

N/AAB

# Writing an Effective APR, From Start to Finish

ACSA Annual Meeting  
Pre-Conference  
Workshop  
March 20th, 2025

National Architectural Accrediting Board

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# N/AAB / What We'll Cover...

1. Introduction and Logistics
2. A Review of the Process
3. The Cycle of Assessment
4. Break
5. A Review of the Conditions
6. Writing the APR: Elements of Good Practice
7. Reminders
8. Q&A



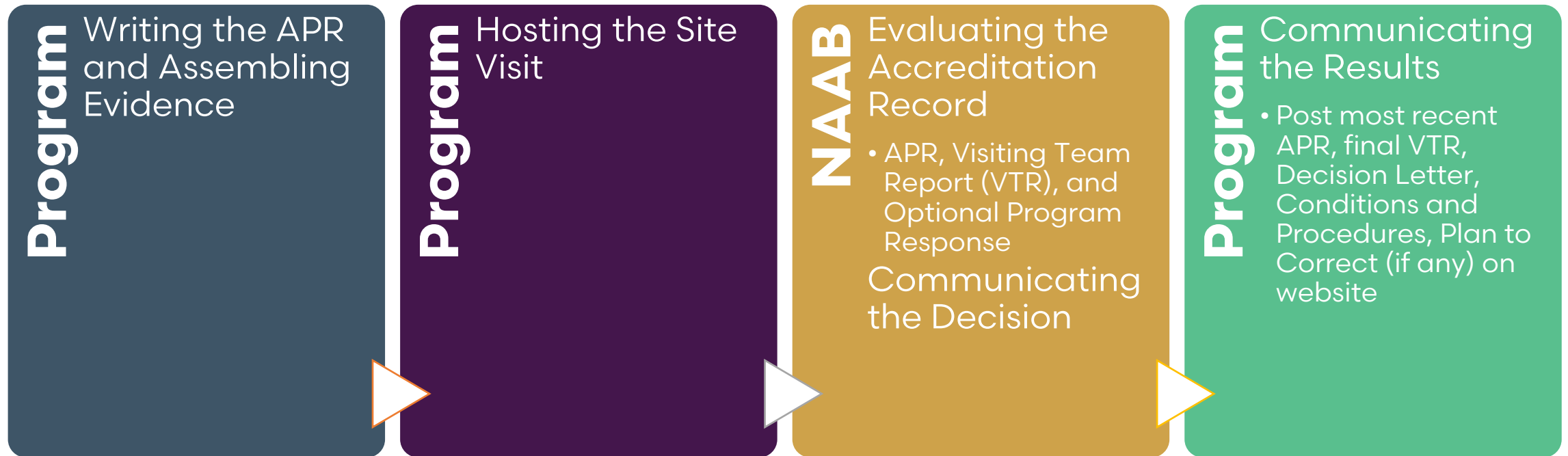


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# A Review of the Process



# NAAB / A Reminder About the Process...



See 2020 Procedures, Guidelines for Accreditation, and Guidelines for Use of Digital Content for details.

# N/AAB / Online Community

## Program Directors

Community Home

Threads 36

Library 12

Blogs 1

Events 0

Members 183

Settings

### On-Site Visit "Hot Tips" Guide

Posted By Melissa Manuel, Ph.D.  
10-03-2024 02:09 PM ET

269 0



### PC/SC Matrix

Posted By Lisa Lacroix  
01-17-2024 11:26 AM ET

205



### Digital Guidelines

Posted By Lisa Lacroix  
01-17-2024 11:15 AM ET

191 0



### Completing the 2024 Annual Report

### Completing Your Program's Annual Report

Posted By Ann Boudinot  
07-18-2024 01:27 PM ET

162 8



# N/AAB / 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.

# NAAB / 2020 Conditions

- Serve as the criteria for accreditation
- Developed with input from all stakeholders: educators, researchers, practitioners, regulators, students, and consumers
- Establishes the baseline of student knowledge, understanding, and skill that prepares students for employment upon graduation.
- Requires programs to **self-assess**. Assessment fosters innovation and allows programs to be distinct in their own ways.
- The 2020 Conditions shift the program self-assessment from an **input-based** review to **outcomes-based** review.

