ACSA
ASSOCIATION OF COLLEGIATE
SCHOOLS OF ARCHITECTURE

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2009 PROPOSED NAAB CONDITIONS: APR REPORTING REQUIREMENTS

This document lists ONLY the reporting requirements for the APR, as outlined in the proposed NAAB Conditions. While the spirit of the conditions seems clear, many of the specific APR reporting requirements should be reviewed closely by ACSA faculty and administrators.

Gray highlight   new requirement, not required in 2004

Yellow highlight   new requirement that may be difficult for schools

PART ONE (I): SECTION 1 – IDENTITY & SELF-ASSESSMENT
I.1.1 History and Mission:
The APR must include the following:
• A brief history of the institution, its mission, founding principles, and a description of how that is expressed in the context of 21st century higher education

• A brief history of the program, its mission, founding principles, and a description of how that is expressed in the context of the 21st century architecture education.

• A description of the activities and initiatives that demonstrate the program's benefit to the institution through discovery, teaching, engagement, and service. Conversely, the APR should also include a description of the benefits derived to the program from the institutional setting.

• A description of the program and how its course of study encourages the holistic development of young professionals through a practical and liberal-arts education.

I.1.2 Learning Culture:
The APR must include the following:
• A copy of all policies related to Studio Culture and academic integrity.

• Evidence that the program and/or institution has established procedures for grievances related to harassment and discrimination.

• Evidence that faculty, staff, and students have been able to participate in the development of these policies and the assessment of their effectiveness.

• Evidence that faculty, students, and staff have access to these policies and understand the purposes for which they were established.

I.1.3 Response to the Five Perspectives:
The APR must include the following:
• A narrative description of the program's response to each of the five perspectives.

• A narrative description of the opportunities for student learning and development within the accredited degree program that are responsive to the five perspectives.

• A cross-reference to the five perspectives and the role they play in long-term planning and self-assessment.

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I.1.4 Long-Range Planning:
The APR must include the following:
• A description of the process by which the program identifies its objectives for continuous improvement.

• A description of the data and information sources used to inform the development of these objectives.

• A description of the role of long-range planning in other programmatic and institutional planning initiatives.

A description of the role the five perspectives play in long-range planning.

I.1.5 Self-Assessment Procedures:
The APR must include the following:
• A description of the school's self-assessment process, specifically with regard to ongoing evaluation of the program's mission statement, its multi-year objectives and how it relates to the Five NAAB Perspectives.

• Faculty, students', and graduates' assessments of the accredited degree program's curriculum and learning context as outlined in the Five Perspectives.

• A description, if applicable, of institutional requirements for self-assessment.

• A description of the manner in which results from self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to institutions (e.g., reduced funding for state support institutions or enrollment mandates).

• Any other pertinent information.

I.2.1 Human Resources & Human Resource Development:
The APR must include the following:

Faculty/Staff
• A matrix for each faculty member that identifies his/her credentials and experience (including recent scholarship and research), the courses he/she was assigned during the four semesters prior to the visit, and the specific credentials, experience and, research that supports these assignments. In the case of adjuncts or visiting professors, only those individuals who taught in the four semesters prior to the visit should be identified. (NOTE: This can be appended to his/her resume, see Appendix 2; copies should be available in the team room).

• A description of the institution's policies and procedures relative to EEO/AA for faculty, staff, and students.

• A description of the institution's policies and procedures for sabbatical and other opportunities for scholarship and research.

• A description of the policies, procedures, and criteria for faculty appointment, promotion, and tenure and access to faculty development opportunities.

• Evidence of how faculty members remain current in their knowledge of the changing demands of practice and licensure.

