How to Host a Successful *On-Campus* Site Visit

Workshop: ACSA Administrators' Conference

NAAB

National Architectural

Accrediting Board, Inc.

November 4, 2023

Who We Are

Ann Boudinot
Director of Accreditation

Lisa Lacroix
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.

NAAB

Pleased to meet you…
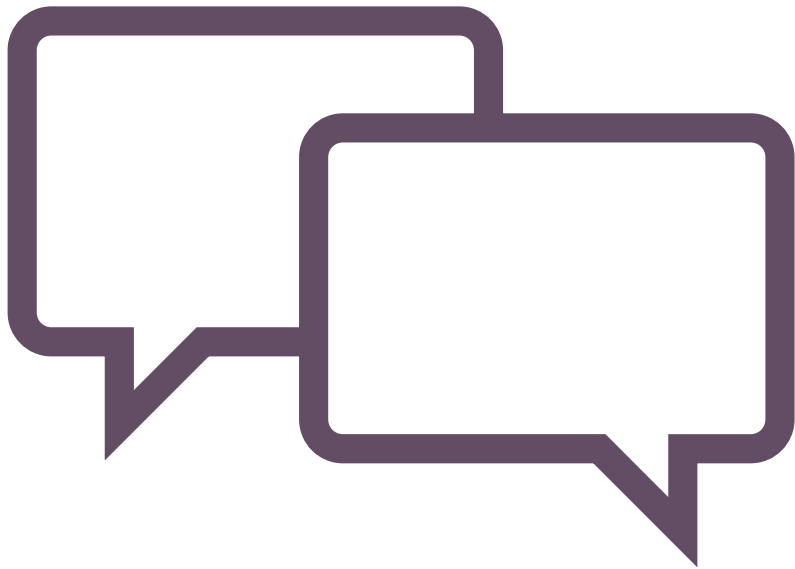
- Please take a moment to get to know your table members:
  - Where are you in your current accreditation cycle?
  - What's your experience with the 2020 Conditions?
  - What questions do you want answered from today's workshop?
    - Use the sticky notes, one for each question.

NAAB

NAAB

- NAAB was established in 1940.

- **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

2023-24 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*.

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Jeffrey Day
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Manager of Accreditation

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Manager of Accreditation

Kirsten MacLeod
Accreditation Specialist

Nicki Nasrin
Project Coordinator

Visiting Teams

- NAAB's team pool is made up of volunteers representing educators, practitioners, regulators, and students.

- 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

Accreditation Costs

NAAB currently accredits 175 architecture programs, but programs do **not** pay accreditation fees directly to NAAB.

Accreditation is supported financially by AIA, AIAS, and NCARB as a function of their service to the architectural field at large. Academic programs support accreditation through membership fees paid to ACSA.

In 2022, **ACSA, AIA** and **NCARB** each contributed **$2,479.13 per architecture program**; **AIAS** contributed **$58.14 per architecture program**

This shared contribution translates to approximately **$43 per student** attending a NAAB accredited program

Programs pay for direct expenses related to accreditation visits, occurring once every 8 years

Workshops and Program Trainings

- New live, interactive workshops for site visitors

- Twice monthly NAAB "office hours" on the 2nd Tuesday and 4th Thursday of every month

- Downloadable PDFs of training webinars added in response to requests from programs and teams

- https://www.naab.org/accreditation/events-trainings/

Upcoming Trainings

NAAB Accreditation Office Hours

Accreditation Office Hours are held from 12:00-1:00 pm ET on the fourth Thursday of each month. Office Hours is an op questions, ideas, and innovations in your programs. To join register for each session you would like to

▸ **Click here for Office Hours registration**

Past Trainings

How to Write an Architect

This session focuses on elements of the APR and provides reviews outcomes-based assessment, and offers lessons le who have written or reviewed an APR under the 2020 *Condit* programs looking ahead to preparing their APR as well as th Advance each slide in the PowerPoint show with a click.

Download Recording   **Download PDF**

Accreditation Resources

New and updated templates are available to assist programs through the accreditation process.

- 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

- https://www.naab.org/accreditation/accreditation-resources/

Accreditation Resources

2020 Conditions and Procedures

Accreditation Guidelines
The Guidelines to the Accreditation Process (2020 Conditions and Procedures) serve as a resource and provide clarification and examples as programs plan and engage in the NAAB accreditation process.

