
SECTION 1: GOVERNING ORGANIZATION INFORMATION

This section is READ ONLY. If all of the information is correct, please scroll down and click on **Mark Section Complete.** If any changes need to be made, please go to the menu on the left and select **Institution Details > Institution Profile** and update your information there. You can then come back to this section and select **Mark Section Complete.**

1. Name of the governing institution: Drexel University

2. Institution's physical address:

Street Address (Line 1) URBN Center, Suite 4A20
Street Address (Line 2) 3501 Market Street
City Philadelphia
State PA
Postal Code 19104
Country UNITED STATES

3. Institution's mailing address if different from its physical address:

Street Address (Line 1) 3401 Chestnut Street
Street Address (Line 2)
City Philadelphia
State PA
Postal Code 19104
Country UNITED STATES

4. Institutional website: <https://drexel.edu/>

5. Chief executive officer:

First Name John
Last Name Fry
Credentials (e.g. JD, PhD, M.Arch.,etc.)
Title President
Phone Number 215.895.2100
Email president@drexel.edu

6. Provost/chief academic officer:

First Name Paul E.
Last Name Jensen
Credentials (e.g. JD, PhD, M.Arch., etc.) PhD
Title Executive Vice President and Nina Henderson Provost
Phone Number 215.895.2200
Email jensenpe@drexel.edu

7. Other institution administrator (optional):

First Name Jason
Last Name Schupbach
Credentials
Title Dean of the Antoinette College of Media Arts & Design
Phone jss422@drexel.edu

8. Type of institution: Private Not for profit



9. Is the institution a minority-serving institution (MSI) (check all that apply)?:

MSIs are institutions of higher education that serve minority populations and have been recognized as such by the US Department of Education.

- Alaska Native-serving Institution
- Asian American and Native American Pacific Islander-serving Institution
- HBCU
- Hispanic-serving Institution
- Native American-serving Nontribal Institution
- Native Hawaiian-serving Institution
- Predominantly Black Institution
- Tribal College or University

10. Degrees the institution is approved to award (check all that apply):

- Master
- Doctorate
- Baccalaureate
- Other

Select from the following list the organization that accredits the institution.

11. Institutional accrediting organization:

Middle States Commission on Higher Education (MSCHE)

12. Institutional accreditation information:

Complete this question using the results of the most recent reaffirmation from the institution's regional/ institutional accreditor.

Date of last reaffirmation visit: 7/15/2023
Outcome of last reaffirmation visit: Accreditation Reaffirmed
Date of next reaffirmation visit: 7/15/2030

SECTION 2: PROGRAM INFORMATION

To complete this section, please review the data below and update the information as needed.

1. Program described in this report: B.Arch.

2. CIP code: 04.0902

Please enter the CIP code of your architecture program. The format of the code is xx.xxxx. CIP codes for architecture are available [here](#).

3. Name of academic unit: Architecture Program

4. Please verify which of the following degree programs your institution currently offers (check all that apply):

- Bachelor of Architecture (B.Arch.)
- Master of Architecture (M.Arch.)
- Doctor of Architecture (D.Arch.)
- Pre-professional architecture degree (B.A., B.S.)

5. Please provide the website addresses for each program selected above:

B.Arch. program website: <https://drexel.edu/westphal/academics/undergraduate/ARCH/>

M.Arch. program website:

D.Arch. program website:

Pre-professional architecture degree program website: <https://drexel.edu/westphal/academics/undergraduate/ARCH/>

6. Are you planning to develop another professional architecture degree in the near future?:

No

7. Physical address of the program:

Physical address (Line 1): URBN Center

Physical address (Line 2): 3501 Market Street

City: Philadelphia

State: Pennsylvania

Postal code: 19104

Country: United States of America (the)

8. Is this degree program offered at an additional location?:

Additional locations include branch campuses, additional sites as part of a single accredited program, teaching site and study abroad as part of a single accredited program, and online learning as part of a single accredited program. These location categories are defined in the [2020 Procedures](#). Programs initiating or altering additional sites, teaching sites, or online learning must provide this information in the program Annual Report when the changes are made or considered.

