

# ***2023 Visiting Team Report***

Pennsylvania College of  
Technology

School of Engineering  
Technologies / Construction &  
Architectural Technologies  
Division

B.Arch.

Initial Candidacy Visit  
November 13-14, 2023

The logo for the National Architectural Accrediting Board (NAAB) is displayed in large, bold, white letters on a black background. The letters 'N', 'A', and 'B' are significantly larger than the 'A', and they overlap each other.

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## I. Summary of Visit

### a. Acknowledgments and Observations

The visiting team thanks the Pennsylvania College of Technology School of Engineering Technologies, and department of architecture administration, faculty, staff, and students for their generosity and hospitality, as well as the gathering and presentation of site visit materials to support the virtual site visit for the Bachelor of Architecture. The team expresses its thanks to Assistant Dean of Construction and Architectural Technologies Ellyn Lester, and a special thank you to Architecture Department Head and Associate Professor Geoffrey Campbell, for their high level of attentiveness to the team's needs and communication throughout the process. All their hard work leading up to and during the visit helped to make for a productive and enjoyable initial candidacy visit.

“Penn College” currently has an Associate’s Degree of Applied Science as well as a Bachelor of Science in Architecture and Sustainable Design. The program is seeking candidacy for a Bachelor of Architecture, with their student body in mind and how to best prepare them for future careers. Penn College is focused on expanding the pipeline allowing individuals into the profession of architecture and the AEC industry, and the Bachelor of Architecture will allow for a shorter timeline to licensure. In addition to the new degree, Penn College is an open admissions institution allowing greater access to higher education.

The department of architecture is currently located in the LEC building and is planning to move to the fourth floor of the ACC building in fall of 2024. The team was impressed by the speed and dedication with which the college and school moved to find additional space and funding for the growing program. Students, faculty, and staff are looking forward to moving into the renovated and expanded space that is currently under construction. In conversations with the Dean of Engineering Technologies Dr. Bradley Webb and Interim Provost Joanna Flynn, the commitment to the program clearly extends beyond the new spaces. The college benefits from its size and structure in the flexibility it is awarded to complete task items in an exceptional amount of time including the new space for the department, faculty lines for the expanding program, and funding for additional items.

The department of architecture is focused on creating well rounded individuals prepared for many career paths. Their hands-on focus allows for creative thinking and practical applications. While many courses in the B.Arch. program have not yet been taught to the new cohort, they have been previously taught and slated to be building blocks of the program. Abstracts for future courses outline a focus on sustainability that is interwoven through years and courses, and act as a beacon for those interested in sustainable design.

In virtual visit meetings and conversations with faculty, staff, and students, the sense of community in the department of architecture was evident. All cohorts with whom the team met were happy and supportive of the program and excited about the growth of the department and the B.Arch. degree. The overwhelming support of students was highly visible from faculty, staff, and administration. The passion and enthusiasm that they all share for the students and education was clear throughout the visit.

Thank you again to all those who participated in the visit and who cultivate the kindness and sense of pride in the architecture program.

b. Conditions with a Team Recommendation to the Board as Not Achieved

**Not Met**

PC.8 Social Equity and Inclusion

SC.1 Health Safety and Welfare in the Built Environment

5.2 Planning and Assessment

**Not Yet Met**

PC.1 Career Paths

PC.2 Design

PC.3 Ecological Literacy and Responsibility

PC.4 History and Theory

PC.5 Research and Innovation

PC.6 Leadership and Collaboration

PC.7 Learning and Teaching Culture

SC.2 Professional Practice

SC.3 Regulatory Context

SC.4 Technical Knowledge

SC.5 Design Synthesis

SC.6 Building Integration

5.3 Curricular Development

## II. Progress Since the Previous Site Visit

Not applicable for initial candidacy visits.

## III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

**2023 Team Analysis:** Not Applicable as the eligibility visit was under 2020 Conditions and Procedures.

## IV. Compliance with the 2020 Conditions for Accreditation

### 1—Context and Mission (*Guidelines, p. 5*)

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Described

## **Program Summary Statement of 1 – Context and Mission**

Pennsylvania College of Technology, a public institution located in north central Pennsylvania, offers certificates, associate's, bachelor's and master's degrees, in more than 100 majors, emphasizing hands-on learning.

The architecture program began in 1941 to assist the war effort. The program transitioned to an associate degree in the mid-1960's, and almost fifty years later, a B.S. degree was added in 2009.

The five-year professional Bachelor of Architecture (B.Arch.) is intended for those who wish to pursue a career as a practicing architect. The program focuses on four main areas: building fundamentals, design, technology, and sustainability. The B.Arch. Offers students an in-depth engagement in the fields of architecture and sustainability, augmented by the broader Penn College mission of applied technical innovation and hands-on learning. The major promotes a healthier, more energy efficient way to build, which reduces negative environmental impacts and slows the depletion of natural resources. Students study sustainable approaches to materials, construction, site design, building design, community planning and the generation and conservation of energy. In addition, students receive training in building science fundamentals and are introduced to historic preservation and the renovation and reuse of existing buildings. Graduates should be equipped with the knowledge to design buildings that make positive contributions to their communities.