Frequently Asked Questions
The Frequently Asked Questions page includes information on the accreditation process and the 2020 Conditions and Procedures, based on inquiries from programs.

VSV Supplement
The Virtual Site Visit Supplement to the 2020 Procedures provides a framework for virtual site visits (VSV) for accreditation. The VSV Supplement is in effect for all visits under the 2020 Procedures.

Digital Guidelines
The Digital Gui... evidence for St... (PC). The Digita... the 2020 Condi...

APR
Accreditation Program Report Template for Programs Seeking Continuing Accreditation.

VTR – 1 Pro...
Visiting Team R... (B.Arch., M.Arch...

APR – IA
Accreditation Program Report Template for Programs Seeking Initial Accreditation.

VTR – 2 Pro...
Visiting Team R... one institution...

APR – C
Accreditation Program Report Template for Programs in Candidacy (Initial or Continuing).

Plan to Cor...
The Plan to Cor... continuing accreditation visit results in conditions not met.

PC/SC Matrix
Program Criteria (PC) and Student Criteria (SC) Matrix for programs to self-identify where evidence of compliance is demonstrated.

Faculty Resume
Faculty Resume Template for inclusion in the APR.

Remote Location Questionnaire
The Remote Location Questionnaire should be included in the submission of an APR for programs seeking accreditation status for remote locations, additional sites, teaching sites, and/or online learning.

Student Roster Template
An optional tool for programs to provide their rosters of students who passed course(s) that satisfy SC.5 and SC.6, respectively.