No



9. Program administrator:

Program administrator first name Andrew P.
Program administrator last name Phillips
Program administrator post nominal credentials (e.g. FAIA): RA
Program administrator title: Architecture Program Director
Program administrator office phone: 215.895.6626
Program administrator email: app97@drexel.edu

10. Academic unit administrator:

Academic unit administrator first name Ulrike
Academic unit administrator last name Altenmueller-Lewis
Academic unit administrator post nominal credentials (e.g. FAIA): Dr.-Ing. AIA, NOMA
Academic unit administrator title: Department Head, Architecture, Design & Urbanism
Academic unit administrator office phone: 215.895.0207
Academic unit administrator email: ua27@drexel.edu

11. Contact person completing the report if not the program administrator:

Contact person full name and credentials (e.g. John Smith, FAIA): Ulrike Altenmueller-Lewis
Contact person office phone: 202-725-2531
Contact person email: ua27@drexel.edu

SECTION 3: ACADEMIC INFORMATION

To complete this section, please review the data below and update the information as needed. Definitions of data terms in NAAB's Annual Report are based primarily on definitions found in the glossary of the IPEDS most recent data collection system, available online at <https://surveys.nces.ed.gov/ipeds/public/glossary>. Undergraduate programs should refer to their institution's IPEDS submission for the prior academic year (September 1 -- August 31) in preparing this report.

1. Academic calendar:

Select the type of academic term used by the institution (check only one).

Quarters

PLEASE READ

The following question replaces an earlier form of the question. This was done in response to feedback from programs wanting to enter information on program length and credit hours by track. If you have already completed those questions and need to recover the information, please contact us at accreditation@naab.org.

2. Program length and required credit hour distribution:

Program Track 1

Type of track	Other
Track description	B. Arch. -- 2+4 Option

Total credit hours required for graduation by the program: (number)

Enter the number of semester credit hours or the quarter-hour equivalent. Convert quarter credit hour requirements to semester credit hours by dividing quarter credit hours by 1.5.

151 credits (227 quarter credits)

Minimum general studies credit hours required by the program: (number)

Enter the number of semester credit hours or the quarter-hour equivalent. Convert quarter credit hour requirements to semester credit hours by dividing quarter credit hours by 1.5.

51 credits (77 quarter credits)

Minimum professional studies credit hours required by the program: (number)

Enter the number of semester credit hours or the quarter-hour equivalent. Convert quarter credit hour requirements to semester credit hours by dividing quarter credit hours by 1.5.

100 credits (150 quarter credits)

Minimum optional studies credit hours required by the program: (number)

Enter the number of semester credit hours or the quarter-hour equivalent. Convert quarter credit hour requirements to semester credit hours by dividing quarter credit hours by 1.5.

20 credits (30 quarter credits)

Program length -- Full-time study

Total number of academic terms needed to complete the program. Program length is determined by the program of study and not by how long an individual student may take to complete the program.

21 terms (2+4: 2 yrs full-time, 4 yrs part-time)

Program length -- Part-time study

Total number of academic terms needed to complete the program. Program length is determined by the program of study and not by how long an individual student may take to complete the program.

n/a (Students would be in PT Evening Option)

Program Track 2

Type of track Other
Track description B. Arch. -- Part-Time Evening Option

Total credit hours required for graduation by the program: (number)

Enter the number of semester credit hours or the quarter-hour equivalent. Convert quarter credit hour requirements to semester credit hours by dividing quarter credit hours by 1.5.

151 credits (227 quarter credits)

Minimum general studies credit hours required by the program: (number)

Enter the number of semester credit hours or the quarter-hour equivalent. Convert quarter credit hour requirements to semester credit hours by dividing quarter credit hours by 1.5.

51 credits (77 quarter credits)

Minimum professional studies credit hours required by the program: (number)

Enter the number of semester credit hours or the quarter-hour equivalent. Convert quarter credit hour requirements to semester credit hours by dividing quarter credit hours by 1.5.