This outcomes-based approach requires programs to:

1. Establish their own **assessment measures** with **benchmarks**.
2. Collect, **analyze data**, and make **changes/improvements**
3. Provide **evidence** of compliance with Conditions to NAAB
4. Engage in a **continuous improvement** process



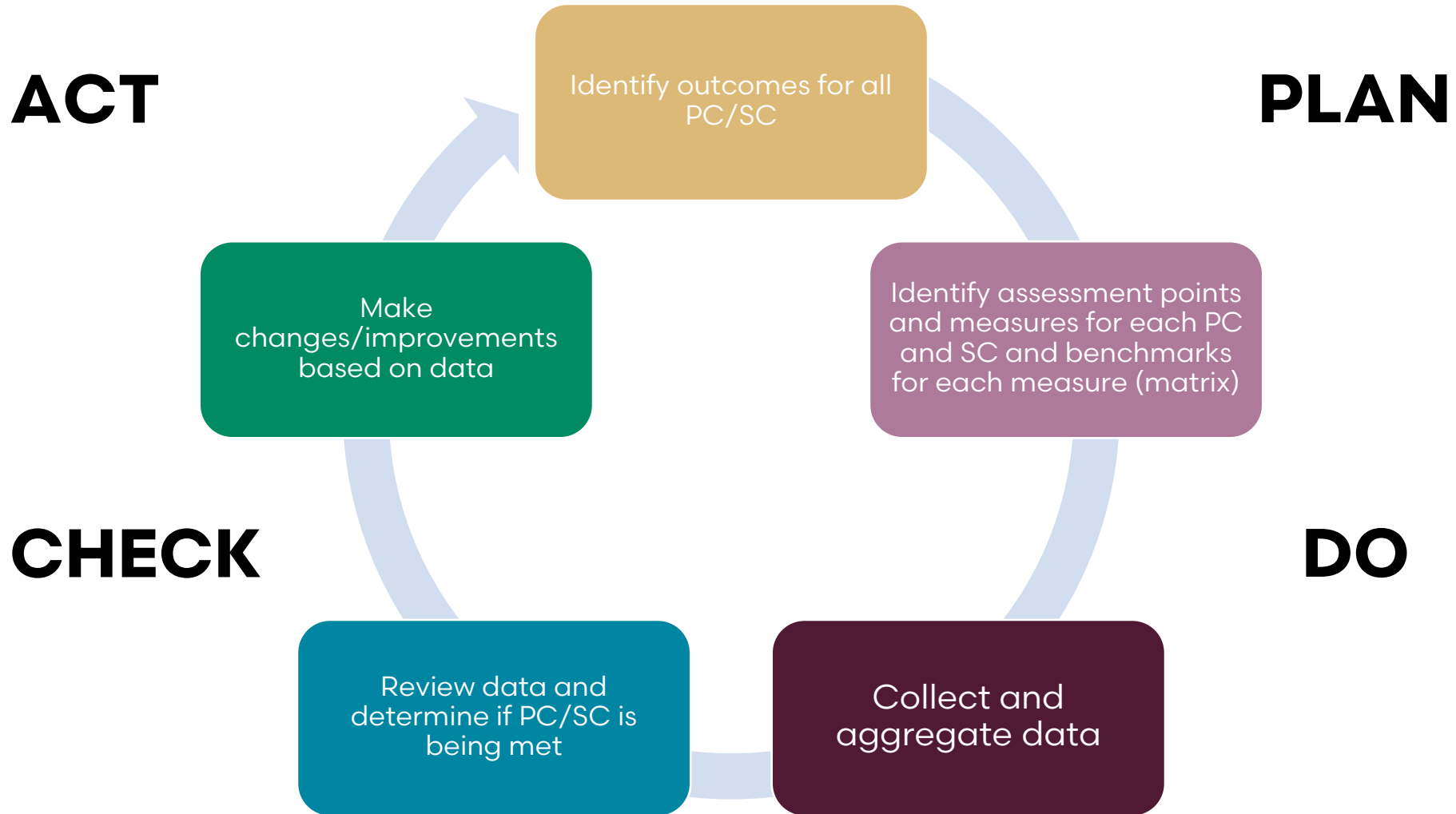


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# The Cycle of Assessment



# NAAB / The Cycle of Assessment



## 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.

# N/A/B / Why Should Programs Assess?

- Assessment helps **programs** determine whether they are meeting their goals.
  - *“Are all of our work and our resources bringing about the results we want?”*
  - *Are students learning what we think they should be learning?*
  - *Is there a way we can do things better?*
  - *Where do we need to improve?*





# N/AAB / Measures of Assessment

- 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.

