How to Host a Successful Site Visit Under 2020 Conditions

Workshop: ACSA Administrators Conference

National Architectural Accrediting Board, Inc.

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Who We Are

Ann Boudinot
Director of Accreditation

Sarah Frazier
Manager of Accreditation
Our Agenda…

- Introductions to Each Other and to NAAB
- Preparing the APR
  - Writing the APR
  - A Focus on Assessment -- Group Work
- Break and Q&A
- Preparing for the Site Visit – Group Work
- Q&A
Our Learning Outcomes…

At the end of the session, participants will be able to:

• Establish their own timeline and process for preparing and hosting an accreditation visit.

• Develop methods to effectively assess program and student criteria to inform program improvement.

• Identify evidence for demonstrating compliance with Conditions for Accreditation.

• Select and annotate student work for relevant Student Criteria.
Pleased to meet you...

• Please take a moment to get to know your table members:
  • Where are you in your current accreditation cycle?
  • What’s your experience with the 2020 Conditions?
  • What questions do you want answered from today’s workshop? – Use the sticky notes, one for each question.
• NAAB was established by the Collateral Organizations (ACSA, AIA, AIAS, and NCARB) that have funded the organization since 1940.

• NAAB provides accreditation services and oversight to ensure architecture programs meet key quality assurance responsibilities.

• **Mission:** NAAB develops and maintains an accreditation system in professional degree education that enhances the value, relevance, and effectiveness of the profession of architecture.

• **Vision:** NAAB advances educational quality assurance standards and processes that anticipate the needs of academic programs, the profession, and society, to promote a better built environment.
Core Values: The following principles serve as a guide and inspiration to the NAAB.

**Commitment to Excellence.** Foster a culture of continual improvement that seeks positive transformation and responds to external change.

**Diversity and Inclusion.** Celebrate unique institutional perspectives and ensure the inclusion of diverse populations to enrich the learning environment.

**Effective Communication.** Articulate the value of an accredited architectural education to students, the profession, and the communities that architects serve.

**Spirit of Collaboration.** Promote transparency and collateral cooperation in the shared responsibility of preparing graduates for professional practice.
Peer Review by Volunteers

- 140+ Volunteers
- 10,000+ Hours
- 300+ Reviews
2022-23 NAAB Board of Directors

ACSA, AIA, and NCARB each nominate three directors; AIAS nominates two; and there are two public directors. The Past President and Executive Director serve ex officio.
Visiting Teams

- ACSA, AIA, AIAS, and NCARB nominate individuals to the visiting team pool every year for 3-year terms.
- Team members receive notice of upcoming visits and respond with their interest and availability.
- Once assigned to a site visit, team members undergo training to prepare for the visit.
- Teams review evidence prepared by the program and interview program representatives.
- The visiting team serves as the “eyes and ears” of the Board.
NAAB currently accredits 173 architecture programs, but programs do not pay accreditation fees directly to NAAB.

Accreditation is supported financially by AIA, AIAS, ACSA and NCARB as a function of their service to the architectural field at large.

In 2021, ACSA, AIA and NCARB each contributed $2,379.21 per architecture program; AIAS contributed $58.14 per architecture program.

This shared contribution translates to approximately $44 per student attending a NAAB accredited program.

Programs pay for direct expenses related to accreditation visits, occurring once every 8 years.
NAAB Website Offerings

• New this year:
  • Remote location questionnaire
  • Student roster template
  • Revised Visiting Team Report templates to improve guidance to reviewers and quality of feedback to programs
  • Expanded, updated FAQs drawn from questions from programs
# NAAB FAQs

Updated and expanded questions and answers (FAQs) reflecting questions posed by programs.

## Frequently Asked Questions

<table>
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<tr>
<th>Programs</th>
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<td>2020 Conditions</td>
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**Condition 3: Program and Student Criteria**

* How, and when, do programs send their roster of passing students from the course(s) that satisfy SC.5 and SC.6?

* Can programs use the same student evidence if both SC.5 and SC.6 are able to be satisfied in one course in the curriculum?

Yes. For purposes of providing the student rosters, both courses should be listed in the roster for each criterion.