### **2023 Team Analysis:**

Pennsylvania College of Technology (PCT) is located in a rural area in north central Pennsylvania and offers associate's, bachelor's, combined bachelor/master's, and master' degrees, along with certificates and competency credentials in around 100 majors. Penn College provides an academic environment with modern facilities, an exceptional array of student-centered services and academic programs with an overall graduation placement rate of 96% in high demand industries. This is consistent with their vision "to cultivate a diverse community of innovators and creators determined to shape a better tomorrow." Historically the college was founded as a vocational high school that served the mission of teaching "applied technologies." The institution has continued to grow and evolve from these roots, first offering architecture courses in 1941 as part of the Williamsport Technical Institute to their current candidacy for accreditation for a Bachelor of Architecture as the Pennsylvania College of Technology which will further define the close alignment with hands-on experiential learning opportunities that are responsive to career focus education and is as stated mission of "inspiring and preparing tomorrow's makers - the next generation of industry leaders - with real-world experience and innovative spirit."

The engineering school and architecture department describes their role in relation to the larger context of the university as an integral part of the college and school where the architecture department has influenced and is influenced by each in turn. As such, the department fully embraces the college's mission to prepare the next generation of industry leaders by integrating real-world experience throughout the program. In addition to the obvious connection to industry, this has led to an ongoing focus on sustainability that is still a primary focus of the department today. The department of architecture is also involved in a larger context beyond the college through their participation in field trips to architect's offices, access to local and national organizations such as the solar decathlon, green building fairs, and field trips both nationally and internationally, providing not only global connections, but also multi-disciplinary connections to the built world.

Interviews with the program director, dean, and provost further reinforced the supportive culture and context between the college, the schools, and the architecture department. There is clear evidence of commitment to the B.Arch. program through the assignment of resources for the doubling of space at the ACC fourth floor, the development of course and program objectives over the past two years to align with NAAB objectives, provision for equipment and materials as part of a yearly budgeting process, and the ability for new initiative and budget line items throughout the year once the rationale and demonstrated need is expressed.

## 2—Shared Values of the Discipline and Profession (Guidelines, p. 6)

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

**Design:** Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession. (p.7)

**Environmental Stewardship and Professional Responsibility:** Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them. (p.7)

**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. (p.7)

**Knowledge and Innovation:** Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline. (p.8)

**Leadership, Collaboration, and Community Engagement:** Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work. (p.8)

**Lifelong Learning:** Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings. (p.8)

### Described

#### 2023 Team Analysis:

Design is a strong part of the PCT curriculum and life for students attending. Each semester, beginning in the second semester of the program, students have a required studio. This sequence culminates in two semesters of capstone studio. Studios range from introductory design, sustainability design, technology enhanced studios, and more. Ongoing efforts to promote and live the shared value in design include study abroad experiences, student galleries, guest lectures, and Capstone galleries. Several of the items above are included in the strategic plan, and long-range planning includes an annual review of the shared values to be shared with the Architecture Advisory Committee.

**Environmental Stewardship and Professional Responsibility** are a significant value at PCT. Most classes have sustainability as part of its curriculum and the college's technology is very strong in terms of environmental stewardship. Every student takes the LEED Green Exam, thus having over 80% graduate with some sort of LEED certificate at graduation. Faculty also have Passive House and LEED certifications. Ongoing efforts to promote and living the shared value in environmental stewardship and professional responsibility include the solar decathlon, the learning and teaching culture policy, environmental stewardship woven in the program, AXP advisor conversations, campus recycling initiatives, and optional minors in sustainability. Several of the items above are included in the strategic plan, and long-range planning includes an annual review of the shared values to be shared with the Architecture Advisory Committee.

**Equity, diversity, and inclusion** play a large role in the access to architectural education. With its rural setting and open application process, the college creates diverse entry points to the profession. In addition, they offer an associate degree, baccalaureate degree, and are in the process of offering the B.Arch. degree which will allow for multiple paths to complete an architectural degree. They also accept many transfer students from surrounding community colleges. Ongoing efforts to promote and live the shared value in equity diversity and inclusion include open enrollment, inclusion policies and information, scholarships, code of conduct, tutoring, and mentoring programs. Several of the items above are included in the strategic plan, and long-range planning includes an annual review of the shared values to be shared with the Architecture Advisory Committee.

**Knowledge and Innovation** is introduced by the program and develops and re-enforces understanding of design as a multidimensional process via various design studio courses throughout the five years of curriculum. Many courses include lecture and lab time to allow for research, discovery, and application of concepts. Because of the strong focus on sustainability, classes often include the most recent developments in technologies. Ongoing efforts to promote and live the shared value in knowledge and innovation include the solar decathlon, alumni day, field trips, guest lecturers, library orientation, and Dr. Welch's workspace. Several of the items above are included in the strategic plan, and long-range planning includes an annual review of the shared values to be shared with the Architecture Advisory Committee.