100 credits (150 quarter credits)

Minimum optional studies credit hours required by the program: (number)

Enter the number of semester credit hours or the quarter-hour equivalent. Convert quarter credit hour requirements to semester credit hours by dividing quarter credit hours by 1.5.

20 credits (30 quarter credits)

Program length -- Full-time study

Total number of academic terms needed to complete the program. Program length is determined by the program of study and not by how long an individual student may take to complete the program.

n/a (students would be in 2+4 Option)

Program length -- Part-time study

Total number of academic terms needed to complete the program. Program length is determined by the program of study and not by how long an individual student may take to complete the program.

27 terms (7 years part-time evening)

3. Articulation agreements:

List the number of articulation agreements the program has in place with any of the following institutions.

Community colleges: 1

Colleges or universities granting B.A. or B.S. pre-professional degrees:

Other:

4. Education level prior to entering program:

What percentage of all new students enrolled in the program as of Sept. 1 were admitted with the following academic background? Record highest level achieved only.

High school diploma or equivalent: 85%

Associate's degree: 9%

Pre-professional bachelor's degree in architecture:

Bachelor's degree in a field other than architecture:

Bachelor of Architecture (B.Arch.) -- for M.Arch. or D.Arch. programs:

Master's degree in a field other than architecture -- for M.Arch. or D.Arch. programs: 2%

Other: 4%

SECTION 4: INSTRUCTIONAL FACULTY

To complete this section, please review the data below and update the information as needed. Definitions of data terms in NAAB's Annual Report are based primarily on definitions found in the glossary of the IPEDS most recent data collection system, available online at <https://surveys.nces.ed.gov/ipeds/public/glossary>. Undergraduate programs should refer to their institution's IPEDS submission for the prior academic year (September 1 -- August 31) in preparing this report.

1. Number of full-time instructional faculty that teach in the professional degree program as of the most recent complete academic year: 6

2. Percent of instructional faculty shared between the B.Arch. and M.Arch. programs:

Full-time faculty: 100%

Part-time faculty: 100%

3. How many full-time instructional faculty have earned the credential listed below as their highest degree?

Doctor of Architecture (D.Arch.) 1

Master of Architecture (M.Arch.) 3

Bachelor of Architecture (B.Arch.)

Ph.D./Doctorate in architecture

M.S. or M.A. in architecture

B.S./B.A. in a pre-professional
degree in architecture

Doctoral degree in another field 1

Master's degree in another field 1

Baccalaureate degree in another field

Other degree type

4. Number of part-time/adjunct instructional faculty that teach in the professional degree program as of the most recent complete academic year: 68

5. How many part-time/adjunct faculty have earned the credential listed below as their highest degree?:

Doctor of Architecture (D.Arch.)

Master of Architecture (M.Arch.) 24

Bachelor of Architecture (B.Arch.) 21

Ph.D./Doctorate in architecture 4

M.S. or M.A. in architecture

B.S./B.A. in a pre-professional
degree in architecture 1

Doctoral degree in another field 1

Master's degree in another field 11

Baccalaureate degree in another field 6

Other degree type



6. Faculty to student ratio in professional studies courses:

Professional studies courses are those with architectural content required of all students in the NAAB- accredited program and 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.

18:1

Average faculty to student ratio across all professional study courses.

7. Faculty to student ratio in the professional design studio courses:

11.5:1



SECTION 5: STUDENT AND FACULTY DEMOGRAPHICS

To complete this section, please review the data below and update the information as needed. Definitions of data terms in NAAB's Annual Report are based primarily on definitions found in the glossary of the IPEDS most recent data collection system, available online at <https://surveys.nces.ed.gov/ipeds/public/glossary>. Undergraduate programs should refer to their institution's IPEDS submission for the prior academic year (September 1 -- August 31) in preparing this report.

For the faculty and student demographics counts, please leave the cell blank if you did not collect the information. If you collected the information and the response was zero, please enter 0. The totals will be the same whether you enter a zero or leave the cell blank. For this section, the system will not allow you to enter NA.

A. Students

Enter the total number of individuals in each category. Individuals should only be counted once.