If the student is only selected to demonstrate evidence for satisfying one criterion rather than both (for example, if Student X was randomly selected for SC.5 but not for SC.6), you can then annotate each example to provide respective course details and learning outcomes within the criterion being satisfied.
Training Resources

• New live, interactive workshops for site visitors, starting fall 2022
• New monthly NAAB “office hours” on the 4th Wednesday of each month
• Downloadable pdfs of training webinars added in response to requests from programs and teams
• https://www.naab.org/accreditation/events-trainings/
An Overview of the Accreditation Process

1. Program submits APR
2. Initial staff review
3. Selection of team chair
4. Team chair reviews APR
5. Team meets with program dir., develops agenda
6. Team selection and training, review of mat’ls
7. Site visit and drafting of VTR
8. VTR sent to NAAB
9. NAAB staff sends final draft to program
10. Program sends corrections of fact, optional response
11. Board decision (April, October)
12. Staff inform program within 30 days of decision
It Starts with the APR…
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.
- Serves as both a self-study and as a principal source document for the visit.

Source: NAAB Guidelines to the Accreditation Process, 2020 Conditions and Procedures, p. 4
Components of the APR

• Introduction
  • Progress since the Previous Visit
  • Program Changes
• Condition 1: Context and Mission
• Condition 2: Shared Values of the Discipline and Profession
• Condition 3: Program and Student Criteria
• Condition 4: Curricular Framework
• Condition 5: Resources
• Condition 6: Public Information
• Appendices
Getting Started…

**APR templates** for each stage of the accreditation process, with detailed instructions, are available on NAAB’s Resources web page.

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.

**Map out your timeline.** Preparation and organization is essential. Programs often start 12-18 months prior to the deadline.

Create your Virtual Team Room as you write the APR, to help you think through and organize your evidence and ensure you are properly citing and annotating the evidence.
## Writing the APR: Elements of Good Practice

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Follow the template and instructions. The report must be written clearly in one voice and be manageable in length. Be succinct.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Keep the reader in mind. The primary readers are practitioners, regulators, students, and educators from other programs.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Include only relevant information. In the appendix, include only items referenced in the APR.</strong></td>
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<tr>
<td><strong>Have it copy-edited. Use consistent, common-sense language. Avoid jargon.</strong></td>
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</table>
Writing the APR: Elements of Good Practice

- Use the *Guidelines to the Accreditation Process*, particularly the “Blue Box.”
- Address **ALL** parts of a condition.
  - Address all sub-conditions
  - Look for “and”, “or”, and other joining words in condition statements.
- NAAB’s Resources page has downloadable templates
  - PC/SC matrix, faculty resumes, optional student roster template

**SC.4 Technical Knowledge**—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

The following (from the 2020 Procedures, section 3.5.3) describes the types of evidence required for the assessment of SC.5 and SC.6:

Primary Evidence for SC.5 and SC.6. These criteria will be evaluated at the ability level. Programs may design their curricula to satisfy these criteria via a single course or a combination of courses. Evidence supplied for these required courses is provided in the team room and include fully labeled exhibits of student work from each course section. Programs must provide the following:

**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. If the program accomplishes these criteria in more than one course, it must demonstrate that it coordinates the assessment of these criteria across those courses.

**Supporting Materials:** Supporting materials demonstrating how the program accomplishes its objectives related to each criterion. Organize the supporting exhibits in the format specified by the NAAB and include the following for each course associated with the student learning outcome.

- **Course Syllabus.** The syllabus must clearly articulate student learning outcome objectives for the course, the methods of assessment (e.g., tests, project assignments), and the relative weight of each assessment tool used by the instructor(s) to determine student performance.
- **Course Schedule.** The schedule must clearly articulate the topics covered in the class and the amount of time devoted to each course subtopic.
- **Instructional Materials.** The exhibits must clearly illustrate the instructional materials used in the course. These may include a summary of required readings, lecture materials, field trips, workshop descriptions, and other materials used in the course to achieve the intended learning outcomes.