Annual Report Information

https://www.naab.org/accreditation/annual-report/

An Overview of the Accreditation Process

```
Program submits APR  →  Initial staff review  →  Selection of team chair  →  Team chair reviews APR
                                                                                      ↓
VTR sent to NAAB  ←  Site visit and drafting of VTR  ←  Team meets with program dir., develops agenda  ←  Team selection and training, review of mat'ls
      ↓
NAAB staff sends final draft to program  →  Program sends corrections of fact, optional response  →  Board decision (April, October)  →  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

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 in a clear manner and format.

  - Look for "and", "or", and other joining words in condition statements. Address all parts of a Condition.

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:

a) **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.

b) **Course Schedule.** The schedule must clearly articulate the topics covered in the class and the amount of time devoted to each course subtopic.

c) **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 aligned 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.

Conduct a Self-Audit: Example – 2 Shared Values

Did the program provide…?

✓ A description of how it responds to each of the shared values;

AND

✓ A description of how it will continue to address each value as part of its long-range planning.

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Conduct a Self-Audit: Example – SC.1 Health, Safety, and Welfare in the Built Environment

Did the program provide…?

✓ A narrative description, including the articulation of student learning outcomes, of how the program achieves and evaluates student understanding of the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities;

AND

✓ Evidence that each student learning outcome associated with this criterion 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 courses based on assessment results.

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Conduct a Self-Audit: Example – SC.5 Design Synthesis

Did the program provide…?

✓ A narrative description, including the articulation of student learning outcomes, of how the program achieves and evaluates student ability to make design decisions within architectural projects while demonstrating <mark>synthesis</mark> of (1) user requirements, (2) regulatory requirements, (3) site conditions, and (4) accessible design, and (5) consideration of the measurable environmental impacts of their design decisions.

AND

✓ Evidence that each student learning outcome associated with this criterion 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 courses based on assessment results.

AND

✓ Student work from a single course or combination of courses that provides evidence that the program ensures, through an effective assessment process, that students develop the ability to make design decisions while synthesizing **all** elements described in this criterion.

