SECTION 1: GOVERNING ORGANIZATION INFORMATION

This section is READ ONLYIf all of the information is correct, please scroll down and click on Mark

Section Complete If any changes need to be made, please go to the menu on the left and select

Institution Details > Institution Profile and update your information there. You can then come back to this section and select Mark Section Complete

1. Name of the governing institution:

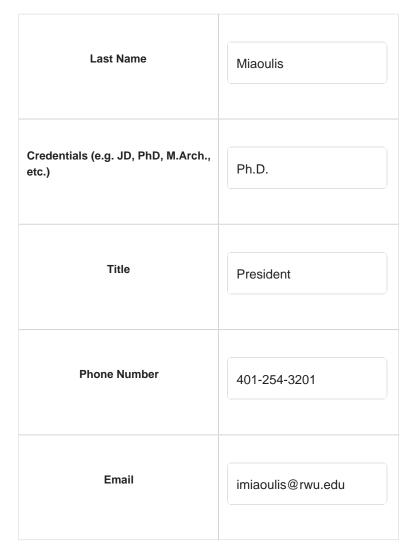
Roger Williams University

2. Institution s physical address:

2. Institution's physical address:		
Street Address (Line 1)	Cummings School of Arc	
Street Address (Line 2)	1 Old Ferry Road	
City	Bristol	
State	RI	
Postal Code	02809-2921	
Country	UNITED STATES	

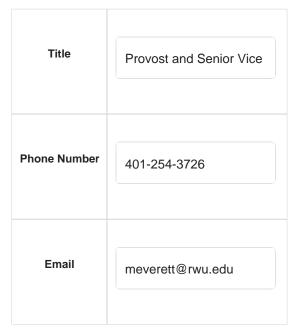
3. Institution s mailing address if different from its physical address:

Street Address	s (Line 1)		
Street Address	s (Line 2)		
City			
State			
Postal Co	ode		
Countr	у		
4. Institutiona	l website	e:	
www.rwu.edu	ı		
5. Chief execu	itive offic	cer:	
First Name	Ioannis		



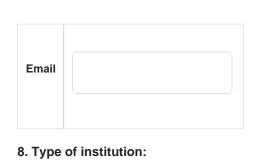
6. Provost/chief academic officer:

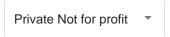
First Name	Margaret
Last Name	Everett
Credentials (e.g. JD, PhD, M.Arch., etc.)	Ph.D.



7. Other institution administrator (optional):

	· ·
First Name	
Last Name	
Credentials	
Title	
Phone	





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

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

	Alaska Native-serving Institution
	Asian American and Native American Pacific Islander-serving Institution
	HBCU
	Hispanic-serving Institution
	Native American-serving Nontribal Institution
	Native Hawaiian-serving Institution
	Predominantly Black Institution
	Tribal College or University
10.	Degrees the institution is approved to award (check all that apply):

apply):

Master

Doctorate

Baccalaureate

Other

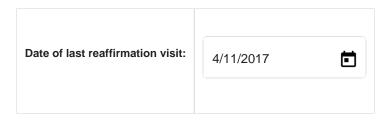
Select from the following list the organization that accredits the institution.

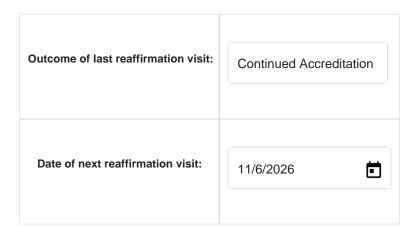
11. Institutional accrediting organization:

New England Commission on Higher Education (NECHE)

12. Institutional accreditation information:

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





SECTION 2: PROGRAM INFORMATION

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

1. Program described in this report:



2. CIP code:

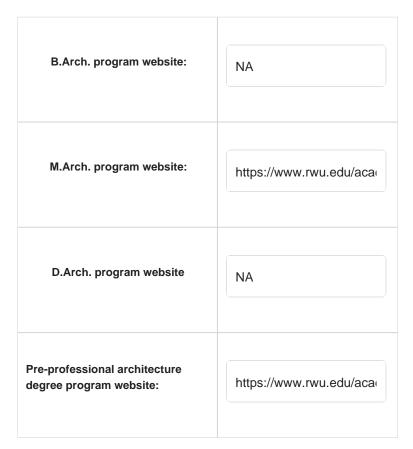
Please enter the CIP code of your architecture program. The format of the code is xx.xxxx. CIP codes for architecture are available here.

