS Student Director
Beth Lundell Garver, Boston Architectural College
Andrew Chin, Florida A&M University
Dwayne Bohuslav, San Antonio College

Expanding Access to
Architectural Education:
**Transfer Relationships
Part I**

2021 Administrators
Conference Panel
Discussion

Expanding Access to
Architectural Education:
**Transfer Relationships
Part II**

November 2021
Webinar

Expanding Access to
Architectural Education:
**Transfer Relationships
Part III**

Stakeholders Planning
Meeting

TRANSFER
SURVEY

WEBSITE
REVIEW

AUG 2021 · SEPT · OCT · NOV · DEC · JAN 2022 · FEB · MAR · APR · MAY · JUN · JUL · AUG · SEPT · OCT · NOV

**JUNE 2023
"CONVENING"**
NAAB
CCCAP
ACSA
OTHERS?

ACSA EDUCATION COMMITTEE: COMMUNTY COLLEGE WORK

www.acsa-arch.org

WHY?

- Enhance equitable access to architectural education.
- Create a more inclusive and accessible profession.
- Value diversity at our institutions.
- Address the cost of architectural education.

We believe / advocate for…

- The financial stability of all students
- Community college students deserve fair, transparent, and equitable transfer processes
- Community college coursework can be equal in value to university coursework
- University schools of architecture should accept community college transfer students and place them in a fair and equitable manner
- Community college students should **NOT** be required to repeat coursework and should be given as much credit for discipline coursework as possible
- Community college students enrich the conversations, cultures, and experiences in university studio culture

SOURCE: 2021-2022 ACSA EDUCATION COMMITTEE

www.acsa-arch.org

A TRANSFER FRIENDLY ARCHITECTURE PROGRAM…..

- Awards credit (and placement) for Community College coursework. This includes both general education coursework as well as discipline specific architecture coursework.
- **Makes a good faith effort to give transfer students the highest advanced placement that they are eligible for based on their transcript, coursework and skill level.**
- Awards advanced studio placement for CC design studio coursework.
- Has a written articulation agreements or clearly defined transfer patterns (pathways) in writing and available to potential transfer students to evaluate.
- Ensures that CC transfer students keep moving forward on their pathway towards and accredited architecture degree and **does NOT require community college transfer students repeat prior coursework**.
- Accepts transfer students into a professional or pre-professional degree track.
- Seeks, fosters and maintains relationship with CC architecture programs and reviews transfer agreements regularly.
- Provides transition support, mentoring, and specialized advising for transfer students.

SOURCE: 2021-2022 ACSA EDUCATION COMMITTEE

HOW TO BE TRANSFER FRIENDLY

RELATIONSHIPS
- Develop relationships with your local community college architecture program and identify where you may have common goals and interests.

PATHWAYS
- Create transparent and equitable transfer pathways and processes.
- Avoid the course alignment trap. Look beyond course-by-course alignments by considering groups or bundles of courses.
- Develop strategies to reduce common transfer barriers such as:
  - Studio Placement
  - Curriculum Gaps
  - Financial Barriers
- Include a portfolio review only if necessary.
- Consider flexibility in course sequencing to accommodate various student experiences.

SUPPORT
- Provide advising and support for incoming transfer student to address course sequencing and adjustment (navigation and belonging) to the university.
- Publish transfer agreements and advising contact information for potential transfer students on your websites.
- Document and celebrate your transfer student successes.

SOURCE: 2021-2022 ACSA EDUCATION COMMITTEE

www.acsa-arch.org

Q. Do you accept transfer students from community colleges into your pre-professional (4-year) or professional (5-year) degree program?

