How to Write an APR
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What We’ll Cover...

1. A Review of the Process
2. The Cycle of Assessment
3. A Review of the Conditions
4. Writing the APR: Elements of Good Practice
5. Reminders
6. Q&A
A Review of the Process
A Reminder About the Process...

Writing the APR and Assembling Evidence

Hosting the Site Visit

Evaluating the Accreditation Record
  • APR, Visiting Team Report (VTR), and Optional Program Response
  Communicating the Decision

Communicating the Results
  • Post most recent APR, final VTR, Decision Letter, Conditions and Procedures, Plan to Correct (if any) on website

What is an APR?

• The Architecture Program Report (APR) requires programs to engage in self-assessment and provides a narrative description of compliance with each condition and the processes for continuous improvement.

• It is the principal source document for conducting the visit and documenting compliance with each of the conditions, including the Program and Student Criteria.
Requires programs to:

1. **Self-assess**: Assessment fosters innovation and allows program to be distinct in their own ways
   - Establish assessment measures with benchmarks
   - Collect, analyze data and make changes/improvements
   - Provide evidence of compliance with Conditions
   - Part of a continuous improvement process

2. **Describe | Demonstrate | Document**
Why Should Programs Assess?

- Assessment helps programs and NAAB determine if programs are meeting their goals.
  - Are students learning what they think they should be learning?
  - Is there a way they can do things better? Where do they need to improve?

- When done well, assessment:
  - Provides diagnostic feedback
  - Helps educators set standards
  - Evaluates progress
The Cycle of Assessment

**Identify outcomes for all PC/SC**

**Collect and aggregate data**

**Review data and determine if PC/SC is being met**

**Identify assessment points and measures for each PC and SC and benchmarks for each measure (matrix)**

**Make changes/improvements based on data**

**PLAN**

**DO**

**CHECK**

**ACT**
Effective program-level assessment should:

- Define student learning outcomes and what success looks like (benchmarks or targets).
- Be organized and systematic, with a written assessment plan using multiple direct and indirect measures.
- Be feasible, implementable, simple, meaningful, and cost-effective.
- Be appropriate for the context of the program.
- **Be useful**, resulting in information with enough detail to provide direction for where improvements need to be made.
- Result in information that is analyzed, communicated, and *used* to support evidence-based decisions.
PCs and SCs can be assessed using both direct and indirect measures. When possible, PCs/SCs should be assessed using at least one direct measure.

<table>
<thead>
<tr>
<th>DIRECT Measures of Assessment</th>
<th>INDIRECT Measures of Assessment</th>
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</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Faculty members assess how well a student has learned a concept.</td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td>Faculty can infer that a student has learned a concept from a piece of evidence.</td>
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<tr>
<td>• Faculty-graded projects</td>
<td>• Student reflections and reporting on what they have learned, including student surveys and course evaluations</td>
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<tr>
<td>• Capstone projects/Portfolios (rubric)</td>
<td>• Overall project or course grades</td>
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<td>• Questions on exams</td>
<td>• Interviews</td>
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<td>• Papers and reports (rubric)</td>
<td>• Focus groups</td>
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<td>• Expert panel reviews (rubric)</td>
<td>• Job placement rates</td>
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<td>• Internships or other field experiences (rubric)</td>
<td>• Licensure pass rates</td>
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<tr>
<td>• Weekly assignments</td>
<td></td>
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<tr>
<td>• Design briefs</td>
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### Other Examples of Measures

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive summaries</td>
<td>Annotated bibliographies, briefing papers, client reports, debate or discussion</td>
</tr>
<tr>
<td>Research plan</td>
<td>Proposal for or justification of a solution for a problem, self-reflections</td>
</tr>
<tr>
<td>Building design review</td>
<td>Description of a process, class presentations, concept generation, storyboarding</td>
</tr>
<tr>
<td>Team initial proposals</td>
<td>Tectonics workshop pinup, comprehensive presentation, energy reports, climate consultant worksheets</td>
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<tr>
<td>Thesis proposal</td>
<td>Code worksheets, energy reports, climate consultant worksheets, signed project proposals</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Role play, peer critiques, programming assignments, sample invoices</td>
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</tbody>
</table>
## Example of an Assessment Report

### Assessment Report Template

<table>
<thead>
<tr>
<th>Criterion:</th>
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<tbody>
<tr>
<td><strong>Goal/Student Learning Outcome</strong></td>
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The key to effective assessment is the use of data.