**Leadership, Collaboration and Community Engagement** is covered within classes and outside of classes and often is directly linked to sustainability and design. Classes that demonstrate this are BSD 322 - Sustainable Community Planning and Design, and ARCH 432 - Architectural Studio VI. Ongoing efforts to promote and live the shared value in leadership collaboration and community engagement include the solar decathlon, field trips, guest lectures, and the architectural club. Several of the items above are included in the strategic plan, and long-range planning includes an annual review of the shared values to be shared with the Architecture Advisory Committee.

**Lifelong Learning** at PCT is a shared responsibility between academic and practice settings. The primary reference to Lifelong Learning was the Information Literacy portion of the BSD 322 syllabus. However, in the supplemental information provided, it was evident that lifelong learning is carried as a shared value through the program in many ways. Ongoing efforts to promote and living the shared value in lifelong learning include alumni day, interactions with local professionals, guest lectures and juries, career fairs and internship opportunities, and library research efforts. There are also broad references to the office of Student Engagement and their focus on co-curricular learning, transitions, social awareness, diversity, leadership development and creating a passion for lifelong learning, they are not curriculum specific. Several of the items above are included in the strategic plan, and long-range planning includes an annual review of the shared values to be shared with the Architecture Advisory Committee.

### **3—Program and Student Criteria** *(Guidelines, p. 9)*

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

#### **3.1 Program Criteria (PC)** *(Guidelines, p. 9)*

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

**PC.1 Career Paths**—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge. *(p.9)*

**Not Yet Met**

### 2023 Team Analysis:

The condition is not yet met. As noted in the matrix, ACH 101 and BSD 482 are intended to meet this criterion. ACH 101 provides an overview of the path to licensure through lectures and exams. The abstract for BSD 482 outlines a course that will expand on ACH 101 while providing additional content on career paths and opportunities. Other programming supporting professional practice includes college activities such as job postings, career fairs, and the Wildcat Mentoring Program. The program is assessing student learning and working on developing assessment benchmarks and implementation of findings. This process will be reviewed upon completion of teaching required identified courses. These findings were confirmed during the site visit via review of team room documents and conversations with students.

**PC.2 Design**—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. (p.9)

**Not Yet Met**

### 2023 Team Analysis:

The condition is not yet met. As noted in the matrix, BSD 322, BSD 432, BSD 452, BSD 472, and BSD 492 are intended to meet this criterion. BSD 322 intends to provide a focus on sustainable site design fundamentals, while the other courses are studios with design focus and implementation. The program is assessing student learning and working on developing assessment benchmarks and implementation of findings. The assessment process has not yet been completed as some courses are not yet taught. These findings were confirmed during the site visit via review of team room documents.

**PC.3 Ecological Knowledge and Responsibility**—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. (p.9)

**Not Yet Met**

### 2023 Team Analysis:

The condition is not yet met. As noted in the matrix, ACH 262, BSD 322, BSD 340, and BSD420 are intended to meet this criterion. ACH 262 introduces the overall concept of sustainability. The abstracts for BSD 322 outline a studio focused on passive design, BSD 340 outlining high-performance standards, and BSD 420 outlining a focus on renewable energy technologies. Other programming supporting ecological knowledge and innovation includes all students of the program taking the LEED Green Associates Exam with an 80% plus pass rate. The program is planning to assess student learning and working on developing assessment benchmarks. At this time data has not been collected, aggregated, or changes implemented as courses are still in progress. These findings were confirmed during the site visit via review of team room documents.

**PC.4 History and Theory**—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. (p.9)

**Not Yet Met**

### 2023 Team Analysis:

The condition is not yet met. As noted in the matrix, ACH 112, ACH 272, and BSD 442 are intended to meet this criterion. ACH 112 covers architectural history up to the modern movement and has been taught. ACH 212 is currently being taught and covers the history of the modern movement. The abstract



for BSD 442 outlines a course that will cover architectural theory. Assessment has not yet taken place for this criterion. These findings were confirmed during the site visit via review of team room documents.

**PC.5 Research and Innovation**—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field. (p.9)

**Not Yet Met**

**2023 Team Analysis:**

The condition is not yet met. As noted in the matrix, BSD 420, BSD 432, BSD 472, and BSD 492 are intended to meet this criterion. Each of these courses has not yet been taught. The abstract for BSD 420 outlines a course that will focus on climate and energy related systems. The other courses listed are in development and aim to incorporate research objectives. Assessment has not yet taken place for this criterion. These findings were confirmed during the site visit via review of team room documents.

