What we’ve been up to lately
Strategic Planning

- Reviewing work from 2014
- Defining strategic areas
- Identifying activity areas
- Identifying resources
- Setting metrics
- Establishing budgets
### Current Initiatives

<table>
<thead>
<tr>
<th>APRTF</th>
<th>Business Process Evaluation</th>
<th>Digital Accreditation Task Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Benchmarking</td>
<td>• ICP International</td>
<td>• Guidelines for IPRs</td>
</tr>
<tr>
<td>• Public Policy Review</td>
<td>• End-to-End review</td>
<td>• Guidelines for 2016-2018 visits</td>
</tr>
<tr>
<td>• Charrette</td>
<td>• Effectiveness v. Efficiency</td>
<td>• Requirements for accreditation portal and data warehouse</td>
</tr>
<tr>
<td>• Idea Development, Round 1</td>
<td>• Recommendations presented Oct 21</td>
<td></td>
</tr>
<tr>
<td>• Idea Development, Round 2</td>
<td></td>
<td></td>
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<tr>
<td>• Final report (2017)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Piloting in 2018</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Current Initiatives, con’t

<table>
<thead>
<tr>
<th>Candidacy Advisory Task Force</th>
<th>Team Training &amp; Qualifications</th>
<th>International Accreditation Task Force (2017)</th>
</tr>
</thead>
</table>
| • Focus on planning and implementation  
• Cyclical nature of the process toward initial accreditation  
• New tools and templates for institutions and teams  
• Training | • Team pool characteristics  
• Team chair pool characteristics  
• Team pool recruiting and nominations process  
• Team training materials  
• Visit Handbook | • Guidelines for evaluating applications for candidacy  
• Protocols for transitioning from SE to accreditation  
• Protocols for transitioning from accreditation to SE |
Assessment and Evaluation

- Team Chair/School Leader Think Tank
- Team pool metrics
- Team member metrics
Testing in 2017-2018

Under consideration…

• e-Portfolios for C.3, Integrated Design
• Deconstructing the team (asynchronous, off/on-site, cloud-based tools, different schedules)
• Peer-review and internal institutional review requirements or options
• Characteristics for new team members
Conclusion on Pilot Studies

• Following 2 years of study we have determined that smaller teams are not effective but that shorter visits can work under in some cases.

• Teams will be given flexibility within guidelines on scheduling
Accreditation Review Conference Timeline/Process

- ARC Implementation Task Force
- Request for papers and proposals
- Conference summer 2019
- New Conditions Drafted
- Public Comment Periods
- New Conditions published
- New Conditions take effect
Fun Facts to Know and Tell
Programs

- Institutions with accredited programs: 122
- Accredited programs: 152
- Programs pursuing candidacy and Initial accreditation: 23
Visit Metrics and Enrollment Trends

In 2016 there were…
• 45 visits for accreditation
• 5 visits for substantial equivalency

Highest number of visits in one year. Ever.
Enrollment

• Accredited programs:
  • Total enrollment: 24,208
  • First-time/first-year enrollment: 7,052
  • Degrees awarded: 6,348

• Preprofessional programs:
  • Total Enrollment: 14,679
  • First-time/first-year enrollment: 4,198
  • Degrees awarded: 3,340
Accredited Programs 2009-2015

- Degrees Awarded
- First Time Enrollment
- Total Enrollment

-13%  
-18%  
-0.09%
Updating your program's accreditation?

Keep your program current and competitive by reviewing the latest standards and criteria for accreditation.
Thinking about becoming an architect?
The NAAB can help you figure out the steps to get there!

Valuable information for parents
Learn more about accredited schools of architecture, and find one that is the right fit for your aspiring architect.

Looking to relocate and practice in the US?
Learn more about the process to transfer your skills and experience to a project or position in the United States.
Questions?
Where the focus is now:

<table>
<thead>
<tr>
<th>STUDENT PERFORMANCE CRITERIA NOT YET MET</th>
<th>NOT APPLICABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 VTR</td>
<td>I.3.2 Annual Reports</td>
</tr>
<tr>
<td>A.2. Design Thinking Skills</td>
<td>II.4.4 Public Access to APR &amp; VTR</td>
</tr>
<tr>
<td>A.9. Historical Traditions and Global Culture</td>
<td>II.4.5. APR Pass Rates</td>
</tr>
<tr>
<td>A.10. Cultural Diversity</td>
<td></td>
</tr>
<tr>
<td>A.11. Applied Research</td>
<td></td>
</tr>
<tr>
<td>B.1. Pre-Design</td>
<td></td>
</tr>
<tr>
<td>B.3. Sustainability</td>
<td></td>
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<tr>
<td>B.6. Comprehensive Design</td>
<td></td>
</tr>
<tr>
<td>B.7. Financial Considerations</td>
<td></td>
</tr>
<tr>
<td>B.8. Environmental Systems</td>
<td></td>
</tr>
<tr>
<td>C.2. Human Behavior</td>
<td></td>
</tr>
<tr>
<td>C.3. Client Role in Architecture</td>
<td></td>
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<tr>
<td>C.5. Practice Management</td>
<td></td>
</tr>
<tr>
<td>C.6. Leadership</td>
<td></td>
</tr>
<tr>
<td>C.7. Legal Responsibilities</td>
<td></td>
</tr>
<tr>
<td>C.8. Ethics and Professional Judgment</td>
<td></td>
</tr>
<tr>
<td>C.9. Community and Social Responsibility</td>
<td></td>
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</tbody>
</table>
Why this isn’t helpful