04.0902

3. Name of academic unit:

Cummings School of Arch

- 4. Please verify which of the following degree programs your institution currently offers (check all that apply):
- ☐ Bachelor of Architecture (B.Arch.)
- Master of Architecture (M.Arch.)
- Doctor of Architecture (D.Arch.)
- Pre-professional architecture degree (B.A., B.S.)
- 5. Please provide the website addresses for each program selected above:

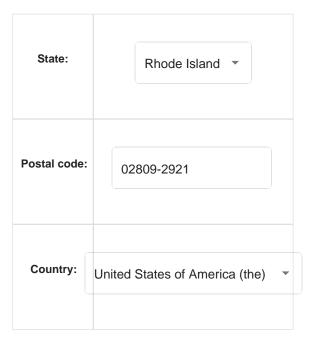


6. Are you planning to develop another professional architecture degree in the near future?:

No 🔻

7. Physical address of the program:

Physical address (Line 1):	Cummings School of Arc
Physical address (Line 2):	One Old Ferry Road
City:	Bristol



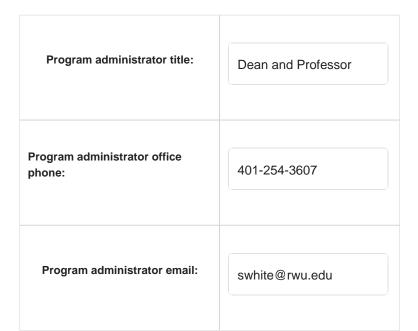
8. Is this degree program offered at an additional location?:

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



9. Program administrator:

Program administrator first name	Stephen
Program administrator last name	White
Program administrator post nominal credentials (e.g. FAIA):	AIA



10. Academic unit administrator:

Academic unit administrator fist name	Stephen
Academic unit administrator last name	White
Academic unit administrator post- nominal credentials (e.g. FAIA):	AIA
Academic unit administrator title:	Dean and Professor
Academic unit administrator office phone:	401-254-3607

Academic unit administrator email:	swhite@rwu.edu

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

Contact person full name and credentials (e.g. John Smith, FAIA):	
Contact person office phone:	
Contact person email:	

SECTION 3: ACADEMIC INFORMATION

To complete this section, please review the data below and update the information as needed. Definitions of data terms in NAAB s Annual Report are based primarily on definitions found in the glossary of the IPEDS most recent data collection system, available online at

https://surveys.nces.ed.gov/ipeds/public/glossary. Undergraduate programs should refer to their institution s IPEDS submission for the prior academic year (September 1 -- August 31) in preparing this report.

1. Academic calendar:

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

Semesters •

PLEASE READ

The following question replaces an earlier form of the question. This was done in response to feedback from programs wanting to enter information on program length and credit hours by track. If you have

already completed those questions and need to recover the information, please contact us at accreditation@naab.org.

2. Program length and required credit hour distribution

Add Program Track

3. Articulation agreements:

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

Community colleges:	3
Colleges or universities granting B.A. or B.S. pre-professional degrees:	1
Colleges or universities granting B.Arch. degrees:	0
Other:	0

4. Education level prior to entering program:

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

High school diploma or equivalent:	72
Associate's degree:	0

Pre-professional bachelor's degree in architecture:	26
Bachelor's degree in a field other than architecture:	2
Bachelor of Architecture (B.Arch.) for M.Arch. or D.Arch. programs:	0
Master's degree in a field other than architecture for M.Arch. or D.Arch. programs:	0
Other:	0