**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 thirty 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.

If several courses are used to satisfy the SC, the class lists from each course must be signed so that a random selection process will collect the work of each student selected in all classes that are used to meet the SC. The student lists provided must comply with FERPA rules.
A Focus on Assessment

• The 2020 Conditions require programs to assess student learning and engage in a continuous improvement process that addresses all aspects of the program.
• When done well, assessment provides diagnostic feedback, helps educators set standards, evaluates progress.
• Assessment helps students understand how learning experiences help them achieve important outcomes.
• Assessment helps programs determine whether they are meeting their goals.
  • 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?
The Assessment Cycle

• Self-assessment needs to include:
  • Points at which progress is assessed
  • Assessment method(s)
  • Benchmark(s)
  • Data collection and analysis
  • Conclusions about achievement of outcomes and implications for meeting the Conditions
  • Use of results to make improvements
Why Should Programs Assess Effectiveness?
Start With What You’re Already Doing…

- Programs should work to ensure alignment among processes and outcomes to maximize efficiency and minimize unnecessary complexity.
- Does your institutional assessment approach map to NAAB Conditions?
  - Existing reports likely include data that can be presented as evidence in the APR.
  - In the APR, programs can reference programmatic assessment reports and/or the data collected to provide evidence of assessment in any relevant condition.
  - Involve IR/IE office early in process.
  - NOTE: Report ONLY data on the accredited program.
Condition 3: Program and Student Criteria

- Programs must articulate student learning outcomes specifically related to PCs and SCs.
- Must systematically determine whether students in the accredited program have learned what the program intended them to learn.
  - May be embedded in or mapped to specific courses and can be assessed within the course structure.
- Assessment evidence provided should align with processes described in Condition 5.2 Planning and Assessment and Condition 5.3 Curricular Development.
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.

- Must submit the primary exhibits as evidence for PC to the visiting team in an electronic format 45 days before the visit.
3.2 Student Criteria (SC.1-4): Evidence

• 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, must include the following:
  • Course Syllabus
  • Course Schedule
  • Instructional Materials

• Must submit the primary exhibits as evidence for SC to the visiting team in an electronic format 45 days before the visit.
3.2 Student Criteria (SC.5-6): Evidence

- These criteria will be evaluated at the **ability** level.
  - Narrative
  - Self-Assessment
  - Supporting Materials
  - Student Work Examples

- Student work is a visual bridge between SLOs and program’s assessment process.

- Must submit the primary exhibits as evidence for PC to the visiting team in an electronic format 45 days before the visit.
Condition 3: Program and Student Criteria

1. Identify student learning outcomes for all PC/SCs
2. Identify assessment points and measures for each PC and SCs and benchmarks for each measure (matrix)
3. Collect and aggregate data
4. Review data and determine if PC/SC is being met
5. Make changes/improvements based on data
## Group Work: Assessment Review

<table>
<thead>
<tr>
<th>Direct Measures</th>
<th>Indirect Measures</th>
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<tbody>
<tr>
<td>Direct examination or observation of student knowledge or skills against measurable learning outcomes (Rogers, 2020)</td>
<td>May imply that learning has taken place but does not specifically demonstrate the skill. Help substantiate direct measures of assessment.</td>
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**Examples**

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## Assessment Review

<table>
<thead>
<tr>
<th>Direct Measures</th>
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<td>May imply that learning has taken place but does not specifically demonstrate the skill. Help substantiate direct measures of assessment.</td>
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<tr>
<td>Questions on exams/quizzes/tests</td>
<td>Overall assignment or test grades</td>
</tr>
<tr>
<td>Research papers and reports (rubric)</td>
<td>Overall course grades</td>
</tr>
<tr>
<td>Projects (rubric)</td>
<td>Course evaluation items related to the overall course or curriculum quality (not instructor effectiveness)</td>
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<tr>
<td>Presentations or design briefs</td>
<td>Student/alumni surveys</td>
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<tr>
<td>Portfolios</td>
<td>Job placement rates</td>
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<tr>
<td>Expert panel reviews</td>
<td>Focus groups</td>
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<tr>
<td>Internships</td>
<td>Licensure pass rates</td>
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<td>Debates or role plays</td>
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Group Work: Assessment Review

• **PC.1 Career Paths**—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline’s skills and knowledge.