Conduct a Self-Audit: Example – 5.4 Human Resources and Human Resources Development

Did the program provide evidence that demonstrates ALL of the following…?

✓ It balances the workloads of all faculty in a way that promotes student and faculty achievement.

✓ 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.

✓ Faculty and staff have opportunities to pursue professional development that contributes to program improvement.

✓ Sufficient support services are available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

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.

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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. Determine what materials are necessary to demonstrate compliance.
- 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. Programs are asked to provide the following:
  - **Narrative**
  - **Self-Assessment**
  - **Supporting Materials**
  - **Student Work Examples**

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

- Student work for SC.5-6 is not due until the team is on-site, will be displayed in the team room.

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?*

What is Assessment?

- Ongoing process of:
  - Establishing clear, measurable outcomes of student learning.
  - Ensuring that student have opportunities to achieve those outcomes.
  - Systematically gathering, analyzing, and finding meaning to determine how well student learning matches our expectations.
  - Using that information to understand and improve student learning.*

Source: Suskie, L. A. (2004). *Assessing student learning: A common sense guide*. Anker Publishing Company, Inc, p.3..

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
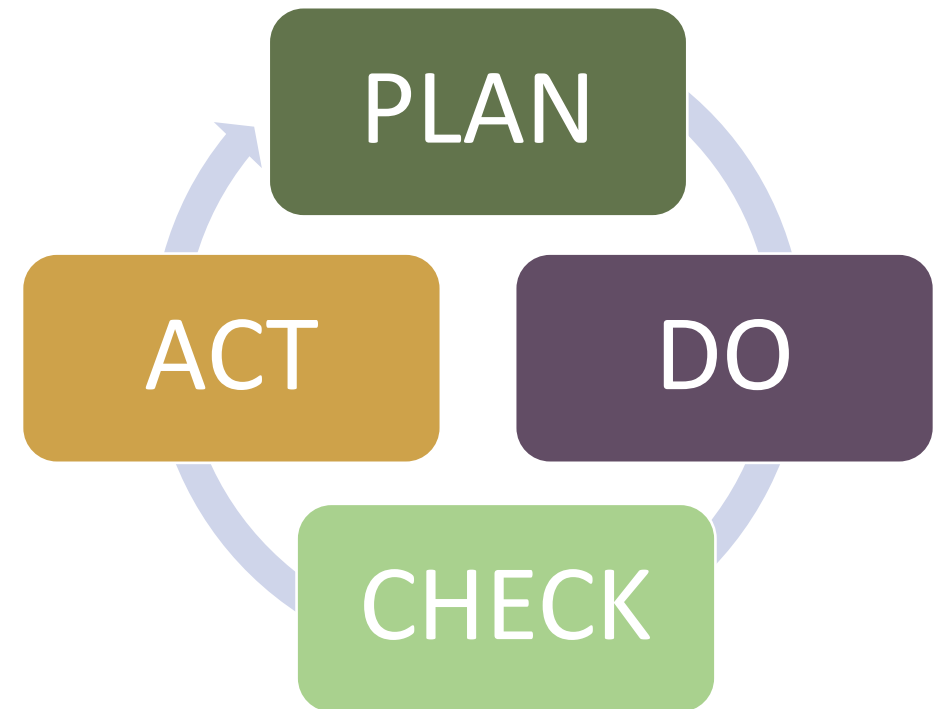
Start With What You're Already Doing…

- 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.
  - Sources like alumni surveys, employer surveys, graduating student exit surveys, new graduate/job placement surveys might already exist.
  - Involve IR/IE office early in process.
  - NOTE: Report ONLY data on the accredited program.

- Assessment should be systematic and meaningful. It does not need to be complicated or expensive.

Assessing Program and Student Criteria

Identify student learning outcomes for all PC/SCs

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

Collect and aggregate data

Review data and determine if PC/SC is being met

Make changes/improvements based on data
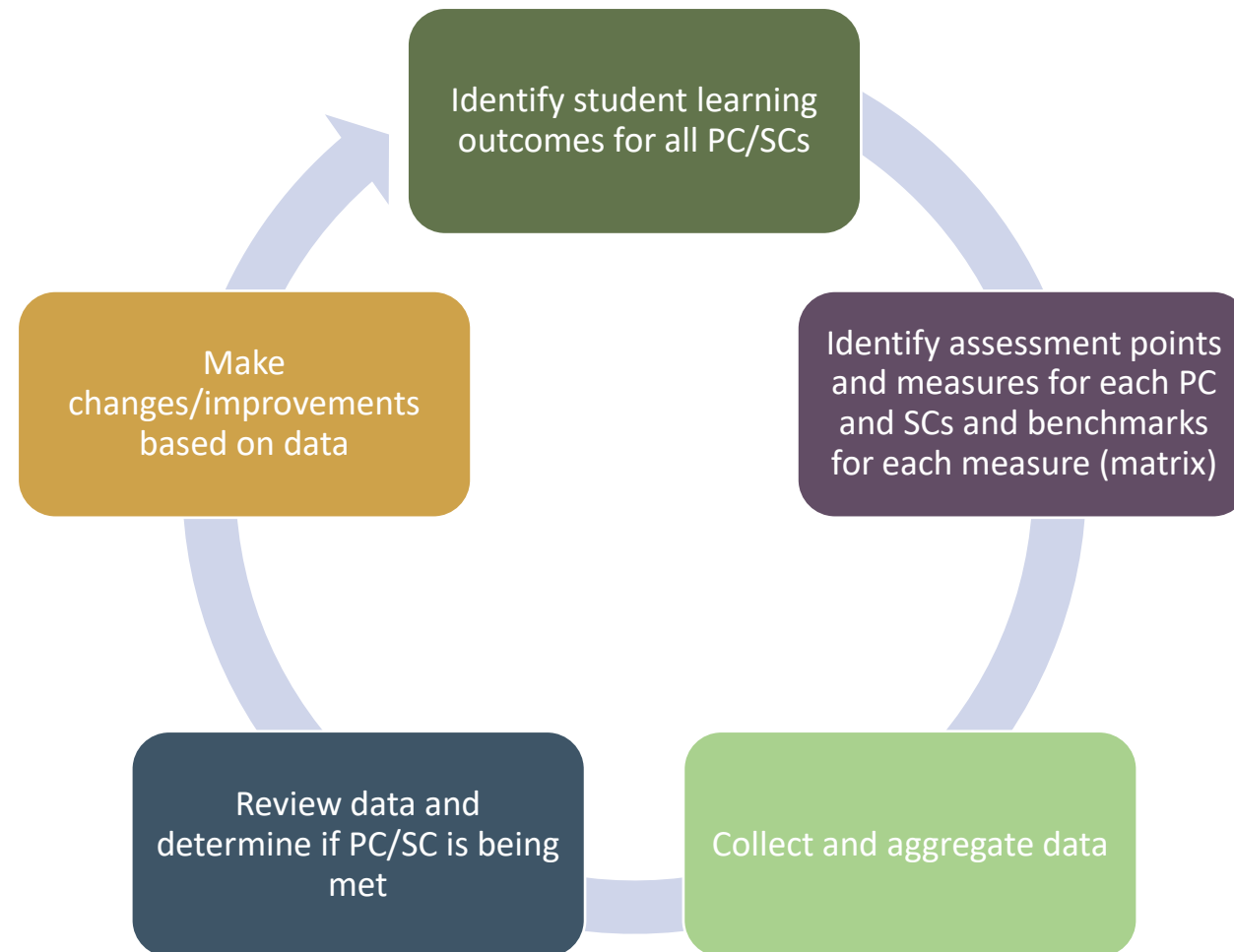
What is a Student Learning Outcome?

- Key knowledge, skills, attitudes, and values that are the desired end result of a learning experience.

- Clear and measurable – avoid "know," "feel," "think," …

- Use action verbs, for example:

Demonstrate	Recognize	Prioritize
Predict	Compare	Illustrate
Show	Implement	Determine
Solve	Develop	Construct

- "Students will be able to _____."

Assessment Measures

	Direct Measures	Indirect Measures