SECTION 4: INSTRUCTIONAL FACULTY

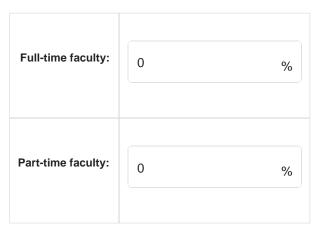
To complete this section, please review the data below and update the information as needed. Definitions of data terms in NAAB s Annual Report are based primarily on definitions found in the glossary of the IPEDS most recent data collection system, available online at https://surveys.nces.ed.gov/ipeds/public/glossary. Undergraduate programs should refer to their

institution s IPEDS submission for the prior academic year (September 1 -- August 31) in preparing this report.

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

17			

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



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

J	
Doctor of Architecture (D.Arch.)	0
Master of Architecture (M.Arch.)	5
Bachelor of Architecture (B.Arch.)	9
Ph.D./Doctorate in architecture	3
M.S. or M.A. in architecture	3
B.S./B.A. in a pre-professional degree in architecture	1

Doctoral degree in another field	3
Master's degree in another field	3
Baccalaureate degree in another field	4
Other degree type	0

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

27		

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

Doctor of Architecture (D.Arch.)	0
Master of Architecture (M.Arch.)	15
Bachelor of Architecture (B.Arch.)	16

Ph.D./Doctorate in architecture	0
M.S./M.A. in architecture	0
B.S./B.A. in a pre-professional degree in architecture	5
Doctoral degree in another field	2
Master's degree in another field	5
Baccalaureate degree in another field	4
Other degree	0

6. Faculty to student ratio in professional studies courses:

Professional studies courses are those with architectural content required of all students in the NAAB-accredited program and are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3-Program and Student Criteria.

26:1			

Average faculty to student ratio across all professional study courses.

7.	Faculty	to	student	ratio i	in	the	profes	ssional	design	studio	courses:
	I acuity	·	Student	latio		uic		33IVIIAI	ucsigii	Studio	courses.

12:1			

SECTION 5: STUDENT AND FACULTY DEMOGRAPHICS

To complete this section, please review the data below and update the information as needed. Definitions of data terms in NAAB s Annual Report are based primarily on definitions found in the glossary of the IPEDS most recent data collection system, available online at

https://surveys.nces.ed.gov/ipeds/public/glossary. Undergraduate programs should refer to their institution s IPEDS submission for the prior academic year (September 1 -- August 31) in preparing this report.

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

A. Students

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

		Full time	
	Male	Female	Non-binary
American Indian or Alaska Native	0	0	0
Asian	2	4	0

Black or African American	5	2	0
Hispanic or Latino	32	22	0
Native Hawaiian or Other Pacific Islander	0	0	0
White	157	142	0
Two or More Races	4	8	0
Nonresident Alien	1	2	0
Race/Ethnicity Unknown	10	7	0
Total Students	211	187	0

B. Faculty

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

		Full time	
	Male	Female	Non-binary
nerican dian or aska ative	0	0	0
sian	1	1	0
ick or ican nerican	0	0	0
anic atino	3	1	0
re aiian her iic der	0	0	0
iite	8	3	0
or e	0	0	0

Nonresident Alien	0	0	0
Race/Ethnicity Unknown	0	0	0
Total Faculty	12	5	0

SECTION 6: STUDENT/GRADUATE ACHIEVEMENT

To complete this section, please review the data below and update the information as needed. Definitions of data terms in NAAB s Annual Report are based primarily on definitions found in the glossary of the IPEDS most recent data collection system, available online at

https://surveys.nces.ed.gov/ipeds/public/glossary. Undergraduate programs should refer to their institution s IPEDS submission for the prior academic year (September 1 -- August 31) in preparing this report.