	<b>DIRECT Measures of Assessment</b>	<b>INDIRECT Measures of Assessment</b>
<b>Definition</b>	Faculty members assess how well a student has learned a concept.	Faculty can infer that a student has learned a concept from a piece of evidence.
<b>Examples</b>	<ul style="list-style-type: none"><li>• Faculty-graded projects</li><li>• Capstone projects/Portfolios (rubric)</li><li>• Questions on exams</li><li>• Papers and reports (rubric)</li><li>• Expert panel reviews (rubric)</li><li>• Internships or other field experiences (rubric)</li><li>• Weekly assignments</li><li>• Design briefs</li></ul>	<ul style="list-style-type: none"><li>• Student reflections and reporting on what they have learned, including student surveys and course evaluations</li><li>• Overall project or course grades</li><li>• Interviews</li><li>• Focus groups</li><li>• Job placement rates</li><li>• Licensure pass rates</li></ul>

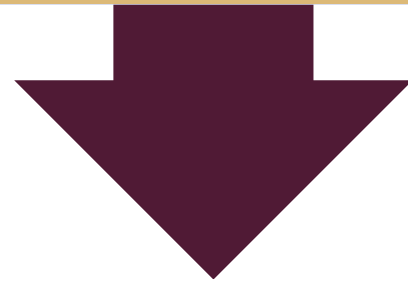
# N/AAB / Other Examples of Measures

Executive summaries	Annotated bibliographies	Briefing papers	Client reports	Debate or discussion	Evaluations of opposing points of view or debates	Field notes	Models or simulations
Research plan	Poster, display, or exhibit	Description of a process	Proposal for or justification of a solution for a problem	Self-reflections	Creative work: videos, websites, artwork, graphics, etc.	Studio-based juried reviews	Framework pinups
Building design review	Tectonics workshop pinup	Comprehensive presentation	Class presentations	Concept generation	Storyboarding	Group research projects	Individual concept projects
Team initial proposals	Building design proposals	Code worksheets	Energy reports	Climate consultant worksheets	Signed project proposals	Abstract book	Slide decks
Thesis proposal	Quizzes	Drawings	Course or program exit interviews	Role play	Peer critiques	Programming assignments	Sample invoices

# N/AAB / How Might a Program Assess...?

**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.

**Example SLO 3.1:** *Students are able to accurately describe the current laws and regulations that influence a design for an assigned building or site.*



Specify one direct measure and at least one indirect measure.

# N/AAB / Examples of Program Assessment Methods

<b>PC.1 Career Paths</b>	Test question, senior exit survey, career path project
<b>PC.2 Design</b>	Design studio project, thesis project/presentation
<b>PC.3 Ecological Literacy and Responsibility</b>	Project, lab, written/oral presentation
<b>PC.4 History and Theory</b>	Essay from assigned reading, quiz questions, annotated bibliography, literature review
<b>PC.5 Research and Innovation</b>	Graphic/written analysis, reflection exercise
<b>PC.6 Leadership and Collaboration</b>	Quiz question, studio project
<b>PC.7 Learning and Teaching Culture</b>	Class assignments, survey questions, results of student rep/faculty meetings
<b>PC.8 Social Equity and Inclusion</b>	Quiz question, design charette



<b>SC.1 Health, Safety, and Welfare</b>	Lab, final project, project narrative, case studies
<b>SC.2 Professional Practice</b>	Long-answer quiz question, portfolio
<b>SC.3 Regulatory Context</b>	Project, project narrative, student interview, design report
<b>SC.4 Technical Knowledge</b>	Project, student interview
<b>SC.5 Design Synthesis</b>	Studio design project, test questions, assignments, activities
<b>SC.6 Building Integration</b>	Studio design project (multi-course sequence), module within studio capstone, capstone project, test questions, assignments, activities

# N/AAB / Example of an Assessment Report

Criterion:						
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 What actions did you take/plan to take because of this assessment?	Links to Evidence