• Candidacy is a process that requires planning, implementation, evaluation, and adjustment
• Teams focus on student performance instead of on a program’s progress on the plan
• Programs need advice and counsel
WHAT IF WE THOUGHT ABOUT CANDIDACY LIKE THIS?
Plan for Achieving Initial Accreditation

This document is a timeline of events that are essential for guiding the program through the process to a successful accreditation. Each plan is unique to the context of the school and reflects a timeline and interplay of curricular development, faculty resources, physical resources, and numerous factors that are at play and define the program.

Initial Accreditation

This is the penultimate step in developing a new, NAAB-accredited professional degree program.

The final stage is a visit for the 1st term of continuing accreditation three years after the visit for initial accreditation.

Visit Sequence

The sequence of planning, visits, and planning adjustments is both cyclical and forward-moving. At each stage, a program is reviewed to determine the degree to which the plan is being implemented.
Within each cycle is a series of steps

- Advice
- Questions
- Visit
- Answers
- Plan
What changes?

• Keep everyone’s focus on PLANNING for successful initial accreditation of a new program.
  – Programs: Focus on advancing each step of the plan
  – Teams: Focus on the program’s progress on its plan
  – Board: Focus on the assessment of a program’s progress
### Timeline Typologies – 4 Years’ Candidacy

<table>
<thead>
<tr>
<th>Submit Application</th>
<th>Eligibility Review</th>
<th>Eligibility Decision</th>
<th>APR-IC Due</th>
<th>IC Visit</th>
<th>IC Decision</th>
<th>APR-CC Due</th>
<th>CC Visit</th>
<th>CC Decision</th>
<th>IA Application Due</th>
<th>APR-IA Due</th>
<th>IA Visit</th>
<th>IA Decision</th>
<th>1st Term APR Due</th>
<th>1st Term Visit</th>
<th>1st Term Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
<td>Year 6</td>
<td>Year 7</td>
<td>Year 8</td>
<td>Year 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan-March</td>
<td>April-June</td>
<td>July</td>
<td>March</td>
<td>Sept-Nov</td>
<td>February</td>
<td>March</td>
<td>Sept-Nov</td>
<td>February</td>
<td>March</td>
<td>Sept-Nov</td>
<td>March</td>
<td>March</td>
<td>November</td>
<td>January</td>
<td>July</td>
</tr>
</tbody>
</table>

**Six-Year Candidacy Window**

| Year 1             | Year 2             | Year 3               | Year 4     | Year 5   | Year 6      | Year 7     | Year 8   | Year 9      |                   |            |          |             |                |               |                  |
| Apr-June           | Aug-Sept           | October              | March      | Sept-Nov | February    | March      | Sept-Nov | February    | March             | Sept-Nov   | March    | March       | November        | January        | July             |

**Six-Year Candidacy Window**

| Year 1             | Year 2             | Year 3               | Year 4     | Year 5   | Year 6      | Year 7     | Year 8   | Year 9      |                   |            |          |             |                |               |                  |
| July-Sept          | Oct-Nov            | February             | September  | Jan-April| July        | September  | Jan-April| July        | March             | September  | Jan-April| July        | November        | January        | July             |

**Six-Year Candidacy Window**

| Year 1             | Year 2             | Year 3               | Year 4     | Year 5   | Year 6      | Year 7     | Year 8   | Year 9      |                   |            |          |             |                |               |                  |
| Oct-Dec            | January            | February             | September  | Jan-April| July        | September  | Jan-April| July        | March             | September  | Jan-April| July        | November        | January        | July             |