**PC.6 Leadership and Collaboration**—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems. (p.9)

**Not Yet Met**

**2023 Team Analysis:**

The condition is not yet met. As noted in the matrix, BSD 322 and BSD 432 are intended to meet this criterion. The abstract for BSD 332 outlines a focus on sustainable design and the architect's role in community design and planning, while BSD 432 is a design studio focusing on a collaborative commercial project. Courses have not yet been taught at the time of visit. Assessment has not yet taken place for this criterion as courses have not yet been taught. These findings were confirmed during the site visit via review of team room documents and conversations with students.

**PC.7 Learning and Teaching Culture**—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. (p.9)

**Not Yet Met**

**2023 Team Analysis:**

The condition is not yet met. As noted in the matrix, BSD 482 is intended to meet this criterion. The abstract for BSD 482 outlines a course that will expand on professional practice topics including ethics and culture. Other programming supporting learning and teaching culture includes the Learning and Teaching Culture Policy. This policy was created in the Fall of 2023 with the help of faculty, staff, administrators, and students. It is intended to be reviewed and revised yearly, with the first review slated for Fall 2024. Assessment has not yet taken place but is planned. Students spoke highly of the process and document. These findings were confirmed during the site visit via review of team room documents and conversations with students.

**PC.8 Social Equity and Inclusion**—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. (p.9)

**Not Met**

**2023 Team Analysis:**

The condition is not met. As noted in the matrix, BSD 322 and BSD 482 are intended to meet this criterion. The abstract for BSD 322 outlines a course focused on the application of sustainability to sites

at multiple scales. The abstract for BSD 482 outlines a course focused on the running of an architectural firm and career paths. While both courses are planned to be taught in coming years, the lack of information and focus on social equity and inclusion is a concern for the team. Additional programming noted to meet this condition include the annual learning and teaching culture policy review as well as the mentoring program. There is a lack of direction and connection from course content to social equity and inclusion that allows for understanding of diverse cultural and social concepts, and the inclusion of different backgrounds, resources, and abilities. These findings were confirmed during the site visit via review of team room documents and conversations with faculty and students.

### **3.2 Student Criteria (SC): Student Learning Objectives and Outcomes** *(Guidelines, p. 10)*

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

**SC.1 Health, Safety, and Welfare in the Built Environment**—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. *(p.10)*

**Not Met**

#### **2023 Team Analysis:**

The condition is not met. The program denotes ACH 141 to meet this condition through lectures, presentations, and exams. The team's review found basic coverage of health, safety, and welfare, but not at a level of understanding. Additionally, the criteria require health, safety, and welfare to be understood at multiple scales, which is not present in ACH 141. The program is currently assessing student learning via grades on quizzes and exams but lacks benchmarks that integrate with course content or the condition. There is no note or recommendation of findings that lead to improvements or alterations; thus, the assessment cycle has not been completed. These findings were confirmed during the site visit via review of team room documents.

**SC.2 Professional Practice**—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects. *(p.10)*

**Not Yet Met**

#### **2023 Team Analysis:**

The condition is not yet met. As noted in the matrix, ACH 101 and BSD 482 are intended to meet this criterion. ACH 101 provides an overview of regulatory requirements and business processes through lectures, in person tours, and exams. The abstract for BSD 482 outlines a course that will expand on ACH 101 while providing additional content on ethics, firm management, and contracts. The program is assessing student learning and working on developing assessment benchmarks and implementation of findings. This process will be reviewed upon completion of teaching required identified courses. These findings were confirmed during the site visit via review of team room documents and conversations with students.

**SC.3 Regulatory Context**—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. *(p.10)*

**Not Yet Met**

#### **2023 Team Analysis:**

The condition is not yet met. As noted in the matrix, ACH 141 and BSD 482 are intended to meet this criterion. ACH 141 covers the IBC, IRC, and ADA in relation to buildings. The abstract for BSD 482

outlines a course that will expand on ACH 101 while providing additional content on life safety and architects process of reviewing regulations for projects. The program notes they are assessing student learning in ACH 141 but lack firm benchmarks and information on how data is aggregated to create measurable change. Assessment has not yet taken place for BSD 482 as the course has not yet been taught. These findings were confirmed during the site visit via review of team room documents.

**SC.4 Technical Knowledge**—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. (p.10)

**Not Yet Met**

**2023 Team Analysis:**

The condition is not yet met. As noted in the matrix, ACH 239, ACH 253, BSD 340, and BSD 420 are intended to meet this criterion. ACH 239 covers methods of construction and placement of plumbing, electrical, and HVAC systems in lectures and assignments. The abstract for ACH 253 outlines a focus of building structural systems, BSD 340 abstract outlines further refinement and coordination of methods of construction, and BSD 420 plans to cover renewable energy. Other programming supporting technical knowledge includes the Solar Decathlon. Assessment has not yet taken place for this criterion as courses have not yet been taught. These findings were confirmed during the site visit via review of team room documents.