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• *The school's policy regarding human resource development opportunities.*

• *A list of visiting lecturers and critics brought to the school since the previous site visit.*

• *A list of public exhibitions brought to the school since the previous site visit.*

• *Evidence of the school's facilitation of faculty research, scholarship, and creative activities since the previous site visit, including the granting of sabbatical leaves and unpaid leaves of absence, opportunities for the acquisition of new skills and knowledge, and support of attendance at professional meetings.*

MISSING: Language regarding "social equity" from 2004 is reduced to a plan for "representation" in the "demographic statistics" area and policies for sexual harrasment in Studio culture above,

Students
• *A description of the process by which applicants to the accredited degree program are evaluated for admission.*

• *A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable*

• *Evidence of the school's facilitation of student opportunities to participate in field trips and other off-campus activities.*

• *Evidence of opportunities for students to participate in professional societies and organizations, honor societies, and other campus-wide activities.*

• *Evidence of the school's facilitation of student research, scholarship, and creative activities since the previous site visit, including research grants awarded to students in the accredited degree program, opportunities for students to work on faculty-led research, opportunities for the acquisition of new skills and knowledge in settings outside the classroom or studio, and support of attendance at meetings of student organizations and honorary societies.*

I.2.2 Administrative Structure & Governance:
Administrative Structure: *The APR must include the following:*

• *A description of the administrative structure for the program, the academic unit within which it is located, and the institution.*

• *A description of the program's administrative structure in comparison with those of the other professional degree programs offered by the institution.*

• *A description of the opportunities for involvement in governance, including curriculum development, by faculty, staff, and students in the accredited degree program.*

• *A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.*

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I.2.3 Physical Resources:

The APR must include the following:
• *A general description, together with labeled 8-1/2" x 11" plans of the physical plant, including seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops, and research areas, with accessibility clearly indicated.*

• *A description of any changes to the physical facilities either under construction or proposed.*

• *A description of the hardware, software, networks, and other computer resources available to students and faculty.*

• *Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institutional to address it.*

I.2.4 Financial Resources: \ SEE 2004 LANGUAGE AT END

The APR must include the following:
Program budgets:
• *Current fiscal year budget(s) showing revenue and expenses from all sources.*

• *Forecasts for at least two years beyond the current fiscal year.*

• *Budgets for all prior fiscal years since the last visit.*

• *Comparative reports that show revenue and expenditures for each year since the last accreditation visit from all sources including endowments, scholarships, onetime capital expenditures, and development activities.*

• *Data on annual expenditures and total capital investment per student, both undergraduate and graduate, compared to the expenditures and investments by other professional degree programs in the institution.*

Institutional Financial Issues:

• *Pending reductions or increases in enrollment and plans for addressing these changes.*

• *Pending reductions or increases in funding and plans for addressing these changes.*

• *Changes in funding models for faculty, instruction, overhead, or facilities since the last visit and plans for addressing these changes.*

• *Other financial issues the program and/or the institution may be facing.*

I.2.5 Information Resources:

The APR must include the following:

• *A description of the institutional context and administrative structure of the library and visual resources*

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• An assessment of the library and visual resource collections, services, staff, facilities, and equipment that does the following:

  • Lists the content of the current collection including number of titles and subject areas covered

  • Evaluates the degree to which information resources support the mission, planning, curriculum, and research specialties of the program.

  • Assesses the quality, currency, suitability, range, and quantity of resources in all formats, (traditional and electronic)

  • Demonstrates sufficient funding to enable continuous collection growth

  • Identifies any significant problem that affects the operation or services of the libraries and other information resource facilities.

DROPPED: IN-DEPTH STATISTICAL REPORT AND BUDGET INFORMATION IN APPENDIX FORMS B AND C: THESE FORMS HAD BEEN DEVELOPED BY THE Art Libraries Society of North America and the Association of Architecture School Librarians over the years. This appendix report set high standards for schools: the reduction of these standards may be a reduction in quality in information resources.

I.3.1 Statistical Reports[7]
Program student characteristics
  • Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).

    • Demographics compared to those recorded at the time of the previous visit.

    • Demographics compared to those of the student population for the institution overall. The program must demonstrate it has a plan in place to maintain or increase the representation of students from traditionally underrepresented groups within the next two accreditation cycles.

  • Qualifications of students admitted in the fiscal year prior to the visit.
    • Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.

  • Time to graduation.
    • Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.

    • Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.

Program faculty characteristics
  • Demographics (race/ethnicity & gender) for all full-time instructional faculty.

• Demographics compared to those recorded at the time of the previous visit.

• ==Demographics compared to those of the full-time instructional faculty at the institution overall.== The program must demonstrate it has a plan in place to maintain or increase the representation of faculty from traditionally underrepresented groups within the next two accreditation cycles.