Enrollment Status									
Race	Full Time			Part Time			TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
	Male	Female	Non-Binary	Male	Female	Non-Binary			
American Indian or Alaska Native	0	0	0	1	0	0	0	1	1
Asian	1	7	0	9	11	0	8	20	28
Black or African American	2	7	0	8	9	0	9	17	26
Hispanic or Latino	6	6	0	11	7	0	12	18	30
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
White	25	25	1	68	38	0	51	106	157
Two or More Races	1	2	0	3	3	0	3	6	9
Nonresident Alien	0	0	0	0	3	0	0	3	3
Race and Ethnicity Unknown	1	3	0	2	1	0	4	3	7
TOTAL	36	50	1	102	72	0	87	174	261

B. Faculty

Enter the total number of individuals in each category. Individuals should only be counted once.

Race	Full Time			Part Time			GRAND TOTAL
	Male	Female	Non-Binary	Male	Female	Non-Binary	
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	3	3	0	6
Black or African American	0	0	0	1	3	0	4
Hispanic or Latino	0	0	0	1	3	0	4
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
White	3	2	0	34	18	0	57
Two or More Races	0	1	0	1	0	0	2
Nonresident Alien	0	0	0	0	1	0	1
Race and Ethnicity Unknown	0	0	0	0	0	0	0
TOTAL	3	3	1	40	28	0	71



SECTION 6: STUDENT/GRADUATE ACHIEVEMENT

To complete this section, please review the data below and update the information as needed. Definitions of data terms in NAAB’s Annual Report are based primarily on definitions found in the glossary of the IPEDS most recent data collection system, available online at <https://surveys.nces.ed.gov/ipeds/public/glossary>. Undergraduate programs should refer to their institution’s IPEDS submission for the prior academic year (September 1 -- August 31) in preparing this report.

1. Retention rate:

Total number of students enrolled in the program during the prior academic year MINUS students who graduated at the end of the year (A). For example, 100 students in the program, 20 graduated, enter 80.	219
Total number of prior year students, excluding students who graduated, who returned in the current academic year (B):	206
Total retention rate in program (B ÷ A):	94 %

2. Graduation rates:*

Entering Student Cohort	Number of students in original cohort who enrolled in the first term of the program (A)	Number of students in original cohort who graduated within 100% of advertised program length (B)	Number of students in original cohort who graduated within 150% of advertised program length. (C)	Graduation rate % (C÷A)
2014-2015	49	33	36	73%
2015-2016	41	16	24	70%
2016-2017	41	21	24	62%
2017-2018	60	42	42	70%
2018-2019	38	0	0	0%
2019-2020	59	0	0	0%
2020-2021	41	0	0	0%
2021-2022	51	0	0	0%

* Note that Drexel University currently only collects the 4-year and the 6-year graduation data and makes this data available via our Data platform Tableau. This does not capture graduation rates for a 6-year/7-year program that also accepts many transfer students. For this year, we are relying on currently somewhat incomplete student tracking data. We have requested that a new report will be create by the University to help us provide more accurate data in the future.



3. Job placement rates:

Cohort	Number of program graduates (A)	The number of program graduates from this graduation year for whom employment information is known. (B)	Number of graduates seeking employment who were employed in a field for which the architecture program prepared them (full-time or part-time) within one year of graduation (C)	Job placement rate (C÷B)
2019-2020	36	22	21	97%
2020-2021	24	18	18	100%
2021-2022	24	21	21	100%

4. Source of job placement information:

https://viz.drexel.edu/#/views/PostgraduateoutcomesDetailed_0/One-year-outoutcomesbymajor?.iid=2

SECTION 7: MAINTENANCE OF ACCREDITATION CRITERIA

Programs are required to maintain ongoing compliance with the NAAB 2020 Conditions for Accreditation. Programs need to report on any changes in the following areas that impact the program's ability to demonstrate on-going compliance. For each of the following resource areas, the program needs to indicate any significant and material changes that would impact its on-going compliance with the 2020 NAAB Conditions. Programs should note if they are addressing non-compliance in any of the following areas in a Plan to Correct but do not need to repeat documentation of progress that will be detailed in the Plan to Correct.