1. Retention rate:

Total number of students enrolled in the program during the prior academic year MINUS students who graduated at the end of the year (A). For example, 100 students in the program, 20 graduated, enter 80.	332
Total number of prior year students, excluding students who graduated, who returned in the current academic year (B):	297
Total retention rate in program (B-A):	89.5 %



Entering Student Cohort	Number of students in original cohort who enrolled in the first term of the program (A)	Number of students in original cohort who graduated within 100% of advertised program length (B)	Number of students in original cohort who graduated within 150% of advertised program length. (C)
2014- 2015	117	76	92
2015- 2016	137	83	100
2016- 2017	141	94	122
2017- 2018	138	93	110
2018- 2019	131	89	NA
2019- 2020	139	106	NA
2020- 2021	167	NA	NA

2021- 2022	92	NA	NA	N.
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3. Job placement rates:

Cohort	Number of program graduates (A)	The number of program graduates from this graduation year for whom employment information is known. (B)	Number of graduates seeking employment who were employed in a field for which the architecture program prepared them (full-time or part-time) within one year of graduation (C)	
2019- 2020	52	25	25	1
2020- 2021	47	38	38	1
2021- 2022	52	43	43	1

4. Source of job placement information:

Career Center Survey; Lir

SECTION 7: MAINTENANCE OF ACCREDITATION CRITERIA

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

A: Program and Student Outcomes

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

The program HAS significant and material changes to program and student learning outcomes and/or to its ability to achieve its stated outcomes.

The program has NO significant and material changes in this area.

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

B: Curriculum Development and Faculty Resources

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

The program has significant or material changes to the program's process for assessing its curriculum and making adjustments based on the outcome of the assessment.

The program has NO significant or material changes in this area.

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

- The relationship between course assessment and curricular development, including NAAB program and student criteria.
- The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

C: Architect Licensing Advisor

Name(s):	Karen Hughes, AIA, NCA
Date of last NCARB licensing advisor summit each advisor(s) attended:	2019

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

D: Student Support Services

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

• The program has significant or material changes to support services available to students in the program.

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

Please note any **significant and material** changes to support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement. If no such changes occurred, please mark no changes.

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

The Cummings School of Architecture is benefitting from a substantial increase since Fall 2022 in internship and career development support from collaboration with the University's Center for Career and Professional Development (CCPD), and its increased support for undergraduate and graduate students in our School. The CCPD now has a Director, Career Services and Director, External Relations who work with us in the school, led on this end by Associate Dean Greg Laramie Regipping in Fall 2022, we have developed a confirmed calendar of Fall Semester.

E: Physical Resources

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

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

1	\bigcap	The program	has NO	cianificant	or material	change i	n this area
١	ノ	The program	Has INO	Significant	Ul Illatella	Changes	ii iiiis aita

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

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Resources to support all learning formats and pedagogies in use by the program.

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



The School has implemented a new externally hosted Virtual Desktop Laboratory in Fall 2023, replacing the previous internally hosted "rCloud" computing environment we had in place 2013-2023, which replaced our physical computer labs. The new Virtual Desktop Laboratory is hosted by Apporto, which provides us with higher quality connectivity, functionality of hosted software, and a higher level of troubleshooting support. The university has also implemented a free plotting and printing for students since 2018

F: Financial Resources

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

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

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

G: Information Resources

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

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

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

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

H: Public Information

Statement on NAAB-accredited degrees -- All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB conditions for accreditation, 2020 edition, appendix 2, in catalogs and promotional media, including the program s website.

Link:

https://www.rwu.edu/acac

Conditions for Accreditation, 2020 edition:

https://www.rwu.edu/acac

Conditions for Accreditation in effect at the time of the last visit (2014 or 2020, depending on the date of the last visit):

NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public. Provide a link to the webpage where each item is posted.