• ==Number of faculty promoted each year since last visit.==
    • ==Compare to number of faculty promoted each year across the institution during the same period.==

• ==Number of faculty receiving tenure each year since last visit.==
    • ==Compare to number of faculty receiving tenure at the institution during the same period.==

• ==Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.==
    • ==Compare to number of faculty teaching in other professional degree programs at the same institution who hold professional licenses or credentials during the same period (e.g., number of engineers teaching in an engineering program who have the P.E. designation).==

The information requested above should be presented quantitatively in the APR.

I.3.2. Annual Reports:
The APR must include, in addition to the materials described above:
==A statement, signed or sealed by the official within the institution responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission System since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.==

I.3.3 Faculty Credentials:
The APR must include the following information for each instructional faculty member who teaches in the professional degree program:

• His/her academic credentials, noting how educational experience and recent scholarship supports their qualifications for ensuring student achievement of student performance criteria.

• His/her professional architectural experience, if any, noting how his/her professional experience supports their qualifications for ensuring student achievement of student performance criteria.

==DROPPED: percent time between teaching and administration.==

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PART ONE (I): POLICY REVIEW
The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

II.1.1 Student Performance Criteria:
The APR must include:

• A brief, narrative or graphic overview of the school's curricular goals and content for each accredited degree program offered.

• A matrix, for each accredited degree program offered, that identifies each required course with the SPC or SPC it fulfills.

> *• The top section of the matrix should include those criteria that are demonstrated across the curriculum.*

> *• The bottom section of the matrix should include only those criteria that are demonstrated in a single learning experience.*

In all cases, the program must highlight the cell on the matrix that points to the greatest evidence of achievement.(For a sample matrix, see Appendix 4)
NOTE: Elective courses are not to be included on the matrix.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK
II.2.1 Regional Accreditation:
The APR must include a copy of the most recent letter from the regional accrediting commission regarding the institution's term of accreditation.

II.2.2 Professional Degrees and Curriculum:
• Title(s) of the degree(s) offered including any pre-requisite degree(s) or other preparatory education and the total number of credits earned for the NAAB-accredited degree (see Appendix 5 for the format).

• An outline, for each accredited degree program offered, of the curriculum showing the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives.

• Examples, for each accredited degree offered, of the minors or concentrations students may elect to pursue.

• A list of the minimum number of semester credit hours or the equivalent number of quarter credit hours required for each semester or quarter, respectively.

• A list identifying the courses and their credit hours required for professional content and the courses and their credit hours required for general education for each accredited degree program offered.

• A list of off-campus programs, description of facilities and resources, course

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requirements, and length of stay.

II.2.3 Curriculum Review and Development

The APR must include a description of the composition of the program's curricular review process including membership of any committees or panels charged with responsibility for curriculum assessment, review, and development. This description should also address the role of the curriculum review process relative to long-range planning and self-assessment.

PART TWO (II) : SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

The APR must include a description of the process by which the preparatory or preprofessional education of students admitted to the accredited program is evaluated. This description should include, where appropriate, how decisions to offer "advanced standing" are made and documented in a student's admissions record.
NOTE: A review of course titles and descriptions in and of itself is not considered sufficient for this activity.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees
II.4.2 Access to NAAB Conditions and Procedures
II.4.3 Access to Career Development Information

the program must make the following documents and resources available to all students, parents, staff, and faculty:

o www.ARCHCareers.org
o *The NCARB Handbook for Interns and Architects*
o *Toward an Evolution of Studio Culture*
o *The Emerging Professional's Companion*
o www.NCARB.org
o www.aia.org
o www.aias.org
o www.acsa-arch.org'

II.4.4 Publishing APRs and VTRs

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:

o All Annual Reports, including the narrative
o All NAAB responses to the Annual Report
o The final decision letter from the NAAB
o The most recent APR
o The final edition of the most recent VTR, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

II.4.5 ARE Pass Rates

The APR must include a list of the URLs for the web pages on which the documents and resources described throughout Part II Section 4 are available. In the event, documents or resources are not available electronically, the program must document how they are stored and made available to students, faculty, staff, parents, and the general public.