5.00%

95.00%

- No
- Yes
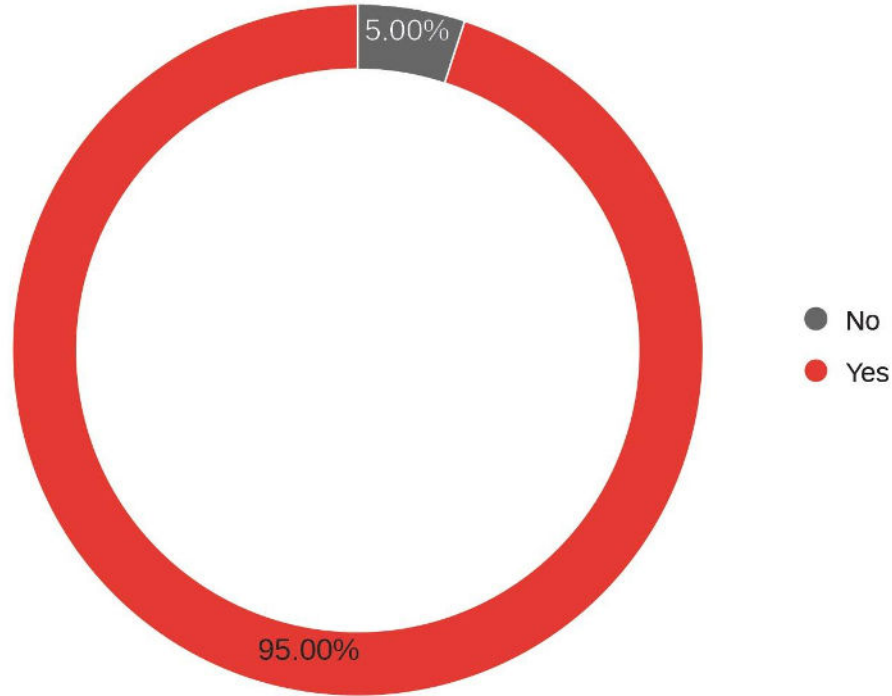
SURVEY RESULTS

Q. Which of the following BEST describes your typical transfer policy?
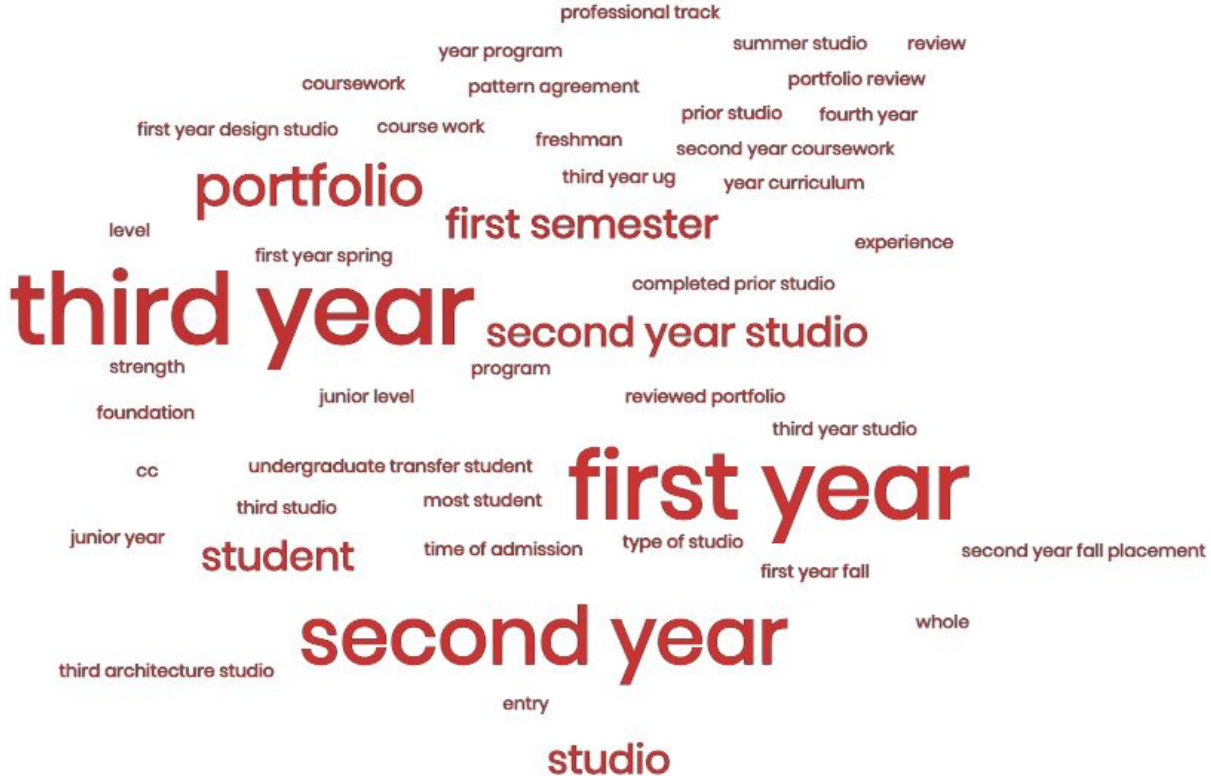
(44%) Accepts **SOME** architecture classes as program requirements. Students are placed into second level studio or higher. May be dependent on portfolio review.