**SC.5 Design Synthesis**—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. (p. 12)

**Not Yet Met**

**2023 Team Analysis:**

The condition is not yet met. As noted in the program provided matrix, BSD 432 and BSD 452 are intended to meet this criterion and have not yet been taught at the time of the visit. Course abstracts note the capstone project will integrate design with building technology and will emphasize sustainability technologies by making the program a net-zero building. The assessment has been defined through a rubric but has not been used as of yet, nor has the assessment been used to redefine course. These findings were confirmed during the site visit via review of team room documents.

**SC.6 Building Integration**—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. (p. 12)

**Not Yet Met**

**2023 Team Analysis:**

The condition is not yet met. As noted in the program provided matrix, BSD 472 and BSD 492 are intended to meet this criterion and have not yet been taught at the time of the visit. Course abstracts outline a project that will integrate design with building technology and integrative design solutions of scale. The assessment has been defined through a rubric but has not been used as of yet, nor has the assessment been used to redefine course. These findings were confirmed during the site visit via review of team room documents.

#### 4—Curricular Framework (Guidelines, p. 13)

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

##### 4.1 Institutional Accreditation (Guidelines, p. 13)

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

Met

##### 2023 Team Analysis:

A copy of the Middle States Statement of Accreditation Status (SAS) can be found on the web at <https://www.msche.org/institution/o581/>

##### 4.2 Professional Degrees and Curriculum (Guidelines, p. 13)

The NAAB accredits 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.

- 4.2.1 **Professional Studies.** Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students. (p.13)
- 4.2.2 **General Studies.** An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge. In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution. (p.14)
- 4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors. (p.14)

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

- 4.2.4 **Bachelor of Architecture.** The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.
- 4.2.5 **Master of Architecture.** The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.
- 4.2.6 **Doctor of Architecture.** The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

**Met**

#### 2023 Team Analysis:

The Program is a Bachelor of Architecture program with 151 credits required. Information was verified via the college's catalog at <https://www.pct.edu/catalog/majors/arc>

#### 4.3 Evaluation of Preparatory Education *(Guidelines, p. 16)*

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. 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.

**Met**

### 2023 Team Analysis:

Coursework is evaluated by the department head or a subject-matter faculty. Students must provide syllabi or course abstract for courses that have not been previously reviewed. If it has been previously reviewed information is stored in a database. Based on the review, credit is approved or denied and uploaded by the registrar's office. Forms used during this process were reviewed during a meeting with admissions and advising. Preparatory education is not used to meet NAAB requirements. If any transfer credits were achieved during the preparatory phase, they are evaluated as noted above.

On the main program web page, there is a section specifically for transfer procedures. This section states in detail that coursework examples may need to be submitted when reviewing architectural course transfers from other institutions. The department head will review and make a decision regarding transfer credits and their alignment with NAAB criteria. This process and its documentation were reviewed by the team during a meeting with admissions and advising.

## 5—Resources

### 5.1 Structure and Governance *(Guidelines, p. 18)*

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

- 5.1.1 **Administrative Structure:** Describe the administrative structure and identify key personnel in the program and school, college, and institution.
- 5.1.2 **Governance:** Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

### Met

### 2023 Team Analysis:

PCT is headed by Dr. Mike Reed, University President and assisted by Dr. Neslihan Alp, VP for Academic Affairs and Provost. The college has three academic schools, and the architecture program is housed within the School of Engineering Technologies and within the division of Construction and Architectural Technologies. Dr. Brad Webb is the dean and Ellyn Lester is the assistant dean of this division. The architecture department is headed by Geoff Campbell.

Penn College has five Governance committees which are composed of interested faculty, staff and students. These committees are Academic Standards and Issues, Curriculum, Student Affairs, College Council and Election, and Communications. These committees make decisions that directly affect life at the college. Students in good standing can apply to serve on a committee as a student-at-Large, which gives them full participation membership. Department heads at Penn College are appointed by the assistant dean for their division. Department heads are responsible for the department's budget and the scheduling of courses. Faculty do not report to the department head, but to the assistant dean of their division.

### 5.2 Planning and Assessment *(Guidelines, p. 18)*

The program must demonstrate that it has a planning process for continuous improvement that identifies:

- 5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.



The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

**Not Demonstrated**

**2023 Team Analysis:**

PCT is focused on preparing the next generation of industry leaders with real world experience and an innovative spirit. Part of their fulfillment of this goal is to achieve NAAB accreditation. The 2022-2026 Strategic Plan outlines progress towards NAAB accreditation as its first goal, as well as other goals such as achieve eligibility/candidacy by summer of 2024, increase the architecture department dedicated space by 50% in 2025, grow the Advisory Board to 9 by 2025, purchase a scanner by 2026, develop an equity policy by 2023, develop a learning and teaching culture policy by Fall of 2023, develop an architecture department mission statement by fall of 2023, verify approach to badging/credentials and immersion areas, and continue existing marketing efforts. Specificity to meet NAAB conditions and how that is woven into strategic goals is missing.