A: Program and Student Outcomes

Select the option that best describes whether or not the program has significant and material changes to program and student learning outcomes and/or to its ability to achieve its stated outcomes.

- The program HAS significant and material changes to program and student learning outcomes and/or to its ability to achieve its stated outcomes.
- The program has NO significant and material changes in this area.

*Please note any **significant and material** changes to program and student learning outcomes (established as part of Condition 3: Program and Student Criteria). If no such changes occurred, please mark "no changes."*

B: Curriculum Development and Faculty Resources

Select the option that best describes whether or not the program has significant or material changes to its process for assessing its curriculum and making adjustments based on the outcome of the assessment.

- The program has significant or material changes to the program's process for assessing its curriculum and making adjustments based on the outcome of the assessment.
- The program has NO significant or material changes in this area.

*Please note any **significant and material** changes to the program's process for assessing its curriculum and making adjustments based on the outcome of the assessment. If no such changes occurred, please mark no changes.*

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

B1. Describe the significant and material changes to the relationship between course assessment and curricular development and/or the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives:

For detailed information, refer to the 5-year IPR 2023.

Drexel University's Architecture Program experienced a notable turn-over of its full-time faculty numbers since 2020. Fortunately, in the academic years 2022-2023 and 2023-2024, we successfully welcomed several outstanding new colleagues to our team. In September 2022, three full-time faculty members joined, and in the fall of 2023, two additional full-time faculty, including a new Architecture Program Director, became part of our community.

Between the summer of 2020 and 2022, we faced the challenge of losing over 75% of our full-time faculty due to position changes, career moves and retirements. Despite these setbacks, we were able to sustain the Architecture Program, heavily relying on our committed adjunct faculty and the two remaining full-time faculty members. While we had addressed the deficiencies identified during our 2018 NAAB accreditation, new processes to assess our curriculum and make adjustments in line with the 2020 NAAB Conditions had to be delayed until new program leadership and faculty was onboarded.

Departures included Department Head and Distinguished Teaching Professor Alan Greenberger, Professor Jon Coddington, Associate Professor Dr. Daniel Chung, Associate Professor Dr. Mark Brack, Associate Director for Student Placement and Associate Teaching Professor Rache Schade, and Associate Teaching Professor Simon Tickell.

To navigate these challenges, we welcomed part-time faculty, including Stéphanie Feldman and remote support from

Jason Austin as temporary hire.

Despite initial disruptions, our team has rebounded, and we are well-positioned for future endeavors:

Dr. Ulrike Altenmüller-Lewis, the former Architecture Program Director, was promoted to Department Head in September 2022. She has transitioned responsibilities as Program Director to Andrew Phillip during the current academic year.

Assistant Professor Jacklynn Niemiec has assumed additional administrative duties for the BS in Architectural Studies Program, completing a successful mid-point tenure review in 2023 and overseeing Studio 2.

Three new colleagues joined in September 2022, contributing to diverse roles:

Dr. Danie Coslett (Architectural Historian), Dr. Antonio Martinez-Molina (Coordinator for Architectural Technology and Integrated Design Studio), and Alesa Rubendall (Associate Director for Student Placement, IPAL/NCARB Liaison, and Urban Design Studios Coordinator).

This fall, we hired two full-time faculty members, Andrew Phillips (Architecture Program Director) and Bumjin Kim (Coordinator for Representation Curriculum and Design Thinking).

These changes signify our commitment to academic excellence and ongoing program growth.

For detailed information, refer to the 5-year IPR 2023.

Please note any significant and material changes to the program's process for assessing its curriculum and making adjustments based on the outcome of the assessment. If no such changes occurred, please mark no changes.

C: Architect Licensing Advisor

Name(s): Alesa Rubendall

Date of last NCARB licensing advisor summit each advisor(s) attended: 9/2022

If a program uses more than one architect licensing advisor, include each advisor.

D: Student Support Services

Select the option that best describes whether or not the program has significant or material changes to support services available to students in the program.

- The program has significant or material changes to support services available to students in the program.
 The program has NO significant or material changes to support services available to students in the program.