https://www.rwu.edu/acac

Procedures for Accreditation, 2020 edition:

https://www.rwu.edu/acac

Procedures for accreditation in effect at the time of the last visit (2015 or 2020, depending on the date of the last visit):

https://www.rwu.edu/acac

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

Link:

https://www.rwu.edu/acac

WAYAB

	All interim progress reports and narratives of program Annual Reports submitted since the last team visit:
	https://www.rwu.edu/acac
	All NAAB responses to any Plan to Correct and any NAAB responses to the program Annual Reports since the last team visit:
	https://www.rwu.edu/acac
	The most recent decision letter from NAAB:
	https://www.rwu.edu/acac
	The Architecture Program Report (APR) submitted for the most recent visit:
	https://www.rwu.edu/acac
Public access to accreditation reports and related documents To promote transparency in the process of accreditation in architecture education, the	The final edition of the most recent Visiting Team Report, including attachments and addenda:
program must make the following documents available to all students, faculty, and the public, via the program s website:	https://www.rwu.edu/acac
via the program's website.	The program s optional response to the Visiting Team Report:
	Plan to Correct (if applicable):
	NCARB pass rates:
	https://www.rwu.edu/acac

Application forms and instructions:

https://www.rwu.edu/und

Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing:

Admissions and advising -- The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

https://www.rwu.edu/und

Forms and a description of the process for evaluating the content of a non-accredited degrees:

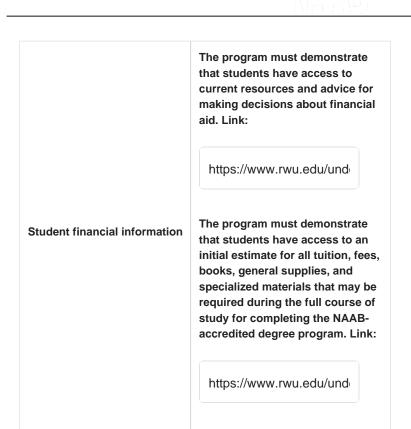
https://www.rwu.edu/aca

Requirements and forms for applying for financial aid and scholarships:

https://www.rwu.edu/und

Explanation of how student diversity goals affect admission procedures:

https://www.rwu.edu/und



NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public. Provide a link to the webpage where each item is posted.

SECTION 8: SUBSTANTIVE CHANGES

1. Substantive Change

Indicate below whether the program has had a substantive change in any of the following areas during the past year. If so, provide the status of each change approval request: If the program has not had a substantive change in any of these areas, check "Does not apply -- no change." As a reminder, Substantive changes must be reviewed by NAAB **before implementation** by the program or institution. Substantive changes requiring review and the process for applying for approval of those changes is described in the 2020 Procedures.

Туре	Status	Date of Submission	Date of NAAB Decision	Date of Implementation	

Changes to the curriculum of an existing program or track for completing the program that affects the admissions requirements of the	Does not apply no change ▼	
program (e.g., shifting from a single-institution M. Arch. to an M. Arch. that requires an undergraduate degree for admission).	Does not apply — no change	
Changes to the curriculum that effectively split an accredited single-institution program into a multidegree sequence that concludes with an accredited		
graduate degree and that may	Does not apply no change	
require an undergraduate degree for admission (e.g., changing from a B. Arch. to an M. Arch. that requires an undergraduate degree for admission).		

A program change that requires a significant change in pedagogy or the approach to delivering the	Does not apply no change ▼	
professional degree (e.g., moving from traditional, on-campus learning to fully online learning).		
Programs seeking to convert an existing B. Arch. program to a single-		
institution M. Arch. program through modest adjustments.	Does not apply no change	
Programs seeking to convert an existing five- year, single- institution		
M. Arch program to a B. Arch. program through modest adjustments in the curriculum.	Does not apply no change	

Programs seeking to convert an existing M. Arch. program that requires an undergraduate degree (either in architecture or another discipline) for	Does not apply no change	
admission to a D. Arch. The addition of new tracks to existing accredited programs.	Does not apply no change *	
Consolidating or merging an institution offering an accredited degree with another institution.	Does not apply no change	
Physical relocation of a program in a single institution, with multiple, additional teaching sites or remote sites (e.g., an institution consolidating the professional program at an additional teaching site or from multiple sites to a single location).	Does not apply no change *	

Phasing out an existing NAAB- accredited program.	Does not apply no change		
Changes in the accreditation status of the institution.	Does not apply no change	•	