Programs should be prepared to speak about what THEY have learned through assessment.

Assessment and continuous improvement cannot be completed in a silo.
A Review of the Conditions
Condition 1: Context and Mission

- Purpose: to help NAAB and the visiting team to understand the specific circumstances of the school/department
  - Institutional context and geographic setting (public or private, urban or rural, size, etc.)
  - Multidisciplinary relationships

- Mission remains

- Summary paragraph and page limitation

- **Met | Not Met | Not Yet Met** (for programs applying for candidacy)
Condition 2: Shared values of the discipline and profession
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
- Environmental Stewardship and Professional Responsibility
- Equity, Diversity, and Inclusion
- Knowledge and Innovation
- Leadership, Collaboration, and Community Engagement
- Lifelong Learning

- Met | Not Met | Not Yet Met (for programs applying for candidacy)
Condition 3: Program and Student Criteria

• 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.

• Met | Not Met | Not Yet Met (for programs applying for candidacy)
• Required for each accredited degree program and each track offered (if tracks are assessed differently).

• Where are the key assessment points for the Program and Student Criteria?

• The program must limit the designations to the primary evidence source and courses in which the greatest evidence is expected to be found. The team uses this matrix to quickly find the information it needs to verify the evidence required.

• Can be used as curriculum map if the program provides a key (words or color-coding) to indicate where the key assessment points are.
## Program and Student Criteria Matrix

### Shared Values
- Design
- Env. Stewardship & Professional Respons.
- Equity, Diversity & Inclusion
- Knowledge & Innovation
- Leadership, Collaboration & Community Engagement
- Lifelong Learning

### Program Criteria
- PC-1 Career Paths
- PC-2 Design
- PC-3 Ecological Knowledge & Respons.
- PC-4 History & Theory
- PC-5 Research & Innovation
- PC-6 Leadership & Collaboration
- PC-7 Learning & Teaching Culture
- PC-8 Social Equity & Inclusion

### Student Criteria
- SC-1 HW in the Built Environ.
- SC-2 Professional Practice
- SC-3 Regulatory Context
- SC-4 Technical Knowledge
- SC-5 Design Synthesis
- SC-6 Building Integration

### Year 1
- Fall: Course Title
- Spring: Course Title

### Year 2
- Fall: Course Title
- Spring: Course Title

### Year 3
- Fall: Course Title
- Spring: Course Title

### Year 4
- Fall: Course Title
- Spring: Course Title

### Year 5
- Fall: Course Title
- Spring: Course Title

### Non-Curricular Activity
- Activity Name
  - Activity Name
  - Activity Name
  - Activity Name

<table>
<thead>
<tr>
<th>Shared Values</th>
<th>Program Criteria</th>
<th>Student Criteria</th>
<th>Non-Curricular Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design</td>
<td>PC-1 Career Paths</td>
<td>SC-1 HW in the Built Environ.</td>
<td></td>
</tr>
<tr>
<td>Env. Stewardship &amp; Professional Respons.</td>
<td>PC-2 Design</td>
<td>SC-2 Professional Practice</td>
<td>Activity Name</td>
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<tr>
<td>Equity, Diversity &amp; Inclusion</td>
<td>PC-3 Ecological Knowledge &amp; Respons.</td>
<td>SC-3 Regulatory Context</td>
<td>Activity Name</td>
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<tr>
<td>Knowledge &amp; Innovation</td>
<td>PC-4 History &amp; Theory</td>
<td>SC-4 Technical Knowledge</td>
<td>Activity Name</td>
</tr>
<tr>
<td>Leadership, Collaboration &amp; Community Engagement</td>
<td>PC-5 Research &amp; Innovation</td>
<td>SC-5 Design Synthesis</td>
<td>Activity Name</td>
</tr>
<tr>
<td>Lifelong Learning</td>
<td>PC-6 Leadership &amp; Collaboration</td>
<td>SC-6 Building Integration</td>
<td>Activity Name</td>
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<td></td>
<td>PC-7 Learning &amp; Teaching Culture</td>
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<td></td>
<td>PC-8 Social Equity &amp; Inclusion</td>
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### Example PC/SC Matrix - B.Arch.