www.acsa-arch.org
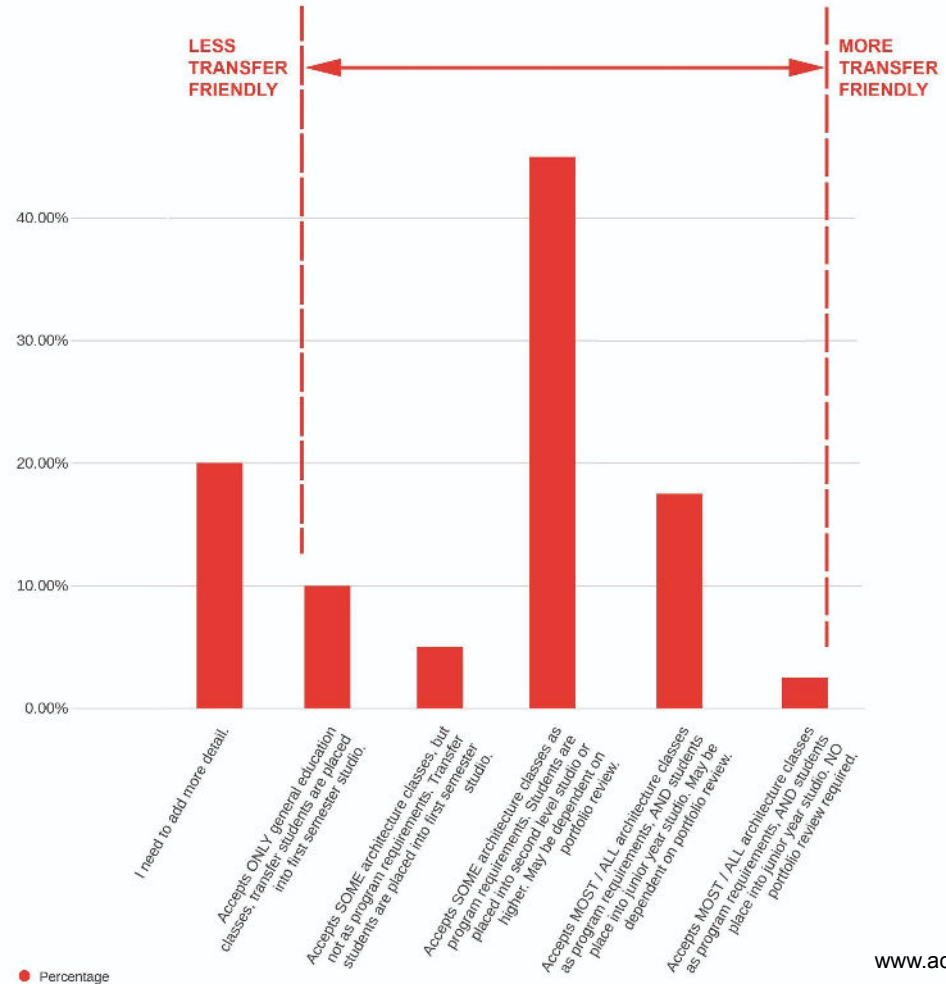
SURVEY RESULTS

**Q.** Where in your studio sequence are transfer students typically placed at your institution?

SURVEY RESULTS

Q. When studio credit is not given, what are the barriers for placement among community college students?