  • Write one or more student learning outcomes that address this criterion.
    • Example: “Students will be able to describe the process of obtaining licensure as an architect in their home state.”

  • For one of those outcomes, identify at least one direct measure of assessment and where and how the assessment will be carried out (in an imaginary program)
Tool: Planning for Assessment

• **PC.1 Career Paths**—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline’s skills and knowledge.

<table>
<thead>
<tr>
<th>SLO</th>
<th>Assessment Measure</th>
<th>Benchmark</th>
<th>Collection (when and how)</th>
<th>Review (when and by whom)</th>
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Wrapping Up the APR

• For all conditions, answer the questions:
  • How does your program do _____? How does your program teach _____?
  • How/where/when does your program evaluate to know that you have achieved _____?
  • What data has your program collected that shows that your program has achieved _____?
Wrapping Up the APR

• Cross-referencing: If sections are related, cross-referencing can be appropriate and helpful.
  • Internal bookmarks and hyperlinks can be useful for cross-referencing.
• Annotate evidence if necessary to help guide reviewers.
• Use static links for most evidence
• Use active links for public disclosure requirements in Condition 6
  • For all active links, ensure that links remain active and unchanged until the NAAB Board takes action on the program’s accreditation.
Submitting the APR

• APR must be submitted as one PDF including supporting materials.
  • *At a minimum*, include PC/SC matrix, one-page faculty resumes, letter from regional accreditor (Guidelines, p. 4)
  • Set up the file properties so that the document opens with the bookmarks visible.
  • Include bookmarks for each major section and appendix and to the tables in each standard
• Compress photos and graphics. Must not exceed 20MB and 150 pages.
• **Email the APR to** accreditation@naab.org **by Sep. 7 for spring visits, Mar. 1 for fall visits**
Break and Q&A
Preparing for the Site Visit
Types of Site Visits

• Initial Candidacy and Continuing Candidacy
  • Teams composed of 3 people: educator, practitioner, former NAAB director or NAAB staff member
  • Generally held in fall, from Sat. pm – Tues. noon (F2F), Mon. – Tues. pm (VSV)

• Initial and Continuing Accreditation
  • Teams composed of at least 4 people: educator, practitioner, regulator, student
  • Scheduled from Sat. pm – Tues. noon or Sun. pm – Wed. noon (F2F), Mon. – Wed. pm (VSV). Additional days may be added.
  • Initial accreditation visits generally held in fall, continuing accreditation in spring.

• All visits are virtual through 2023.
Selection of Chair and Team

• Process for team selection and approval
  • NAAB staff sends survey to team pool to request interest and availability.
  • NAAB executive committee approves team chair recommendations from staff.
  • NAAB staff composes teams after chair and program administrator set visit date.
  • NAAB balances team by geography, gender, race/ethnicity, and accreditation experience.
  • Determination of no conflict of interest.
Review of the APR

• Within 30 days of receipt of the APR, the chair must provide a completed APR Site Visit Readiness Checklist to the staff and **recommend**:
  • Accept the APR and confirm the date of the site visit.
  • Accept the APR, confirm the date of the site visit, and request that minor additional information be provided before the visit.
  • Require additional information be submitted to the team chair. The visit date will be set after the additional information is received, reviewed, and determined to be acceptable.
  • Reject the APR and require a new report be submitted for review not less than 45 days before the date of the visit. If the new APR is considered acceptable, the visit will take place.
Pre-Visit Prep -- Filesharing

• Programs must host filesharing to “store” the materials typically held in a team room and make them available for the team to view.

• Program should develop a virtual/video tour of program’s facilities lasting no more than 15 minutes.
  • Should include classroom, studio, critique space, office, shops, labs, libraries. Uploaded 45 days before visit.

• The Digital Guidelines represent the minimum level.
  • Programs that wish to go above the minimum guidelines must contact NAAB staff to discuss their intent.