**Program Criteria (PC):**
- PC1: Career Path
- PC2: Design
- PC3: Ecological Know. & Respons.: 1, 2
- PC4: History & Theory: 1, 2, 3
- PC5: Research & Innovation: 1, 2, 3
- PC6: Leadership & Collaboration: 1, 2, 3
- PC7: Learning & Teaching Culture: 1, 2, 3
- PC8: Social Equity & Inclusion: 1, 2, 3

**Student Criteria (SC):**
- SC1: BSW in the Built Environ.: 1, 2
- SC2: Professional Practice: 1, 2, 3
- SC3: Regulatory Context: 1, 2, 3
- SC4: Technical Knowledge: 1, 2, 3
- SC5: Design Synthesis: 1, 2, 3
- SC6: Building Integration: 1, 2, 3

<table>
<thead>
<tr>
<th>Course Name</th>
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<tbody>
<tr>
<td>First Year</td>
<td>Second Year</td>
<td>Third Year</td>
<td>Fourth Year</td>
<td>Fifth Year</td>
<td>Electives</td>
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<td>Primary Evidence:</td>
<td>M - Level III course - Mastered: The outcome is expected to be attained by the end of this course.</td>
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<td>Secondary Evidence:</td>
<td>I - Level I course - Introduced: Students are introduced to the skill in this course. R - Level II course - Reinforced: The skill is further developed/practiced.</td>
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A program must demonstrate how its curriculum, structure, and other experiences address Program Criteria 1–8.

- PC.1 Career Paths
- PC.2 Design
- PC.3 Ecological Knowledge and Responsibility
- PC.4 History and Theory
- PC.5 Research and Innovation
- PC.6 Leadership and Collaboration
- PC.7 Learning and Teaching Culture
- PC.8 Social Equity and Inclusion

Each PC must individually address how the curriculum, structure, and other experiences affect the program’s ability to meet the condition.

- **Met** | **Not Met** | **Not Yet Met** (for programs applying for candidacy)
• Evaluated holistically relative to curricular and extracurricular offerings and the students’ experience of them.
  • Narrative: Must provide a narrative description of how the program achieves each criterion.
  • Self-Assessment: Must provide evidence that each criterion is assessed on a recurring basis and must summarize the modifications made to its curricula and/or associated program structures and materials based on findings from these assessment activities.
  • Supporting Materials: Must provide supporting materials demonstrating that its objectives have been accomplished. These may include policy documents, individual course materials (e.g., syllabi) as well as documentation of activities occurring outside specific courses.
### Example: Students will be able to accurately describe the path to licensure in the US

**Goal/Student Learning Outcome:** Ex. Students will be able to accurately describe the path to licensure in the US.

**Assessment Point:** ARCH 301 Professional Practice, offered each semester.

**Assessment Method(s):** Exam question: Describe the path to achieving licensure in your home state.

**Target/Benchmark:** At least 90% of students will be able to answer this question correctly.

**Result:** 88% of students answered the question correctly.

**Planned Improvements:** Instructors will revise course module to improve student understanding.

**Links to Evidence:** ARCH 301 syllabus and exam question, Dept. meeting minutes.

### Example: Students will be able to describe career opportunities that utilize the discipline’s skills and knowledge

**Goal/Student Learning Outcome:** Ex. Students will be able to describe career opportunities that utilize the discipline’s skills and knowledge.

**Assessment Point:** ARCH 301 Professional Practice, offered each semester.

**Assessment Method(s):** Exam question: Describe three career opportunities that would allow you to use skills and knowledge you are learning in this program.

**Target/Benchmark:** At least 90% of students will answer the question correctly.

**Result:** 80% of students were able to describe at least three paths.

**Planned Improvements:** Instructors will add assignment for teams to create and present slide decks describing alternative career paths.

**Links to Evidence:** ARCH 301 syllabus and exam question, Dept. meeting minutes.

### Example:

**Goal/Student Learning Outcome:**

**Assessment Point:** Where is this assessed?

**Assessment Method(s):** How is this assessed?

**Target/Benchmark:** How do you define success?

**Result:**

**Planned Improvements:**

**Links to Evidence:**

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**Criterion: 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.**
PC 1: How the program ensures that students understand the path 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.