	Direct examination or observation of student knowledge or skills against measurable learning outcomes (Rogers, 2020)	May imply that learning has taken place but does not specifically demonstrate the skill. Help substantiate direct measures of assessment.
Examples	Questions on exams/quizzes/tests	Overall assignment or test grades
	Research papers and reports (rubric)	Overall course grades
	Projects (rubric)	Course evaluation items related to the overall course or curriculum quality (not instructor effectiveness)
	Presentations or design briefs	Student/alumni surveys
	Portfolios	Job placement rates
	Expert panel reviews	Focus groups
	Client report	Licensure pass rates
	Debates or role plays	

Tool: Example of 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**

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Criterion: SC.1 Health, Safety and Welfare in the Built Environment

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
Students evidence a sensitivity to the devastation of life and/or community systems brought on by building failures and an awareness of how human fallibility plays into most structural failures	ARCH XXX Structural Design 2	Class presentation; annotated bibliography, and written reflection for failure project	Student work is evaluated on a five-point Likert-type rating scale: five represents "exceeds standard," three represents "meets standard," and one represents "below standard." Target benchmark: 80% of students will meet the standard on all three pieces of work.	70% of students achieved a 3 or higher on all three pieces of student work.	Provide students with exemplars from previous session so they better understand the task and outcome expected. Open presentations to entire department to emphasize importance of projects so students take them more seriously. Ask students to turn in rough draft of class presentation notes for review/feedback before presentation.	ARCH XXX syllabus and assignment rubrics

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 two student learning outcomes that address this criterion.

  - For one of those outcomes, identify at least one direct measure of assessment and one indirect measure, with targets. Imagine the result and describe how you would use the result to make improvements. What evidence would you link to?

PC/SC Matrix

- Required, submit with APR.

- Complete one for each accredited degree program and each track.

- If any criteria are expected to have been met in preparatory or preprofessional education prior to admission to the NAAB-accredited program (see Condition 4.3), indicate that using the provided columns in the top section of the matrix.

- **Limit 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.

Wrapping Up the APR

- Review all responses to the Conditions.
  - Did you address **all parts** of the Condition? Is it clear which part of your narrative addresses which part of the Condition?
  - Did you say too much? Were you concise? Is there anything extra in there that doesn't need to be there?
