How to Host a Successful On-Campus Site Visit

Workshop: ACSA Administrators’ Conference

National Architectural Accrediting Board, Inc.

November 4, 2023

© 2023 by the National Architectural Accrediting Board. All Rights Reserved.

These training materials (content) were developed by the National Architecture Accreditation Board (NAAB) for the exclusive use of NAAB-accredited and applicant programs. As such all content is the property of NAAB and is protected under U.S. Copyright laws. You may not copy, reproduce, distribute, publish, display, perform, modify, create derivative works, transmit, or in any way exploit any such content, nor may you distribute any part of this content over any network, including a local area network, sell or offer it for sale, or use such content to construct any kind of database. You may not alter or remove any copyright or other notice from copies of the content on the NAAB website. Copying or storing any content except as provided above is expressly prohibited without prior written permission of NAAB.
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.
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 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*.

Stephen Schreiber
President

Jeffrey Day
President-Elect

Michael Hricak
Treasurer

Carmina Sánchez-del-Valle
Secretary

Dave Hoffman
Past President
(Ex-Officio)

Lisa Chronister
Director

Tian Feng
Director

Janet Hansen
Director

Shilpa Kumar
Director

Mark Mistur
Director

Yiselle Santos Rivera
Director

Enya Xu
Director

Claire Dixon-Lee
Public Director

Cynthia Jones
Public Director

Tanya Tamarkin
Executive Director
(Ex-Officio)
NAAB Staff

Tanya A. Tamarkin  
Executive Director

Ann Boudinot  
Director of Accreditation

Terron K. Scott, Ed.D.  
Director of Global Programs

David Golden  
Manager of Operations

Lisa Lacroix  
Manager of Accreditation

Sarah Frazier  
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

© 2023 by the National Architectural Accrediting Board. All Rights Reserved.
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/
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/
Annual Report Information

Annual Report

Programs granted initial accreditation or continuing accreditation by NAAB are required to submit an Annual Report. The purpose of the Annual Report is to update program records and provide information about each program’s continuing compliance with the Conditions for Accreditation during the program’s accreditation cycle. In addition, programs report key data that NAAB compiles, analyzes, and communicates to the public through NAAB publications.

Programs are required to submit their Annual Reports each year on or before December 15, including the year in which the Architecture Program Report (APR) is due.

Annual Reports are submitted through NAAB’s Accreditation Management System (AMS), which facilitates and streamlines both program reporting and volunteer review.

Click here to access the Accreditation Management System.

Click here for instructions on how to log in and get started on the Accreditation Management System.

Annual Report FAQ

- Can I add a new user at my institution?

https://www.naab.org/accreditation/annual-report/
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. VTR sent to NAAB
6. Site visit and drafting of VTR
7. Team meets with program dir., develops agenda
8. Team selection and training, review of mat’ls
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

© 2023 by the National Architectural Accrediting Board. All Rights Reserved.
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.
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.
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.
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 synthesis 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.
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 students 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.*

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:

<table>
<thead>
<tr>
<th>Demonstrate</th>
<th>Recognize</th>
<th>Prioritize</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predict</td>
<td>Compare</td>
<td>Illustrate</td>
</tr>
<tr>
<td>Show</td>
<td>Implement</td>
<td>Determine</td>
</tr>
<tr>
<td>Solve</td>
<td>Develop</td>
<td>Construct</td>
</tr>
</tbody>
</table>

• “Students will be able to ____________.”
## Assessment Measures

<table>
<thead>
<tr>
<th>Direct Measures</th>
<th>Indirect Measures</th>
</tr>
</thead>
<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>
</tr>
<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>
</tr>
<tr>
<td>Presentations or design briefs</td>
<td>Student/alumni surveys</td>
</tr>
<tr>
<td>Portfolios</td>
<td>Job placement rates</td>
</tr>
<tr>
<td>Expert panel reviews</td>
<td>Focus groups</td>
</tr>
<tr>
<td>Client report</td>
<td>Licensure pass rates</td>
</tr>
<tr>
<td>Debates or role plays</td>
<td></td>
</tr>
</tbody>
</table>

Tool: Example of Assessment Report

<table>
<thead>
<tr>
<th>Goal/Student Learning Outcome</th>
<th>Assessment Point</th>
<th>Assessment Method(s)</th>
<th>Target/Benchmark</th>
<th>Result</th>
<th>Planned Improvements</th>
<th>Links to Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Where is this assessed?</td>
<td>How is this assessed?</td>
<td>How do you define success?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |
|                              |                  |                      |                  |
|                              |                  |                      |                  |
|                              |                  |                      |                  |
|                              |                  |                      |                  |
|                              |                  |                      |                  |</p>
<table>
<thead>
<tr>
<th>Goal/Student Learning Outcome</th>
<th>Assessment Point</th>
<th>Assessment Method(s)</th>
<th>Target/Benchmark</th>
<th>Result</th>
<th>Planned Improvements</th>
<th>Links to Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>ARCH XXX Structural Design 2</td>
<td>Class presentation; annotated bibliography, and written reflection for failure project</td>
<td>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.</td>
<td>70% of students achieved a 3 or higher on all three pieces of student work.</td>
<td>Provide students with exemplars from previous session so they better understand the task and outcome expected.</td>
<td>ARCH XXX syllabus and assignment rubrics</td>
</tr>
</tbody>
</table>

70% of students achieved a 3 or higher on all three pieces of student 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. | ARCH XXX syllabus and assignment rubrics |

Open presentations to entire department to emphasize importance of projects so students take them more seriously. | Open presentations to entire department to emphasize importance of projects so students take them more seriously. | ARCH XXX syllabus and assignment rubrics |

Ask students to turn in rough draft of class presentation notes for review/feedback before presentation. | 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?
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

<table>
<thead>
<tr>
<th>Students on Roster</th>
<th>Examples Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-15</td>
<td>3</td>
</tr>
<tr>
<td>16-20</td>
<td>4</td>
</tr>
<tr>
<td>21-25</td>
<td>5</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
</tr>
<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>

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

Institution: 
Program (One form per program) Select...

Instructions: Per the NAAB 2020 Procedures, Section 3.03, 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 for naab.org. Please submit the completed form to accreditation@naab.org.
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.
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.
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
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.