• A maximum file size of 25 mb is recommended but speed of access is just as important as image quality.
Pre-Visit Prep -- Filesharing

• 45 days before the visit, the program will provide access to the visiting team to its filesharing platform for:
  • All student studio work and supporting materials
  • Matrices
  • The virtual video tour of the facilities

• Programs must organize the digital evidence according to the Digital Guidelines (p.5).

• If the visiting team requests additional evidence during the pre-visit review or visit, the program will provide it by uploading it to a folder marked “Additional Evidence.”

• During the visit, and in accordance with the Family Education Right to Privacy Act (FERPA), the program will share student admissions and advising files while maintaining control of the records at all times. These documents should not be transferred to the team in any way.
Pre-Visit Prep: VSV Technology Requirements

• NAAB hosts all meetings using Zoom videoconferencing software.
• All participants must have their own meeting space and the ability to log in separately to meetings.
• NAAB will use a Zoom waiting room for approved access to all meetings.
• All participants must have their video on and be visible throughout the meeting.
• NAAB will not record any meetings and prohibits recording by participants.
• Screensharing should not be used, and chat only used to communicate technical issues.
Setting the Agenda

- Initial Zoom meeting with the program director prior to the 45-day pre-visit window
- Meeting with team: team chair, team, NAAB staff, and program representatives (at least 40-42 days before visit)
  - Introductions
  - Updates on logistics
  - Preliminary schedule expectations
  - Initial thoughts and impressions of APR
  - Review of Conditions and Procedures
  - Begin to list any additional information needed from program – prior to visit, during visit
- Agenda template is available in VSV supplement.
- All meetings and digital evidence need to be in English.
Setting the Agenda

• Confirmed agenda with list of participants due to NAAB staff no later than one week before visit.
  • NAAB staff will schedule all meetings and will provide Zoom log-in details.
  • Program director should:
    • Forward all meeting details to participants
    • Ensure confidentiality of all meetings and that participants understand guidelines for participation.
# PC/SC Matrix

## Program and Student Criteria Matrix

<table>
<thead>
<tr>
<th>BA/BE Courses</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Non-Curricular Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td></td>
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### Shared Values
- Design
- Equity, Diversity & Inclusion
- Knowledge & Innovation
- Leadership, Collaboration & Community Engagement
- Lifelong Learning

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

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

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Random Selection of Student Work

• Per the 2020 Procedures, Section 3.5.3, Student Criteria 5 and 6 require programs to submit student work examples from approximately 20% (no less than three and no more than thirty) of students who passed the course, or courses, in which the learning outcomes were achieved within one year before the visit, or the full academic cycle in which the courses are offered.

• Programs will send a roster of passing students from the course(s) that satisfy SC.5 and SC.6 to NAAB. Programs determine what is a passing grade.

• NAAB staff uses a random number generator to identify the student work examples and informs the program of the selected students.

• The program uses the list to prepare the student work examples, so they are ready for the team 45-days in advance of the visit.
Random Selection of Student Work: 24 Students

<table>
<thead>
<tr>
<th>Students on Roster</th>
<th>Examples Required</th>
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<tbody>
<tr>
<td>3-15</td>
<td>3</td>
</tr>
<tr>
<td>16-20</td>
<td>4</td>
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<td>21-25</td>
<td>5</td>
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<td>...</td>
<td>...</td>
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<tr>
<td>136-140</td>
<td>28</td>
</tr>
<tr>
<td>141-145</td>
<td>29</td>
</tr>
<tr>
<td>146+</td>
<td>30</td>
</tr>
</tbody>
</table>
Random Selection of Student Work: Groups

- If the course is both individual and group work, submit students as individuals on the roster.
- If the course is completed entirely in groups, the program may create the roster using the groups, rather than individual students. In this scenario name each PDF “Group#_Course Number.”
- For all group work, include a description of the individual contribution in each student work PDF.
Organizing PC and SC Files

**One Program**
- Documentation
  - 3.1 Program Criteria
  - 3.2 Student Criteria
    - APR.pdf
    - Program and Student Criteria Matrix.pdf

**Two Programs**
- Documentation
  - APR.pdf
- B.Arch
  - 3.1 Program Criteria
  - 3.2 Student Criteria
    - B.Arch. PC-SC Matrix.pdf
- M.Arch
  - 3.1 Program Criteria
  - 3.2 Student Criteria
    - M.Arch. PC-SC Matrix.pdf
Organizing Program Criteria Files