  - Did you provide supporting evidence that directly relates to the Condition? Is it clear to the reviewer how it relates?
- For the PCs and SCs, did you:
  - Provide a narrative that describes how your curriculum, structure, and other experiences – that all students experience – achieves each criterion?
  - Describe student learning outcomes and an assessment process that measure student achievement of outcomes AND how your program used those results to make improvements?
  - Provide required evidence?

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Break and Q&A
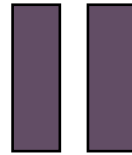
Preparing for the On-Campus Site Visit

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 Sunday pm – Tuesday noon
- Initial and Continuing Accreditation
  - Teams composed of at least 4 people: educator, practitioner, regulator, student
  - Scheduled from Sunday pm – Wednesday noon; additional days may be added
  - Continuing accreditation visits generally held in spring
- **All visits are in person beginning January 2024.**

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 when the team chair receives the APR, the team 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.

Site Visit Logistics: Pre-Visit

No later than 60 days before visit:

- Program submits student rosters

No later than 45 days before visit:

- Programs share digital team room with all required materials with site visit team, hold virtual meetings with team chair and team, develop agenda. Follow Digital Guidelines.

Site Visit Logistics: Pre-Visit

No later than 30 days before visit:

- Program notifies NAAB of specific requirements for documentation for invoices.
- Program arranges for lodging and local ground transportation to-from airport and to-from campus for teams during visit. Coordinate with team chair if car rental is needed.

No later than 21 days before visit:

- Team members book travel through NAAB's travel service.

No later than 14 days before visit:

- Programs send NAAB confirmed agenda.

Pre-Visit Prep -- Filesharing

- Programs must host filesharing to store digital evidence and make it available for the team to view.

- Primary exhibits supplied as evidence for accreditation criteria that do not require student work (PCs; SCs 1-4) must be submitted to the visiting team in an electronic format 45 days before the visit.

- Student work samples for SC.5 and SC.6 are due at the time of the visit. They can be submitted digitally in this filesharing space or presented as physical copies in the team room during the visit, or a combination of both formats..

Digital Guidelines

- Programs must organize the digital evidence according to the Digital Guidelines (p.5).
  - 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.**
- 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."

Random Selection of Student Work

- Per the *2020 Procedures*, 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 students with passing student work from the course(s) that satisfy SC.5 and SC.6 to NAAB (accreditation@naab.org) no later than **60 days prior to the visit start date**. 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.