*Please note any **significant and material** changes to 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. If no such changes occurred, please mark no changes.*

D1. Describe any significant and material changes to support services available to students in the program:

The academic advising structure remains unchanged, with Kate Walbert, Senior Academic Advisor in the Antoinette Westphal College of Media Arts & Design, continuing to provide guidance to both B.Arch. and BS in Architectural Studies students. Her collaboration with the Architecture Program Director ensures cohesive support for students in their academic endeavors.

Following Rachel Schade's retirement, Assistant Teaching Professor Alesa Rubendall assumed the role of Associate Director of Student Placement, a critical position within Drexel's Architecture Program. Given the program's unique structure, where students balance evening classes with practical experience in regional architecture, design, and construction firms, Rubendall serves as a crucial link between students, alumni, and local firms. She manages the password-protected platform for posting job openings, the website for student profiles, and offers assistance in resume building and portfolio reviews. Rubendall also organizes job placement events and conducts surveys to collect valuable data on job experiences, salaries, and benefits. Additionally, she fulfills the role of IPAL coordinator and NCARB liaison, contributing significantly to the program's success. In her 14 months with us, Rubendall has implemented a more systematic approach to streamline job placement processes and enhance communication between students and employers.

E: Physical Resources

Select the option that best describes whether or not the program has significant and material changes to the program's physical resources and its ability to safely and equitably support the program's pedagogical approach and student and faculty achievement.

- The program has significant and material changes to the program's physical resources and its ability to safely and equitably support the program's pedagogical approach and student and faculty achievement.
- The program has NO significant or material changes in this area.

Please note any **significant and material** changes to the program's physical resources and its ability to safely and equitably support the program's pedagogical approach and student and faculty achievement. If no such changes occurred, please mark no changes. These changes include any of the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, 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.
- Resources to support all learning formats and pedagogies in use by the program.

E1. Describe any significant and material changes to the program's physical resources and its ability to safely and equitably support the program's pedagogical approach and student and faculty achievement.

In response to the Architecture Program's expansion in full-time students and the shortage of designated desks, additional space at the URBN Center was assigned to our program in the fall of 2022 to serve as a studio for sophomore students in Architecture. This new studio now accommodates an extra 20 students with dedicated desk space. The associated costs were shared, with \$10,000 covered by the college and \$16,000 by the Department of Architecture, Design & Urbanism. However, due to supply chain disruptions caused by the pandemic, the space was only fully equipped with new flat files and individual under-desk pedestals in September 2023.

F: Financial Resources

Select the choice that best describes whether or not the program has significant and material changes to the program's institutional support and financial resources that would impact the program's ability to support student learning and achievement during the next term of accreditation.

- The program has significant and material changes to the program's institutional support and financial resources that would impact the program's ability to support student learning and achievement during the next term of accreditation.
- The program has NO significant and material changes in this area.

Please note any **significant and material** changes to the program's institutional support and financial resources that would impact the program's ability to support student learning and achievement during the next term of accreditation. If no such changes occurred, please mark no changes.

F1. Describe any significant or material changes to the program's institutional support and financial resources that would impact the program's ability to support student learning and achievement during the next term of accreditation.

During the COVID-19 pandemic, almost all university budgets faced cuts. Although some recovery has occurred, the budget reductions from 2020 affecting the Architecture Operating budget have not been fully reversed. This had a noticeable impact in the last academic and fiscal year, leading to our first fiscal deficit in many years. The Architecture Program and the Department of Architecture, Design & Urbanism underwent staffing changes, resulting in higher expenses due to re-hiring former full-time faculty as hourly employees to tie us over. Additional costs were incurred for hiring more Teaching Assistants (TAs) and graders to support faculty handling larger class sizes. These expenses, only partially covered by the college, strained the budget.



Previously, the program and department also received reimbursements for annual memberships such as ACSA dues. However, these are now considered part of the budget, resulting in a \$9,600 annual reduction in funding.

While some adjustments have been implemented, the available operating budget has not kept pace with the growing student numbers, raising concerns. Discussions with the Dean's Office regarding the department and program operating funds are scheduled for later this month.