Program’s APR Response: ABC 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 through the curriculum and required non-curricular activities. Students are introduced to the paths to licensure in year 1 in ARC 101-The Art and Practice of Architecture. This course addresses the requirements for becoming a licensed architect in this state and includes guest speakers from a minimum of 6 allied fields (syllabus, weekly outline and lecture summary). The final exam for this class includes an assessment of the student’s knowledge of licensure as well as the range of career opportunities available to graduates of this architecture program. This class is offered each Fall, and the final exam is a requirement for students to complete the course. Examination results are aggregated each time the course is offered and reviewed as part of the annual faculty curriculum retreat. The program has set the benchmark at 85% pass rate for these sections of the exam. Student learning outcomes were last assessed in 2022. Eighty-one percent (81%) of students met the benchmark. The program revised the curriculum to add additional material.

Students are assigned a faculty career mentor and are required to meet with that mentor once per year to discuss their career ambitions. All students are required to do an internship in their final year and are required to complete a self-assessment describing their career ambitions and the path to achieve them. Student career self-assessments are aggregated and reviewed annually by the Department Chair. The Department Chair reports on trends from this survey at the annual faculty retreat. This process has been in place since 2017. In 2022, the assessment results showed that students needed additional support in this area and the program added the faculty career mentoring process as a result.
PC 1: How the program ensures that students understand the path 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.

Program’s APR Response: ABC 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 through the curriculum and required non-curricular activities. Students are introduced to the paths to licensure in year 1 in ARC 101-The Art and Practice of Architecture. This course addresses the requirements for becoming a licensed architect in this state and includes guest speakers from a minimum of 6 allied fields (syllabus, weekly outline and lecture summary). The final exam for this class includes an assessment of the student’s knowledge of licensure as well as the range of career opportunities available to graduates of this architecture program. This class is offered each Fall, and the final exam is a requirement for students to complete the course. Examination results are aggregated each time the course is offered and reviewed as part of the annual faculty curriculum retreat. The program has set the benchmark at 85% pass rate for these sections of the exam. Student learning outcomes were last assessed in 2022. Eighty-one percent (81%) of students met the benchmark. The program revised the curriculum to add additional material.

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Key: Assessment Point | Assessment Method | Benchmark | Data Collection & Analysis | Subsequent Program Improvement
Student Learning Outcomes

- A program must demonstrate how it addresses the Student Criteria 1–6 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
  - SC.2 Professional Practice
  - SC.3 Regulatory Context
  - SC.4 Technical Knowledge
  - SC.5 Design Synthesis
  - SC.6 Building Integration
- Programs should make it clear which student learning outcomes are used to satisfy each SC.
These criteria will be evaluated at the **UNDERSTANDING** level.

**Narrative**: A narrative description of how the program achieves and evaluates each criterion.

**Self-Assessment**: Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis, with a summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review.

**Supporting Materials**: Supporting materials demonstrating how the program accomplishes its objectives related to each criterion...include the following for each course associated with the student learning outcome:

- Course Syllabus
- Course Schedule
- Instructional Materials

**Met | Not Met | Not Yet Met** (for programs applying for candidacy)
These criteria will be evaluated at the **ABILITY** level.

**Narrative:** (same as SC.1 – SC.4)

**Self-Assessment:** (same as SC.1 – SC.4)

**Supporting Materials:** (same as SC.1 – SC.4)

**Student Work Examples:** The program must collect all passing student work produced for the course(s) in which the learning outcomes associated with this criterion are achieved within one year before the visit, or the full academic cycle in which the courses are offered. The visiting team will evaluate approximately 20 percent (no less than three, no more than 30 examples) of the student work collected in this time frame, selected by the NAAB at random before the visit. The program may self-select additional student work, up to 10 percent, for the visiting team to review.

**Met | Not Met | Not Yet Met** *(for programs applying for candidacy)*
SC.5

- Concepts are introduced through lectures and case study examples within the seminar courses, and understanding is assessed via quiz and exam questions. Studio-based projects present students with a complex set of design requirements and conditions within program briefs. External, professional peers evaluate student achievement of learning outcomes through a review of projects using a rubric; learning is also documented in the year-end Learning Portfolios that a faculty committee assesses. Finally, employer surveys confirm the student's understanding of design synthesis. [+ Results, Improvements, Evidence]

- Thesis reviews offer a unique opportunity to assess a student's understanding of design synthesis. As part of thesis reviews, which are open to the public, students present their built project in situ to faculty and invited jurors. Students are asked to concisely recount the design premise plus and the many decisions necessary to make the project manifest. Real-world constraints of budgets, construction feasibility, resource and labor availability, and the realities of meeting a construction schedule are discussed. Reviewers evaluate theses using detailed rubrics. [+ Results, Improvements, Evidence]
Condition 4: Curricular Framework

- 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
  - 4.2 Professional Degrees and Curriculum
  - 4.3 Evaluation of Preparatory Education

- **Met | Not Met | Not Yet Met** (for programs applying for candidacy)
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.