- Programs may self-select **an additional 10%** of students from each full roster (round up) if there is any work of students not randomly selected by NAAB that they would like to highlight

- The program uses the list to prepare the student work examples, which are due at the time of the visit, either in the filesharing space, in the team room, or a combination of both.

Random Selection of Student Work: 24 Students

Students on Roster	Examples Required
3-15	3
16-20	4
21-25	5
…	…
136-140	28
141-145	29
146+	30

Rosters of Passing Student Work for Student Criteria SC.5 and SC.6

Institution: <Name>
Program (One form per program) Select…

Instructions: Per the NAAB 2020 Procedures, Section 3.5.3, please provide rosters of students who passed course(s) that satisfy SC.5 and SC.6, respectively. Additional information is available in the Guidelines for the Use of Digital Content in Accreditation Visits, available on naab.org. Please submit the completed form to accreditation@naab.org.
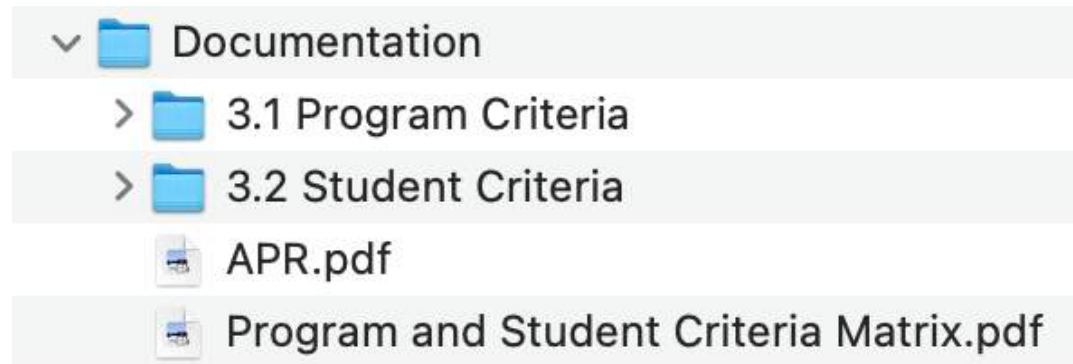
	SC.5					SC.6		
Number	Student Name	Student ID	Course Name/#(s)		Number	Student Name	Student ID	Course Name/#(s)
Example	Luke Skywalker	12345678	ARCH 306, ARCH 406, ARCH 499		Example	Luke Skywalker	12345678	ARCH 305, ARCH 406, ARCH 407, ARCH 499
1					1			
2					2			
3					3			
4					4			
5					5			
6					6			
7					7			
8					8			
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11					11			
12					12			
13					13			
14					14			
15					15			
16					16			
17					17			
18					18			
19					19			
20					20			

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
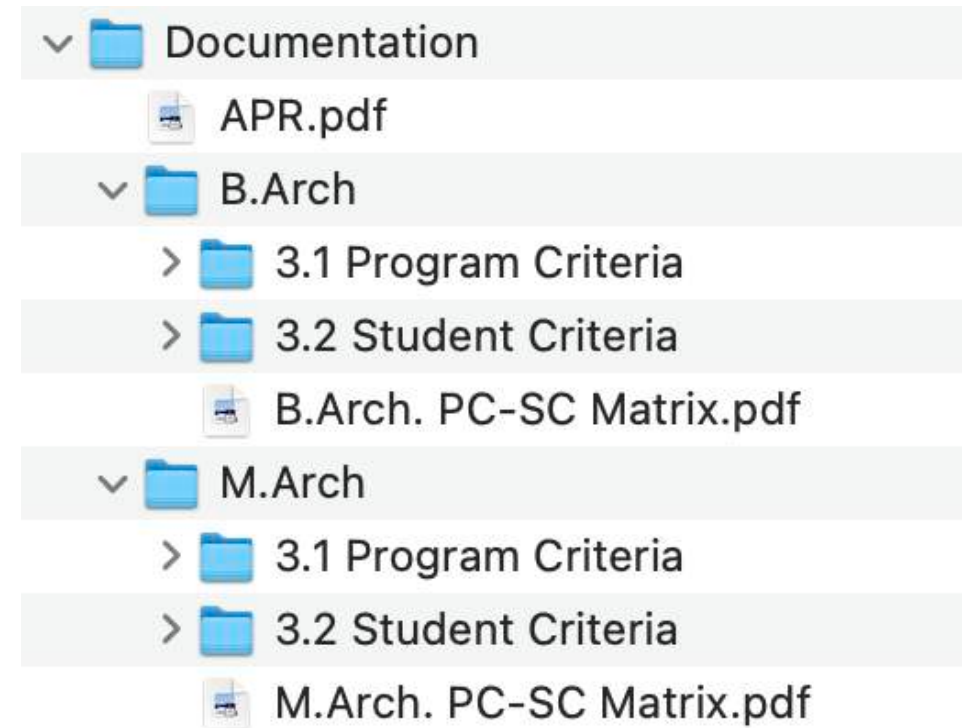
Organizing Program Criteria Files

- 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
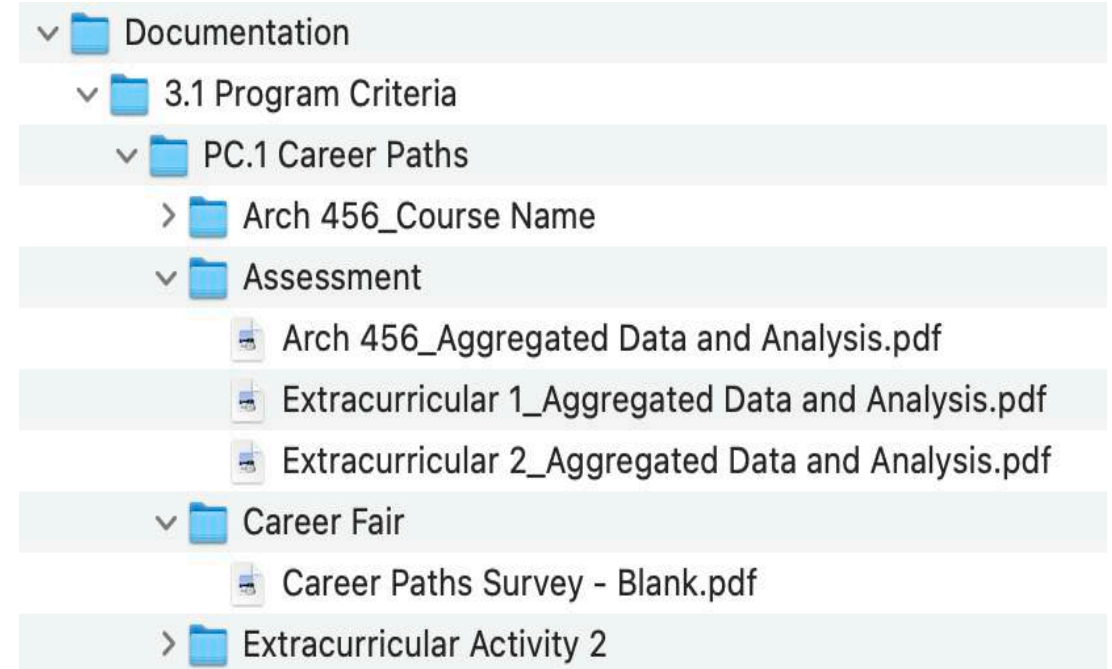
Organizing Student Work

- 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

- Student work samples for SC.5 and SC.6 are due at the time of the visit. They can be provided digitally or presented as physical copies in the team room during the visit, or a combination of both formats.

NAAB

Pre-Visit Meetings

- Initial Zoom meeting with the program director prior to the 45-day pre-visit window
- Meeting with team: full 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
  - Program walk-through of digital evidence
  - Begin to list any additional information needed from program – prior to visit, during visit
- All meetings and digital evidence need to be in English.

Setting the Agenda: Program Responsibilities

- Send to NAAB staff a confirmed agenda with list of participants no later than two weeks before visit.

- Schedule meetings with stakeholders and forward all meeting details to participants.

- Ensure confidentiality of all meetings and that participants understand guidelines for participation. NO RECORDING, unless documented and communicated accommodation.

- Arrange for a secure, reasonably soundproof Team Room for exclusive use by the visiting team during the visit. This room is ideally located in the same building as the program.