- **Supporting Materials**
  - **Curricular**
    - Course # and Name
    - Course Materials
    - Samples of blank assessment tools
  - **Extracurricular (Description)**
    - Sample or description of assessment tools

- **Evidence of Assessment**
  - Aggregated data
  - Analysis

<table>
<thead>
<tr>
<th>Documentation</th>
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<tbody>
<tr>
<td>3.1 Program Criteria</td>
</tr>
<tr>
<td>PC.1 Career Paths</td>
</tr>
<tr>
<td>Arch 456_Course Name</td>
</tr>
<tr>
<td>Assessment</td>
</tr>
<tr>
<td>Arch 456_Aggregated Data and Analysis.pdf</td>
</tr>
<tr>
<td>Extracurricular 1_Aggregated Data and Analysis.pdf</td>
</tr>
<tr>
<td>Extracurricular 2_Aggregated Data and Analysis.pdf</td>
</tr>
<tr>
<td>Career Fair</td>
</tr>
<tr>
<td>Career Paths Survey - Blank.pdf</td>
</tr>
<tr>
<td>Extracurricular Activity 2</td>
</tr>
</tbody>
</table>
Organizing Student Criteria Files SC.1-4

- Supporting Materials
  - Curricular
    - Course # and Name
    - Course Materials
    - Samples of blank assessment tools
- Evidence of Assessment
  - Aggregated data
  - Analysis
Organizing Student Criteria Files SC.5-6

- **Supporting Materials**
  - Curricular
    - Course # and Name
    - Course Materials
    - Samples of blank assessment tools

- **Evidence of Assessment**
  - Aggregated data
  - Analysis

- **Student Work**
  - Organized by student number or last name
  - Each student should have one PDF for each course identified

```
  SC.5 Design Synthesis
  - Arch 123_Course Name
  - Arch 456_Course Name
  - Arch 789_Course Name
  - Assessment

  Student Work
  - 23104911_Arch 123.pdf
  - 23104911_Arch 456.pdf
  - 23104911_Arch 789.pdf
  - Last Name_Arch 123.pdf
  - Last Name_Arch 456.pdf
  - Last Name_Arch 789.pdf
```
Organizing Student Work

• If a single course has multiple assignments that collectively demonstrate compliance, programs should clearly differentiate the work samples and present the work samples in the same order for each student.
  • *Example*, every student PDF from Arch 410 has the site analysis project first and the building design project second, differentiated by bookmarks and/or cover pages.

• Detailed instructions are in Digital Guidelines.
Group Work: Conducting the Meeting

1. Pick a grouping for the table, choose who will play which roles
   • Team and faculty OR Team and students OR Team and administrators (CAO, CFO, Chief Advancement Officer)

2. As a table, pick a Condition.

3. For the “team”: Use Guidelines to develop a series of questions that you would ask to learn about the program you’re visiting.

4. For the “program:” Review the chosen Condition so that you are prepared to answer questions from the perspective of your role.

5. Conduct the meeting!
After the Visit

• Team chair will transmit the final draft to NAAB staff within 14 days after the visit.
• NAAB staff will review for completeness, comprehension, GSP mistakes and transmit final draft to program.
• Program administrator provides any corrections to errors of fact only.
  • NAAB staff and team chair accept or reject the corrections and complete the final VTR.
• Programs may submit an optional response to the VTR for consideration by the Board as it reviews complete accreditation record.
• Programs will receive decision within 30 days of April/October Board meeting.
Questions?
Thank you!
A Reminder about NAAB Resources

- **2020 Conditions**, **2020 Procedures**
- **Guidelines to the Accreditation Process**
- **Guidelines for the Use of Digital Content in Accreditation Visits**
- **APR templates** for each stage of the accreditation process
- **FAQs**, expanded and updated
- **NAAB Workshops and Program Trainings webpage**
- **NAAB staff. Email us at** [accreditation@naab.org](mailto:accreditation@naab.org)