Key performance indicators provided via the APR include NAAB eligibility and candidacy, as well as many of the other goals listed in the program's multiyear strategic objectives. While many of these goals are geared towards the unit, they do not touch on key indicators in reference to course and assessment outcomes for PCs and SCs. Performance indicators for course assessment rely on benchmarks focused on passing grades and rarely include benchmarks geared towards content or the conditions. Multiyear goals provided by the program have proved to be successful as they have made great progress towards them including this visit for Candidacy, major renovations underway for a dedicated architecture space, adding two members to the advisory board, implementation of the Learning and Teaching Culture, and several others. While these strides are wonderful and show great effort, additional efforts of goals and detailed achievements to the NAAB conditions are missing.

Of the many strengths, some include a good faculty to student ratio, the B.Arch. degree and benefits it will provide students, upgraded spaces and tools for the program, and increased marketing efforts. Weaknesses include emphasizing the design process in all studios and the need to update facilities, both of which are in the works. The Architecture Advisory Committee meets twice a year and provides input on the curriculum as well as the NAAB accreditation process. The board includes five local architects, a construction manager, an educator, and a manufacturing executive which leads to a broad input of external ideas and practitioners. Input is also collected at career fairs by PCT.

The first cohort for the B.Arch. program started in fall of 2022, with targeted initial accreditation by spring 2028. While PCT is on their way with plans laid out, they have not scaled up or implemented a cycle towards continuous improvement. And their strategic objectives do not match NAAB objectives. The process of assessment lacks benchmarks and learning outcomes that can be reviewed, data aggregated, and edits implemented.

**5.3 Curricular Development** *(Guidelines, p. 19)*

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:

- 5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.
- 5.3.2 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.

**Demonstrated**

**2023 Team Analysis:**

Program goals have been identified for the existing associate degree as well as the B.Arch. degree that is in progress. Each goal is listed and paired with match NAAB criteria. They conduct a program review every five years, which will culminate in a review of the program goals, NAAB criteria, and NAAB assessment. Goals and thoughts are tracked through the map via markers including introducing, developing, and reinforcing content. Required student outcomes are identified via the assessment process, and once during a five year period all data is collected and used to evaluate curriculum changes.

The curriculum committee reviews and approves curriculum proposals and ensures adherence to curriculum related standards. The assistant dean reviews and refines department planning efforts while also suggesting initiatives to the department, reviewing curriculum documents before submittal, and maintaining communication through the development process. The department head works with faculty to develop goals, generates annual assessment reports, conducts periodic program reviews, and uses course level assessments to suggest edits. The advisory committee suggests a course of action based on industry trends, provides input on planning efforts, reviews recent student work, and provides employer feedback. The faculty conducts course assessments, proposes changes to courses and curriculum, participates in advisory committee meetings, and works with the department head.

#### **5.4 Human Resources and Human Resource Development** *(Guidelines, p. 19)*

The program must demonstrate that it has appropriate and adequately funded 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:

- 5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
- 5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.
- 5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- 5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

#### **Demonstrated**

##### **2023 Team Analysis:**

The program currently hosts 100-105 students, and there are six full time faculty, with a job search currently underway to add another. In addition, one faculty is looking to retire shortly and will be replaced. Both positions have been approved with the dean, provost and president. The benefits package is described including the opportunities to pursue professional development that includes access to new technologies, and \$350/faculty for annual memberships. In addition, the faculty indicated they had the ability to apply for grants for conferences that were almost always awarded.

Dorothy Gerring self-identified herself as the NCARB Advisor, which was further reinforced by the students who confirmed that they had all attended at least one presentation on licensing this year, with additional support for those students who wanted more dialogue. Dorothy also indicated that she just recently attended the NCARB Licensing Advisor Summit. There is an academic advisor assigned to every student, with the ability to easily switch to ensure that all student-teacher relationships are in alignment. Career services assist in career explorations during and after college by providing multiple networking and recruitment opportunities as further described in the APR. Counseling and health services are provided on an individual basis.



### **5.5 Social Equity, Diversity, and Inclusion** *(Guidelines, p. 20)*

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
- 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.
- 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.
- 5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

#### **Demonstrated**

#### **2023 Team Analysis:**

The college has several formal policies in place to aid in diversity and prevent discrimination including their diversity statement, value statements, sexual harassment policy, discrimination policy, and others. Students complete an online harassment and discrimination course in their first year, and faculty take it every three years. In 2020-21 the college created an inclusion taskforce that conducted a campus climate survey whose findings are being used for future initiatives. In 2022 the college hired Nathaniel Woods Jr. in the new position Special Assistant to the President for Inclusion Transformation. In this role he is working to engage and improve inclusive practices at every level.

Current faculty diversity is 25% female and 75% male. It is also an entirely white faculty. Faculty is benchmarked against the student population and comes close to matching the gender ratio but is lacking in diversity compared to the student body identifying 19% as non-white. Plans to increase this diversity will take place at the retirement of a male faculty member in 2023, whose search is currently underway with top candidates being female. Their small team of staff shows diversity in gender.