Team Room Components

- Conference table with enough seating to accommodate the entire team

- Equipment:
  - document shredder;
  - viewing/projection equipment as requested by the team chair;
  - Internet access/secure Wi-Fi access with information on any restrictions;
  - a printer, screen, projection or other large-format digital presentation method with associated laptop computer; and
  - a sufficient number of electrical outlets and appropriate power cords

- NAAB staff provide completed agenda and team roster.

- A large-format copy of the Program and Student Criteria matrix (relating coursework with criteria) should be posted in the team room.

- Any physical or digital copies of student work being displayed.

Site Visit Logistics: During the Visit

- Program provides team with local ground transportation to-from airport and to-from campus.

- Program provides visit team lunch and snacks while on site, including consideration of dietary requirements.

- Team conducts site visit and completes draft of the VTR prior to the completion of the visit.

- NAAB staff is on call to resolve difficulties, address issues, answer questions.

NAAB

Site Visit Activities

- Meetings with individuals and groups. Some possibilities include:
  - Chief Academic Office (Provost)
  - Head of the academic unit (Dean)
  - Program administrator
  - Faculty
  - Staff
  - Institutional Research/Assessment Team
  - Students/student representatives
  - Alumni and local practitioner advisory boards
 - Admissions and advising staff

NAAB

Team Activities During Site Visit

- Review of student work and course materials

- Observation of studios, lectures, and seminars

- Review of student records and transfer credit assessment

- Debriefing sessions

- Exit meetings with
  - Program administrator.
  - Leadership of the academic unit in which the program is located (e.g., director, chair, dean) and the chief academic officer of the institution (e.g., provost).
  - Students, faculty, and staff of the program.

Site Visit Logistics: After the Visit

- Team members submit expense reports to NAAB within 30 days of the visit end date.

- NAAB bills programs for the expenses of the visiting team (transportation, lodging, meals) no later than July 1 (spring visits) and Feb. 1 (fall visits).

- Programs remit payment of visit invoice within 30 days of receipt.

- Team chair submits VTR to NAAB within 14 days of the end of the visit.

- NAAB staff check VTR for completion, sends draft to program for corrections of errors of fact within 30 days.

- Program sends NAAB draft with corrections to NAAB within 10 days. NAAB reviews corrections with team chair and sends final VTR to program.

- Program submits optional response to the VTR by Aug. 1 (spring visits) or Feb. 1 (fall visits).

Questions?
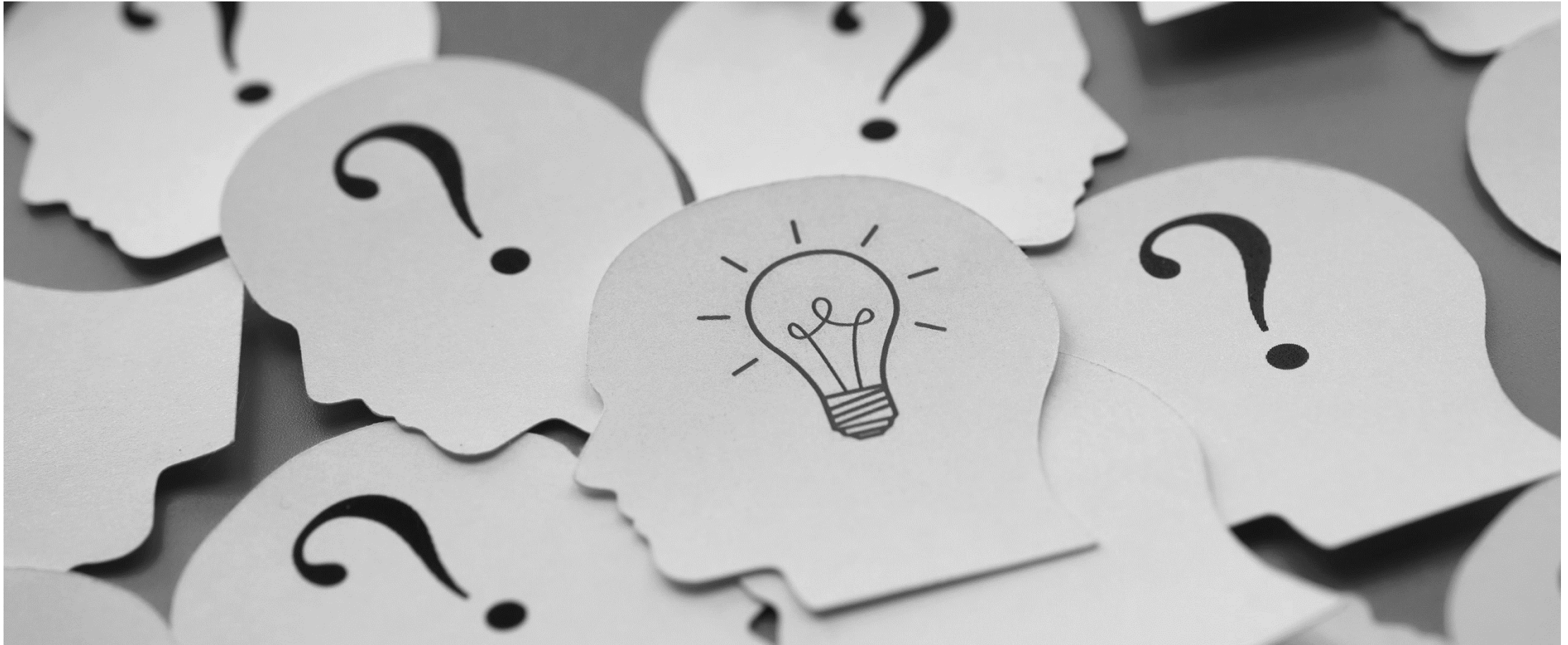
Thank you!
A Reminder about NAAB Resources

- *[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.