71% Community College design curriculum / portfolio is inadequate

59% Community College classes do not meet our learning objectives

57% Community College does not offer the required curriculum
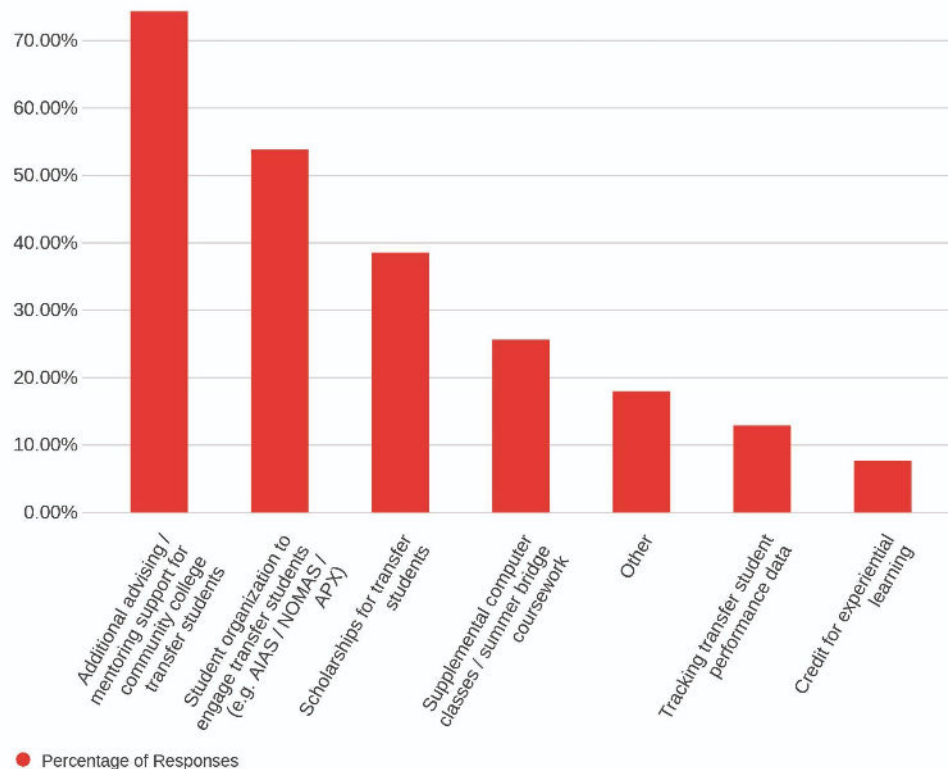

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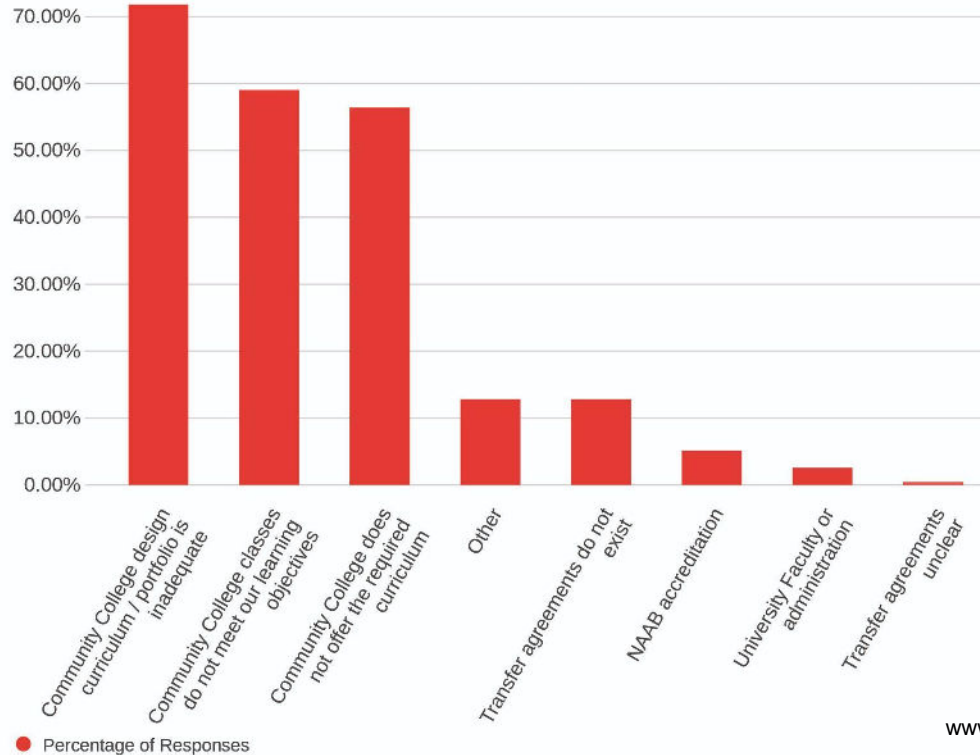
SURVEY RESULTS