After completing their Middle States Accreditation, the program is working on revising their strategic plan to incorporate items to increase student diversity. As an open enrollment institution, student diversity is not a deciding factor due to the unique admissions process. Diversity is, however, a deciding factor in how PCT markets their programs and the locations in which they do so. Currently the architecture program reports 19% of its students as a minority, compared to PCT's 12.9%. The program noted the discrepancy in student gender ratios to those of the faculty and used this as a tool when reviewing new faculty applicants.

The college has a nondiscrimination statement on their webpage that everyone is required to follow. Additional items supporting social equity, diversity, and inclusion include the implementation of gender-inclusive housing options, the student information system allowing all to show their preferred name and pronouns, new institutional Land Acknowledgement Statement recognizing the Indigenous people that were located where Penn College is located, and Safe Zone Training.

PCT's Disability and Access Resources Office provides a comprehensive suite of services across campus to meet students, faculty, and staff needs. They also provide guidance to the Accessibility of Information and Media Committee who aid in meeting different use needs, preferences, and situations through

universal design and access. Students are also able to document disabilities and request accommodation, adjustments, and aids as needed. Professional development sessions are offered on the topic of accessibility as well.

### **5.6 Physical Resources** *(Guidelines, p. 21)*

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

- 5.6.1 Space to support and encourage studio-based learning.
- 5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
- 5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- 5.6.4 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, off-site, or hybrid formats have on digital and physical resources.

#### **Demonstrated**

#### **2023 Team Analysis:**

This condition is demonstrated. Classrooms, offices, and studio space are currently located in the Lifelong Education Center (LEC). Two large classrooms have been designated for studios where there are desks for each student and adjacent restrooms and jury space. The studio spaces are home to student worktables, a graphics area for hand drawing and modeling, plotters, laser cutter, 3D printers, and additional technology and equipment. The program has requested additional space, which is now in progress as the architecture department plans to move to the fourth floor of the Klump Academic Center (ACC). This move will allow for an increase in studio space from 48 desks to 141 desks, thus allowing each student to have their own dedicated studio workstation.

In addition to the studio spaces, there are five additional classroom spaces. Three of the existing rooms are configured with computer workstations and are shared with other departments. In the new spaces, there will be two computer rooms dedicated to the architecture department. Two current classroom spaces are used for lectures and contain a projector and instructor's station. The new space will have three lecture spaces. Additionally, the new space will include two dedicated jury spaces, two gallery spaces and a kitchen available to students as well as faculty. Additional spaces across campus include the DJG Auditorium, the Gallery at Penn College, and Penn's Inn at Bush Campus Center. The Dr. Welch Workspace is also located on campus where students have access to equipment, tools, and raw materials supporting innovation. Most full-time faculty members have a private office, while two share a larger office space. Offices are used for classroom prep, research, mentoring, and advising. In the new architecture space, there will be seven private faculty offices. While most courses in the B.Arch. program are taught in person, several courses are taught on PCT's online learning platform P.L.A.T.O. The college also uses Starfish to track student success rates and retention.

### **5.7 Financial Resources** *(Guidelines, p. 21)*

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

#### **Demonstrated**

#### **2023 Team Analysis:**

This condition is demonstrated. For the 2021-22 academic year, the architecture department's direct costs and additional administrative cost compared to the department's revenue during the same period

showcases a positive revenue stream at the end of the year. This revenue is being used for the department's expansion and relocation.

The budgetary concerns for the department during the next few years are the expansion and relocation of the department to the ACC building and the replacement and expansion of the faculty needed to support the B.Arch. curriculum. The department was able to hire a new faculty member this past summer. The process to replace a retiring faculty member is in process. It is not clear when a person will be identified and then start but it is clear this is happening. As for additional faculty members in the future as needed by the new program, the process in requesting the need for a new faculty member has been constantly elaborated to us from the department head to the provost. The above information was confirmed in meetings with administration and faculty. The program's open communications showcases the full support of the program and willingness to find funds as needed.

### **5.8 Information Resources** *(Guidelines, p. 22)*

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture 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 discipline-relevant information services that support teaching and research.

#### **Demonstrated**

#### **2023 Team Analysis:**

Pennsylvania College of Technology advances the needs for robust information resources for their students, faculty, and staff in their two-story Madigan Library. The library has archives and special collections that consist of 86,311 print volumes, 268 print subscriptions, 191 database subscriptions, 130,000 online journals and 70,000 ebooks. As a subset within their collection, they provide access to almost 10,000 books and ebooks and 55 printed periodicals related specifically to architecture, building construction, construction management, HVAC, civil engineering, and surveying.

The Madigan Library includes spaces for students to gather, collaborate and study in their group study rooms, four computer rooms, a café, and art gallery. In 2018 the library added a Virtual Reality Room that is used by faculty and students for academics and leisure.