For more detailed information, refer to the 5-year IPR 2023.

G: Information Resources

Select the choice that best describes whether or not the program has significant and material changes to its ability to ensure that all students, faculty, and staff have convenient and equitable access to information resources.

- The program has significant and material changes to its ability to ensure that all students, faculty, and staff have convenient and equitable access to information resources.
- The program has NO significant and material changes in this area.

Please note any **significant and material** changes to the program's ability to ensure that all students, faculty, and staff have convenient and equitable access to the following. If no such changes occurred, please mark no changes.

- Architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.
- Architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

H: Public Information

<p>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, 2020 edition, appendix 2, in catalogs and promotional media, including the programs website.</p>	<p>Link: https://catalog.drexel.edu/undergraduate/collegeofmediaartsanddesign/architecture/ and https://drexel.edu/westphal/academics/undergraduate/ARCH/ and https://drexel.edu/westphal/academics/undergraduate/ARCH/Resources/ArchAccreditation/</p>
<p>NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public. Provide a link to the webpage where each item is posted.</p>	<p>Conditions for Accreditation, 2020 edition: https://drexel.edu/westphal/academics/undergraduate/ARCH/Resources/ArchAccreditation/</p> <p>Conditions for Accreditation in effect at the time of the last visit (2014 or 2020, depending on the date of the last visit): https://drexel.edu/westphal/academics/undergraduate/ARCH/Resources/ArchAccreditation/</p> <p>Procedures for Accreditation, 2020 edition: https://drexel.edu/westphal/academics/undergraduate/ARCH/Resources/ArchAccreditation/</p> <p>Procedures for accreditation in effect at the time of the last visit (2015 or 2020, depending on the date of the last visit): https://drexel.edu/westphal/academics/undergraduate/ARCH/Resources/ArchAccreditation/</p>



<p>Access to career development information -- 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.</p>	<p>Link: https://drexel.edu/westphal/academics/undergraduate/ARCH/Resources/ and https://drexel.edu/westphal/academics/undergraduate/ARCH/Opportunities%20for%20Students/ and a pass-word protected website with job postings: https://drexel0.sharepoint.com/sites/CoMAD-ArchJobs/Lists/JobOpportunities/Postings.aspx</p>
<p>Public access to accreditation reports and related documents -- 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:</p>	<p>All interim progress reports and narratives of program Annual Reports submitted since the last team visit: https://drexel.edu/westphal/academics/undergraduate/ARCH/Resources/ArchAccreditation/</p> <p>All NAAB responses to any Plan to Correct and any NAAB responses to the program Annual Reports since the last team visit: https://drexel.edu/westphal/academics/undergraduate/ARCH/Resources/ArchAccreditation/</p> <p>The most recent decision letter from NAAB: https://drexel.edu/westphal/academics/undergraduate/ARCH/Resources/ArchAccreditation/</p> <p>The Architecture Program Report (APR) submitted for the most recent visit: https://drexel.edu/westphal/academics/undergraduate/ARCH/Resources/ArchAccreditation/</p> <p>The final edition of the most recent Visiting Team Report, including attachments and addenda: https://drexel.edu/westphal/academics/undergraduate/ARCH/Resources/ArchAccreditation/</p> <p>The program' s optional response to the Visiting Team Report: https://drexel.edu/westphal/academics/undergraduate/ARCH/Resources/ArchAccreditation/</p> <p>Plan to Correct (if applicable):</p> <p>NCARB Pass Rates: https://drexel.edu/westphal/academics/undergraduate/ARCH/Resources/</p> <p>Statements and/or policies on learning and teaching culture: https://drexel.edu/~media/Files/westphal/dept/arch/curriculum/Studio%20Culture%20Policy%202013.ashx?la=en or https://drexel.edu/westphal/academics/undergraduate/ARCH/Curriculum/ (See Studio Culture)</p> <p>Statements and/or policies on diversity, equity, and inclusion: https://drexel.edu/equity-inclusive-culture/ and https://drexel.edu/teaching-and-learning/programs/institute-for-inclusive-and-equitable-teaching/</p>
<p>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:</p>	<p>Application forms and instructions: https://drexel.edu/admissions/apply/undergrad-instructions</p> <p>Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing: https://drexel.edu/admissions/apply/undergrad-instructions/first-year-instructions https://drexel.edu/admissions/apply/undergrad-instructions/transfer-instructions https://drexel.edu/westphal/academics/undergraduate/ARCH/Curriculum/ (Bottom of page)</p>