4.3.1-4.3.3:
- Documentation of process for evaluating previous coursework allowed in the admissions process
- Demonstrating standards are met and any gaps in student record are completed
- Demonstrate the evaluation process and length of time to completion is understood by program applicants
Condition 5: Resources

• 5.1 Structure and Governance
• 5.2 Planning and Assessment
• 5.3 Curricular Development
• 5.4 Human Resources and Human Resource Development
• 5.5 Social Equity, Diversity, and Inclusion
• 5.6 Physical Resources
• 5.7 Financial Resources
• 5.8 Information Resources

• **Met | Not Met | Not Yet Met** *(for programs applying for candidacy)*
5.2: Planning and Assessment

- The program must demonstrate that it has a planning process for continuous improvement.
  - Programmatic planning process, and assessment of student learning
  - How the results of the assessment process are regularly used to advise and encourage changes to improve outcomes
  - Process by which the program identifies its student learning objectives
  - Frequency of review of the program’s assessment data
  - A copy of the most recent institutional program review report

- **Met | Not Met | Not Yet Met** *(for programs applying for candidacy)*
5.2 Planning and Assessment

- **5.2.1:** Description of multiyear strategic objectives, including the requirement to meet the NAAB Conditions.

- **5.2.2:** Identification of key performance indicators (KPI) used by the program and the institution.

- **5.2.3:** Self-assessment of how well the program is progressing toward its mission and stated multiyear objectives (identified in 5.2.1).

- **5.2.4:** Description of strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

- **5.2.5:** Description of the processes used to obtain and make improvements to the program as a result of inputs from stakeholders including students, practitioners, the university community and the public.
Evidence provided in **Condition 3** should align with assessment process described in **Condition 5.3 Curricular Development**

- Example: If program describes process of sophomore portfolio review to assess student learning against program learning outcomes, evidence of that assessment and student learning should be provided under the appropriate program criteria.
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.

**Met | Not Met | Not Yet Met** (for programs applying for candidacy)

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NAAB / 5.3 Curricular Development
Condition 6: Public Information

- 6.1 Statement on NAAB-Accredited Degrees
- 6.2 Access to NAAB Conditions and Procedures
- 6.3 Access to Career Development Information
- 6.4 Public Access to Accreditation Reports and Related Documents
- 6.5 Admissions and Advising
- 6.6 Student Financial Information

- **Met | Not Met | Not Yet Met** *(for programs applying for candidacy)*
Writing the APR: Elements of Good Practice
The Guidelines to the Accreditation Process is an important resource for what should, and shouldn’t, be included in the APR. Information about uploading digital content can be found in the Guidelines for the Use of Digital Content in Accreditation Visits.

Obtain a copy of the last APR, the most recent VTR, any interim progress reports (2014 Conditions) or Plans-to-Correct (2020 Conditions), substantive change requests, and other NAAB actions.

Create your digital exhibits as you write the APR, to help you think through and organize your evidence and ensure you are properly citing and annotating the evidence.

For the return to in-person visits, all supplemental materials must be shared with the team 45 days before the visit. Only student work samples for SC.5 and SC.6 will be displayed in the on-site team room.