Q. In what ways do you support transfer students?

72% Additional advising

53% Student Organizations (NOMAS, AIAS, APX)

39% Scholarships for Transfer Students

25% Supplemental computer classes / summer bridge coursework

- Percentage of Responses

www.acsa-arch.org

WEBSITE REVIEW (All 177 ACSA member schools websites reviewed)

Does the website include any transfer information? **80% YES**

Is the transfer information discipline (Architecture) specific? **41% YES**

Does the website include/reference articulation agreements, transfer patterns or transfer course sequences? **21% YES**

Does the website include any information about anticipated level of transfer placement or studio placement expectations? **11% YES**

Does the website provide direct contact information for CC transfer students? **27% YES**

Does the website list specific CC partner schools? **18% YES**

www.acsa-arch.org

WEBSITE REVIEW (All 177 ACSA member schools websites reviewed)

Websites identified as "best practices" for transfer information. **10%**

How easy to find is the information on the website? **21% Ranked Easy**

How helpful is the information on the website? **18% Ranked Helpful**

WEBSITE REVIEW (COMMITTEE REFLECTIONS)

- **Transfer information was difficult to find overall**: "I would be frustrated if I was a transfer student"
- Google searches often yield the best info.
- Architecture schools websites are often designed for other purposes (visual impact or project portfolios)
- Information and format ranged widely from school to school.
- CC transfer ino often organized in context with other types of transfer.
- **Specificity matters**: Best sites included specific course sequences, alignments and partner programs.
- Some sites seemed to encourage transfer vs. other sites that discouraged by listing reasons that they could not accept studio credit.
- **Most did not indicate potential placement until after acceptance**, often due to portfolio review requirements.
- Even for architecture websites, most info was non-architectural (gen-ed) related.
- Most discipline specific info regarded portfolio requirements.

CONVENING GOALS

Day 1: Stage Setting / Issue Identification
Day 2: Workshop / Action

1. **Goal.** Facilitate networking opportunities for Community College and University programs. Encourage collaboration and foster ongoing relationships.

2. **Goal.** Develop shared, collaborative action plans to facilitate transfer and develop pathways for CC students to complete university degrees with little or no additional time.

3. **Goal.** Flesh out and discuss various difficult issues related to transfer (barriers) and identify ways to address them.

4. **Goal.** Identify more systemic ways in which transfer can be addressed.

5. **Goal.** Identify resources needed to continue this work and commit to future action plans.

COMMUNITY AGREEMENT

Two Things To Keep In Mind & Ways To Do It

1. **Showing up as an active participant.**
   - Respecting the mic: step up and step back to share your thoughts and make space for others.
   - Holding yourself accountable by supporting your argument with evidence
   - Be ready to take notes, share your perspectives, and contribute to the table

2. **Leading with curiosity.**
   - Use "I" statements in order to reflect personal opinions, knowledge, and experiences
   - Try not to make assumptions about others. Ask questions to learn more.
   - Value the different perspectives that all the participants bring here with your language and words