## Criterion: PC.1 Career Paths

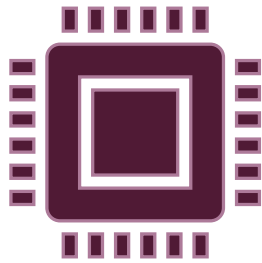
Goal/Student Learning Outcome	Assessment Point Where is this assessed?	Assessment Method(s) How is this assessed?	Target/Bench mark How do you define success?	Result	Planned Improvements What actions did you take/plan to take because of this assessment?	Links to Evidence
Students will be able to accurately describe the path to licensure in the US.	ARCH 301 Professional Practice, offered each semester.	Exam question: Describe the path to achieving licensure in your home state.	At least 90% of students will be able answer this question correctly.	88% of students answered the question correctly	Instructors will revise course module to improve student understanding.	ARCH 301 syllabus and exam question  Dept. meeting minutes
	Graduating Student Exit Survey, administered in capstone class.	Survey question: To what extent do you agree with the following statement: "I understand the path to becoming a licensed architect in the US."	At least 90% of graduating students will agree with the statement.	85% of graduating students agreed with the statement.	Changes will be made to the ARCH 301 to strengthen student understanding and will be described in an email sent to students prior to graduation.	Graduating Student Exit Survey  Dept. meeting minutes
Students will be able to describe career opportunities that utilize the discipline's skills and knowledge	ARCH 301 Professional Practice, offered each semester.	Exam question: Describe three career opportunities that would allow you to use to skills and knowledge you are learning in this program.	At least 90% of students will answer the question correctly.	80% of students were able to describe at least three paths.	Instructors will add assignment for teams to create and present slide decks describing alternative career paths.	ARCH 301 syllabus and exam question  Dept. meeting minutes
	Graduating Student Exit Survey, administered in capstone class.	Survey question: To what extent do you agree with the following statement: "I understand the other career paths that are open to me that would utilize my degree's skills and knowledge."	At least 90% of graduating students will agree with the statement.	85% of graduating students agreed with the statement.	Changes will be made to the ARCH 301 to strengthen student understanding and will be described in an email sent to students prior to graduation.	Graduating Student Exit Survey  Dept. meeting minutes

# NAAB / Group Work

- Work with a partner to complete the assessment report example for a PC or SC.
  - Develop at least ONE student learning outcome for the PC or SC.
  - Develop TWO ways (one direct and one indirect) to assess the outcome.
  - Complete the remainder of the columns for that outcome.

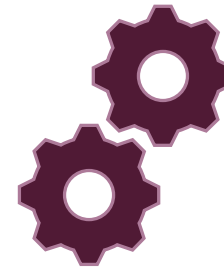


# N/AAB / Continuous Improvement is the Goal



**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.**





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# A Review of the Conditions



# NAAB / Context and Mission

## 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 (3 page limit)
- **Met | Not Met | Not Yet Met** *(for programs applying for candidacy)*

# N/AAB / Shared Values

## 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)*

# NAAB / Program and Student Criteria

## 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)*



# N/AAB / PC/SC Matrix

- 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.

naab.org >  
Accreditation/Forms  
and Templates >  
PC/SC Matrix

## Shared Values

## Program Criteria

### Student Criteria

[illegible]

**N/AAB**

# Example PC/SC Matrix-B.Arch.

MATRIX																																				
School of Architecture NAAB Program and Student Criteria																																				
Primary Evidence: M - Level III course - Mastered: The outcome is expected to be attained by the end of this course.																																				
Secondary Evidence: 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.																																				
First YearSecond YearThird YearFourth YearFifth YearElectives																																				
Course NameCourse																																				

# NAAB / 3.1 Program Criteria (PC)

- 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)*

# NAAB / 3.1 Program Criteria (PC) Evidence

- 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.



# N/AAB / Group Work

***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.

**Key:** **Assessment Point** | **Assessment Method** | **Benchmark** | **Data Collection & Analysis** |  
Program's Assessment How it met the Condition | **Subsequent Program Improvement**

# N/AAB / Example

## ***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.***

**Key:** **Assessment Point** | **Assessment Method** | **Benchmark** | **Data Collection & Analysis** |  
[Program's Assessment How it met the Condition](#) | ***Subsequent Program Improvement***

# NAAB / 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.

# N/A/B / 3.2 Student Criteria (SC.1-4)

- 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)*

# NAAB / 3.2 Student Criteria (SC.5-6): Evidence

- 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)*



# N/AAB / Examples of Assessment Narratives

## 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]**

# N/AAB / Curricular Framework

## 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)*

# NAAB / 4.1 Institutional Accreditation

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

- 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.

**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.

**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.

- 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.

**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.

**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 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.



- 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. 6 NAAB Conditions for Accreditation, 2020 Edition Rev. 1/1/2025
  - 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 | Not Met | Not Yet Met** *(for programs applying for candidacy)*

## 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)*

# NAAB / 5.1 Structure and Governance

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

# NAAB / 5.2 Planning and Assessment

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

# NAAB / Alignment Between Conditions

- 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.



# NAAB / 5.3 Curricular Development

- 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)*

- 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. 8 NAAB Conditions for Accreditation, 2020 Edition Rev. 1/1/2025
  - 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.
- **Met | Not Met | Not Yet Met** *(for programs applying for candidacy)*

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

# N/AAB / 5.6 Physical Resources

- 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.
  - 5.6.5 Plans for disaster and recovery of information.

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.