Student work is due upon the team’s arrival for the on-site visit to your program and can be displayed in digital, physical, or a hybrid form. If digital, the Digital Guidelines provide guidance on how to organize that content as part of the digital exhibits.
• Follow the template and instructions.
  • **Use the numbering in the template exactly. Follow page limit and file size instructions.**
  • In completing the APR template, leave in the narratives to serve as prompts for readers to help
    them understand what is supposed to be addressed in each section.
• The program is expected to **succinctly** describe how it meets each of the conditions for
  accreditation.
  • Photographs, tables, or other types of information may also be included, but not to the detriment of
    the narrative. The narrative should be able to stand on its own; the evidence is provided as a
    support to the narrative.
    • For example: When writing the narrative for a condition, do not simply write: “See assessment
      plan in the Appendix” to explain how the condition is assessed. Programs must explain in the
      narrative of each condition how it is assessed.
• Include only relevant information.
  • In the appendix, include only items referenced in the APR.
  • Do not include raw data or non-relevant policies or procedures.
• For conditions 1, 2, 4, 5, 6, include the approach to the condition. It should answer the questions:
  • How does your program do XXX? How does your program teach XXX?
  • How/where/when do evaluate the program to know that you have achieved XXX?
• Condition 3 (PCs and SCs) requires narrative -- self-assessment -- supporting materials.
• Address **ALL** parts of a condition.
  • If conditions are stated as complex sentences, address each part of the sentence(s). Look for “and,” “or,” and other joining words.
  • Sub-conditions should be noted and addressed separately.
• Formatting and style
  • Use consistent, common-sense language. If using acronyms or abbreviations, be sure to spell out the full name prior to using the acronym or abbreviation. Avoid jargon.
  • Pay attention to things that make the document easier to read: Font size, white space, page breaks, page numbers, tables and graphs to help convey information, headings for paragraphs
• Keep the reader in mind. The primary readers are practitioners, regulators, students, and educators from other programs.
  • Think about the report from the Visiting Team and Board of Directors’ points of view.
  • Review the Guidelines and the Visiting Team Report template. Did you include everything? Answer everything?
  • Did you include information that’s not necessary or not relevant to the Condition?
• Use bookmarks to help the Visiting Team navigate through the document.
  • In Adobe > Document Properties > Initial View, set the page layout to display the bookmarks panel when the document is opened.
• When used judiciously, external hyperlinks can sometimes help programs meet the APR page requirements.
  • Be careful about using links to active webpages, except where required. Any hyperlinks must stay active through the board meeting where your accreditation portfolio will be reviewed.
  • Avoid excessive use of links, sending readers off to webpages where they need to search for information.
• Instructions for creating bookmarks and hyperlinks in a PDF:
Do a self-assessment of the APR to ensure that all parts of the Condition have been addressed and that all evidence has been provided. Consider having someone outside your program do the assessment as well.

**PC.7 Learning and Teaching Culture**

**EVALUATION RUBRIC**

1. The program provided evidence that demonstrates how its curriculum, structure, and other experiences, that all students experience,
   - foster and ensure a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.
   - Yes ☐ No ☐

2. The program provided evidence that each criterion is assessed by the program on a recurring basis, and summarized the modifications made to its curricula and/or associated program structures and materials based on findings from these assessment activities since the previous review.
   - Yes ☐ No ☐

**Comments:**
Remote Location Reminders

- Required for programs with remote locations, which include the following (2020 Procedures, pgs. 28-29):
  - Branch Campuses Requiring Separate Accreditation
  - Additional Site as Part of a Single Accredited Program
  - Teaching Site and Study Abroad as Part of a Single Accredited Program
  - Online Learning as Part of a Single Accredited Program
- The APR must include a Remote Location Questionnaire found on the NAAB website and a narrative description of its remote location: Remote Location Questionnaire
- Please read the Procedures carefully for the definitions or contact NAAB Staff to discuss whether this questionnaire should be included in your APR.
- The remote location may be visited as part of the visit to your program.
• The APR is submitted as one PDF document. It must not exceed 20 MB and 150 pages, excluding the required supporting materials.
• Compress photos and graphics.
• Submit your APR as a PDF attachment via email to accreditation@naab.org and we will confirm receipt.
• NAAB staff will perform a cursory review for completeness and provide feedback to you for potential updates to your APR.
Give the process more time than you think it will take – especially if you need other offices to sign off before you submit.

Email accreditation@naab.org if you have questions.

If you know you’re going to miss the deadline, email accreditation@naab.org.
• The NAAB logo is available in badge form for programs to use as an additional way to communicate their accreditation status to their stakeholders.
• Email accreditation@naab.org for more information.
A Reminder about Resources

- 2020 Conditions
- 2020 Procedures
- NAAB Resources webpage
  - APR templates
  - Guidelines to Accreditation
  - Guidelines for the Use of Digital Content in Accreditation Visits
  - FAQs
- NAAB staff at accreditation@naab.org.
• Please complete this short survey to help us with our own continuous improvement process.
• NAAB Live Training Session Evaluation: [http://s.alchemer.com/s3/LiveSession](http://s.alchemer.com/s3/LiveSession)
Questions?
Thank you!