**Six-Year Candidacy Window**
## Timeline Typologies - 2 Years’ Candidacy

<table>
<thead>
<tr>
<th>Year</th>
<th>Submit Application</th>
<th>Eligibility Review</th>
<th>Eligibility Decision</th>
<th>APR-IC Due</th>
<th>IC Visit</th>
<th>IC Decision</th>
<th>IA Application Due</th>
<th>APR-IA Due</th>
<th>IA Visit</th>
<th>IA Decision</th>
<th>1st Term APR Due</th>
<th>1st Term Visit</th>
<th>1st Term Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan-March</td>
<td>Apr-June</td>
<td>July</td>
<td>March</td>
<td>Sept-Nov</td>
<td>Feb</td>
<td>Mar</td>
<td>Sep</td>
<td>Apr</td>
<td>Sept-Oct</td>
<td>Jan-April</td>
<td>July</td>
<td>Jan-April</td>
</tr>
<tr>
<td>3</td>
<td>July-Sept</td>
<td>Oct-Nov</td>
<td>Feb</td>
<td>Jan-Apr</td>
<td>Jul</td>
<td>Sep</td>
<td>Mar</td>
<td>Sep</td>
<td>Feb</td>
<td>Sept-Oct</td>
<td>Jan-April</td>
<td>July</td>
<td>Jan-April</td>
</tr>
<tr>
<td>4</td>
<td>Oct-Dec</td>
<td>Jan</td>
<td>Feb</td>
<td>Jan-Apr</td>
<td>Jul</td>
<td>Sep</td>
<td>Mar</td>
<td>Sep</td>
<td>Feb</td>
<td>Sept-Oct</td>
<td>Jan-April</td>
<td>July</td>
<td>Jan-April</td>
</tr>
</tbody>
</table>
Spiral Strategy Diagram for 4-Year Candidacy

No pre-existing NAAB-accredited program

YR 1
- Submit the Plan
- Eligibility Determined

YR 2
- Assess & Adjust
  1st cohort admitted

YR 3
- Continued
  Candidacy Visit

YR 4
- Assess & Adjust
  1st cohort graduates

YR 5
- Initial Accreditation Visit

YR 6
- 1st cohort graduates
Year 1
Plan for Achieving Initial Accreditation Completed
Plan reviewed by NAAB
Eligibility Determined

Key Success Factors
- Realistic timeline
- Resource planning
- Student recruitment & admissions plan
- Curriculum planning
- Ability to adjust
Year 2
Initial Candidacy Visit & Decision

Key Success Factors
- Self-reflection
- Institutional approvals
- Understanding and leveraging program context
- Considering evidence vs. curriculum
Year 3
Self-reflection on initial candidacy
Consult w/ Plan Monitor
Additional resources acquired
Next stage of courses offered

Key Success Factors
- Ability to adjust
- Recruit and enroll 2nd cohort
Year 4
Continuation of Candidacy Visit & Decision
Review SPC matrix

Key Success Factors
- Response to changes/adjustments in plan
- Continuing to add courses and students as planned
- Begin collecting student work from each course in the curriculum
Year 5

Reflection on visit feedback
Adjustments to plan
Consult with Plan Monitor
1st cohort graduates

Key Success Factors
- Adjustments as needed
- Continued delivery of curriculum
- Continue to collect student work
Year 6

Initial Accreditation Visit & Decision

2nd cohort graduates

Full review of SPC & student work

Key Success Factors

All resources secured
All courses delivered at least once
Student work is central element of review
Spiral Strategy Diagram for 2-Year Candidacy
Pre-existing NAAB-accredited program

Initial Candidacy

YR 1
Submit the Plan
Eligibility Determined

YR 2
Assess & Adjust
1st cohort admitted

YR 3
Assess & Adjust
1st cohort graduates

YR 4
Initial Accreditation
Year 1
Plan for Achieving Initial Accreditation
Completed
Plan reviewed by NAAB
Eligibility Determined

Key Success Factors
- Realistic timeline
- Resource planning
- Student recruitment & admissions plan
- Curriculum planning
- Ability to adjust
PROCESS

Year 2
Initial Candidacy Visit & Decision
1st cohort enrolled

Key Success Factors
- Self-reflection
- Institutional approvals
- Understanding and leveraging program context
- Considering evidence vs. curriculum
Year 3
Reflection on visit feedback
Adjustments to plan
Consult with Plan Monitor

Key Success Factors
- Adjustments as needed
- Continued delivery of curriculum
- Continue to collect student work
Year 4

Initial Accreditation Visit & Decision
1st cohort graduates
Full review of SPC & student work

Key Success Factors

All resources secured
All courses delivered at least once
Student work is central element of review
What else changes?

REPORTS & TEMPLATES

**APRs**

- Part I – Progress on the Plan
  - What is ahead/behind schedule?
  - What difficulties?
  - What adjustments have been made?
- Part II – What teams should expect to see at this visit

**VTRs**

- Part I - Assessment of progress on the plan
- Part II – What the team found at this visit
- Part III – Coaching questions for the program’s consideration
What remains to be completed

Templates
- Plan
- Eligibility Memo
- APRs
- VTRs

Tools
- Timeline typologies
- Graphic planning tool
- Planning spiral
- Coaching questions

Training
- Program administrators
- Institutional leaders
- Teams
- Plan Monitors*
- NAAB Directors

Procedures
- Revisions to Part 2
- Revisions to Part 4

*Plan Monitor: A new role. A member of the initial candidacy visiting team who would be available to the program during no-visit years to aid in evaluating and adjusting plans.

Fall 2016

Feb 2017
Questions?
Conversation?