The library also provides integrated resources and on-line access with a campus wide student to computer ratio of 3:1. Jessica Urick Oberlin is the architecture liaison for the library who provides both classes and online support and clearly demonstrated her willingness to support students in developing their research skills. Her recent involvement in the study abroad program and her leadership in the Women in Construction is also a testament to both her and the college's commitment to the student experience. The above evidence was confirmed in conversations with faculty and students, as well as the architectural librarian.

## **6—Public Information**

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

### **6.1 Statement on NAAB-Accredited Degrees** *(Guidelines, p. 23)*

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

**Met**

**2023 Team Analysis:**

The college's catalog (<https://www.pct.edu/catalog/majors/arc>) and the program website (<https://www.pct.edu/academics/et/architecture-sustainable-design/bachelor-architecture>) have the required NAAB statement listed for programs in candidacy.

**6.2 Access to NAAB Conditions and Procedures** (*Guidelines, p. 23*)

The program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) *Conditions for Accreditation, 2020 Edition*
- b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) *Procedures for Accreditation, 2020 Edition*
- d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

**Met**

**2023 Team Analysis:**

The documents listed above are provided on the program website at (<https://www.pct.edu/catalog/majors/arc>).

**6.3 Access to Career Development Information** (*Guidelines, p. 23*)

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

**Met**

**2023 Team Analysis:**

The college provides a center for career design as both a physical space and a virtual space that brings students, alumni, and industry partners together for all things career related. Career services assist in career exploration during and after college by providing multiple networking and recruitment opportunities including a job posting board, virtual career fair platforms, physical career fairs in the fall and spring, and the Wildcat Mentor Program.

**6.4 Public Access to Accreditation Reports and Related Documents** (*Guidelines, p. 23*)

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates

- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and inclusion

**Met**

**2023 Team Analysis:**

APR provided links to the Bachelor of Architecture program website which contains resources for the above listed items. Their link provides an overview of program goals, course requirements, which provides direct links to the NAAB website within the college website with reference to their status as pursuing initial candidacy for accreditation.

**6.5 Admissions and Advising** *(Guidelines, p. 24)*

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:

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

**Met**

**2023 Team Analysis:**

The PCT admissions webpage contains the forms and instructions to create an application. The webpage also has tabs for the following categories: admissions process, first year students, transfer students, international students, returning students, graduate students, non-degree students, accepted students, financial aid, scholarships, veterans and military aid, and first year cost calculator. Admission requirements can be found at the admissions process tab, as well as specific information in the respective tabs. Under the transfer student tab, there is a transfer policy which reviews the process for evaluating content of degrees.

The financial aid and costs tab has links to apply for aid, estimate cost before aid, aid notification, and questions. Additional links describe the forms and requirements for grants, scholarships, loans, and work-study. The scholarship tab showcases over 350 scholarship opportunities and links to the FAA application, FAFSA application, and Penn College scholarship application. Since the college is open enrollment and open admission, student diversity goals do not readily affect the admissions process. In an effort to increase diversity, the college and program use diverse recruiting practices and target areas that are underserved and historically more diverse.

**6.6 Student Financial Information** *(Guidelines, p. 24)*

- 6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.
- 6.6.2 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.

**Met**

**2023 Team Analysis:**

The PCT Financial Aid website contains several resources via the financial aid and scholarship tabs. It includes information on grants, scholarships, loans, FAFSA, work-study, and other aid programs

available. The website also contains a tab for first year cost estimates where after selecting your intended degree you answer a series of questions and provide information on estimated cost of tuition and fees, books, tools and uniforms, and housing and dining. Additional costs for architecture specific supplies are provided at acceptance and included in course syllabi, and many others are included in the base tuition cost.

## V. Appendices

### Appendix 1. Conditions Met with Distinction

#### 1.0 Context and Mission

The Institution has consistently been focused on “cultivating a diverse community of innovators and creators determined to shape a better tomorrow.” The continuity of this message from the college leadership, faculty/staff and students clearly reflected their rationale and support of the proposed B Arch accreditation.

#### 5.1 Structure and Governance

The department's ability to identify and implement the change in physical resources was impressive. It is clear all levels of the college are well connected and in constant communication. The current structure works well for the program and allows for greater benefit to the student body.

#### 5.7 Financial Resources

Through all the meetings during the visit, the team heard the resounding answer that if funding or support is needed, all you have to do is ask. With support from others and information to back the expenditure, there was clear support for all team members and advancement, with little cost to the department's budget.

**Appendix 2. Team SPC Matrix**





### Appendix 3. The Visiting Team

#### **Team Chair, Past NAAB Board Member Representative**

Haley DeNardo, AIA, NAAB  
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#### **Practitioner Representative**

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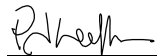
## VI. Report Signatures

Respectfully Submitted,



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**Haley DeNardo, AIA, NAAB**  
Team Chair



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**Pamela J. Loeffelman**  
Team Member



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**Patrick Tripeny**  
Team Member