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

# N/AAB / 5.7 Financial Resources

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

# N/AAB / 5.8 Information Resources

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



## 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)*

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

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

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

- 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) The most recent decision letter from the NAAB awarding accreditation or candidacy
- b) The Architecture Program Report submitted for the last visit
- c) NCARB ARE pass rates
- **Met | Not Met | Not Yet Met** *(for programs applying for candidacy)*

- 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 degree
  - d) Requirements and forms for applying for financial aid and scholarships
- **Met | Not Met | Not Yet Met** *(for programs applying for candidacy)*



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





NAAB

# Writing the APR: Elements of Good Practice



# NAAB / Getting Started

- 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.

# N/AAB / Elements of Good Practice

- 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.

# N/A/B / Writing the Narrative: Reprise

- 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.

# N/AAB / Elements of Good Practice

- 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?



# N/AAB / Bookmarks and Hyperlinks

- 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:
  - <https://www.adobe.com/acrobat/resources/how-to-add-hyperlink-to-pdf.html>.

# N/AAB / APR Self-Assessment Tool

- 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, <ul style="list-style-type: none"><li>• foster and ensure a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.</li></ul>	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Comments:</b>	

# NAAB / 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.

# NAAB / Submitting the APR

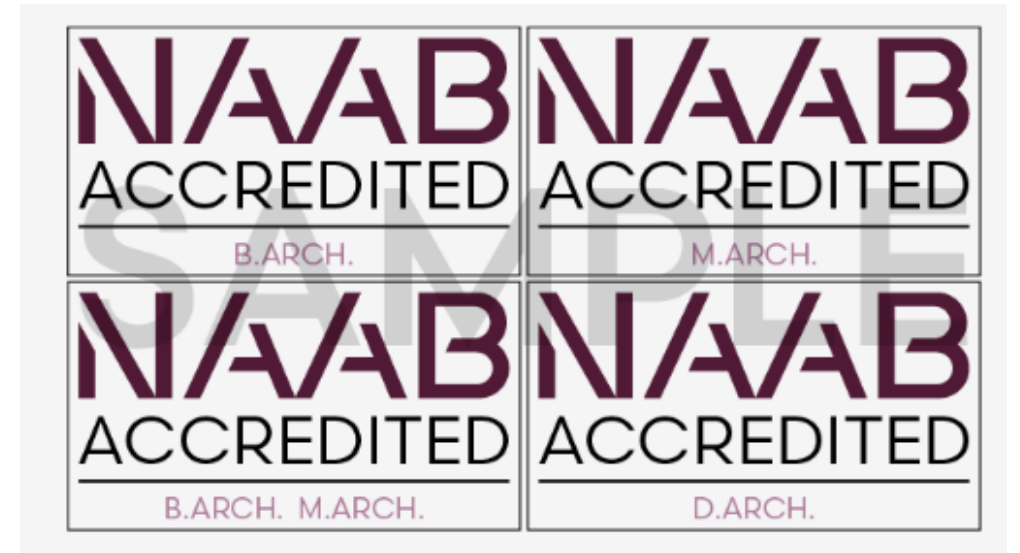
- The APR is submitted as one PDF document. It must not exceed 20 MB and 150 pages, excluding the required supporting materials.
- Compress photos and graphics.
- Submit your APR as a PDF attachment via email to [accreditation@naab.org](mailto:accreditation@naab.org) and we will confirm receipt.
- NAAB staff will perform a cursory review for completeness and provide feedback to you for potential updates to your APR.

# NAAB / Reminders

- 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](mailto:accreditation@naab.org) if you have questions.
- If you know you're going to miss the deadline, email [accreditation@naab.org](mailto:accreditation@naab.org).

# NAAB / NAAB Badge

- 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](mailto:accreditation@naab.org) for more information.





# NAAB / A Reminder about Resources

## Forms and Templates



### APR

Architecture Program Report Template for Programs Seeking Continuing Accreditation.



### APR - IA

Architecture Program Report Template for Programs Seeking Initial Accreditation.



### APR - C

Architecture Program Report Template for Programs in Candidacy (Initial or Continuing).



- [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](mailto: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>
- ACSA Spring 2025 Conference Workshop (at the bottom of list)

# NAAB

## NAAB Live Training Session Evaluation

1. Which live training session are you evaluating?

-- Please Select --

2. How helpful was this session in answering any questions you had about this topic?

Not at all helpful

☐

Somewhat helpful

☐

Unsure

☐

Very helpful

☐

Extremely helpful

☐

3. What could we have done to make the presentation more helpful to you?

4. What questions do you still have about this topic?

NAAB

Questions?

[naab.org](https://naab.org)

NAAB

Thank you!

[naab.org](https://naab.org)