	<p>Forms and a description of the process for evaluating the content of a non-accredited degrees: https://drexel.edu/admissions/apply/undergrad-instructions/part-time-instructions https://drexel.edu/admissions/undergrad/non-matriculated-option</p> <p>Requirements and forms for applying for financial aid and scholarships: https://drexel.edu/admissions/financial-aid-affordability https://drexel.edu/admissions/financial-aid-affordability/undergrad/opportunities https://drexel.edu/drexelcentral/finaid/grants/undergraduate-scholarships/ https://drexel.edu/westphal/academics/undergraduate/ARCH/Resources/ (Bottom of page)</p> <p>Explanation of how student diversity goals affect admission procedures: https://drexel.edu/provost/offices/dei/ https://drexel.edu/equity-inclusive-culture/ https://drexel.edu/life-at-drexel/diversity-and-inclusion https://drexel.edu/studentlife/student-success/inclusive-communities/diversity-and-inclusion</p>
<p>Student financial information</p>	<p>The program must demonstrate that students have access to current resources and advice for making decisions about financial aid. Link: https://drexel.edu/drexelcentral/finaid/overview/</p> <p>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. Link: https://drexel.edu/drexelcentral/cost/undergrad/ Additional architecture-specific cost of attendance information is shared by the Enrollment Management Office as well as the Program Director.</p>

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SECTION 8: SUBSTANTIVE CHANGES

1. Substantive Change

Indicate below whether the program has had a substantive change in any of the following areas during the past year. If so, provide the status of each change approval request: If the program has not had a substantive change in any of these areas, check "Does not apply -- no change." As a reminder, Substantive changes must be reviewed by NAAB **before implementation** by the program or institution.

Substantive changes requiring review and the process for applying for approval of those changes is described in the [2020 Procedures](#).

Type	Status	Date of Submission	Date of NAAB Decision	Date of Implementation
Changes to the curriculum of an existing program or track for completing the program that affects the admissions requirements of the program (e.g., shifting from a single- institution M. Arch. to an M. Arch. that requires an undergraduate degree for admission).	<i>Does not apply – no changes.</i>			
Changes to the curriculum that effectively split an accredited single- institution program into a multi-degree sequence that concludes with an accredited graduate degree and that may require an undergraduate degree for admission (e.g., changing from a B. Arch. to an M. Arch. that requires an undergraduate degree for admission).	<i>Does not apply – no changes.</i>			
A program change that requires a significant change in pedagogy or the approach to delivering the professional degree (e.g., moving from traditional, on- campus learning to fully online learning).	<i>Does not apply – no changes.</i>			
Programs seeking to convert an existing B. Arch. program to a single-institution M. Arch. program through modest adjustments.	<i>Does not apply – no changes.</i>			
Programs seeking to convert an existing five-year, single-institution M. Arch program to a B. Arch. program through modest adjustments in the curriculum.	<i>Does not apply – no changes.</i>			
Programs seeking to convert an existing M. Arch. program that requires an undergraduate degree (either in architecture or another discipline) for admission to a D. Arch.	<i>Does not apply – no changes.</i>			
The addition of new tracks to existing accredited programs.	<i>Does not apply – no changes.</i>			



Consolidating or merging an institution offering an accredited degree with another institution.	<i>Does not apply – no changes.</i>			
Physical relocation of a program in a single institution, with multiple, additional teaching sites or remote sites (e.g., an institution consolidating the professional program at an additional teaching site or from multiple sites to a single location).	<i>Does not apply – no changes.</i>			
Phasing out an existing NAAB-accredited program.	<i>Does not apply – no changes.</i>			
Changes in the accreditation status of the institution.	<i>Does not apply – no changes.</i>			