



How to Conduct a Successful On-Campus Site Visit

Workshop: ACSA Administrators' Conference

November 8, 2025

NAAB / Who We Are



Mark Mistur, AIA
President-Elect, Board of Directors



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Manager of Accreditation

NAAB / Today's Agenda

1. Learning Objectives
2. Introductions & NAAB Overview
3. Overview of the Accreditation Process / NAAB Resources
4. Expectations for Evidence:
 - *Program and Student Criteria (PCs and SCs)*
 - *Student Work*
 - *A Focus on Assessment*
5. Break and Q&A
6. Site Visit Logistics
 - *Team Selection, Composition, and Expectations*
 - *Before, During, and After:*
 - *Before: The APR, Scheduling, Pre-Visit Expectations, the Agenda*
 - *During: The Team Room, Exit Meetings*
 - *After: The VTR, Optional Response, and Accreditation Decision*
7. Travel Arrangements and Expenses
8. What Have We Learned?
9. Additional Resources & Updates
10. Wrapping Up / Q&A

NAAB / Learning Objectives

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

- *Develop strategies for demonstrating compliance with NAAB Conditions*
- *Understand tips on selecting, annotating, and displaying student work*
- *Identify other evidence relevant to compliance*
- *Articulate best practices in assessment*

NAAB / Question "Parking Lot"



The background image is a blurred photograph of a university campus. It features large trees with green and yellowing leaves, suggesting an autumn setting. Several students are walking across a paved plaza, their figures blurred to convey a sense of motion. In the background, there are brick buildings with arched windows and doorways. The overall lighting is bright, with long shadows cast across the ground.

NAAB

Introductions

NAAB / Introductions (10 min.)

Introduce yourself to your tablemates and describe your program.

1. Where are you in your accreditation cycle?
2. How confident do you feel about your upcoming site visit / NAAB review?
3. How confident are you in your understanding of NAAB Conditions and Procedures?
4. What questions do you have about the NAAB accreditation process /NAAB site visits, etc.?
5. What questions do you want answered from today's workshop?
 - **Use the sticky notes, one for each question, and add them to the "parking lot."**



NAAB / Creation and Evolution of NAAB

- 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.



NAAB / Core Values



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.



NAAB / NAAB Leadership

- The NAAB Board has 13 voting members.
- The NAAB Board is comprised of nominees from ACSA, AIA, AIAS, NCARB, and members of the public.
- The NAAB Board meets at least three times a year to provide a timely review of programs for accreditation decisions, consider feedback from programs and volunteers, and make changes to policies and procedures.
- NAAB has a staff of professionals who are responsible for carrying out the work of the organization and providing support to programs and volunteers in the service of its mission.



NAAB / NAAB Serves



**ACADEMIC
PROGRAMS**



**ARCHITECTURE
PRACTICE**



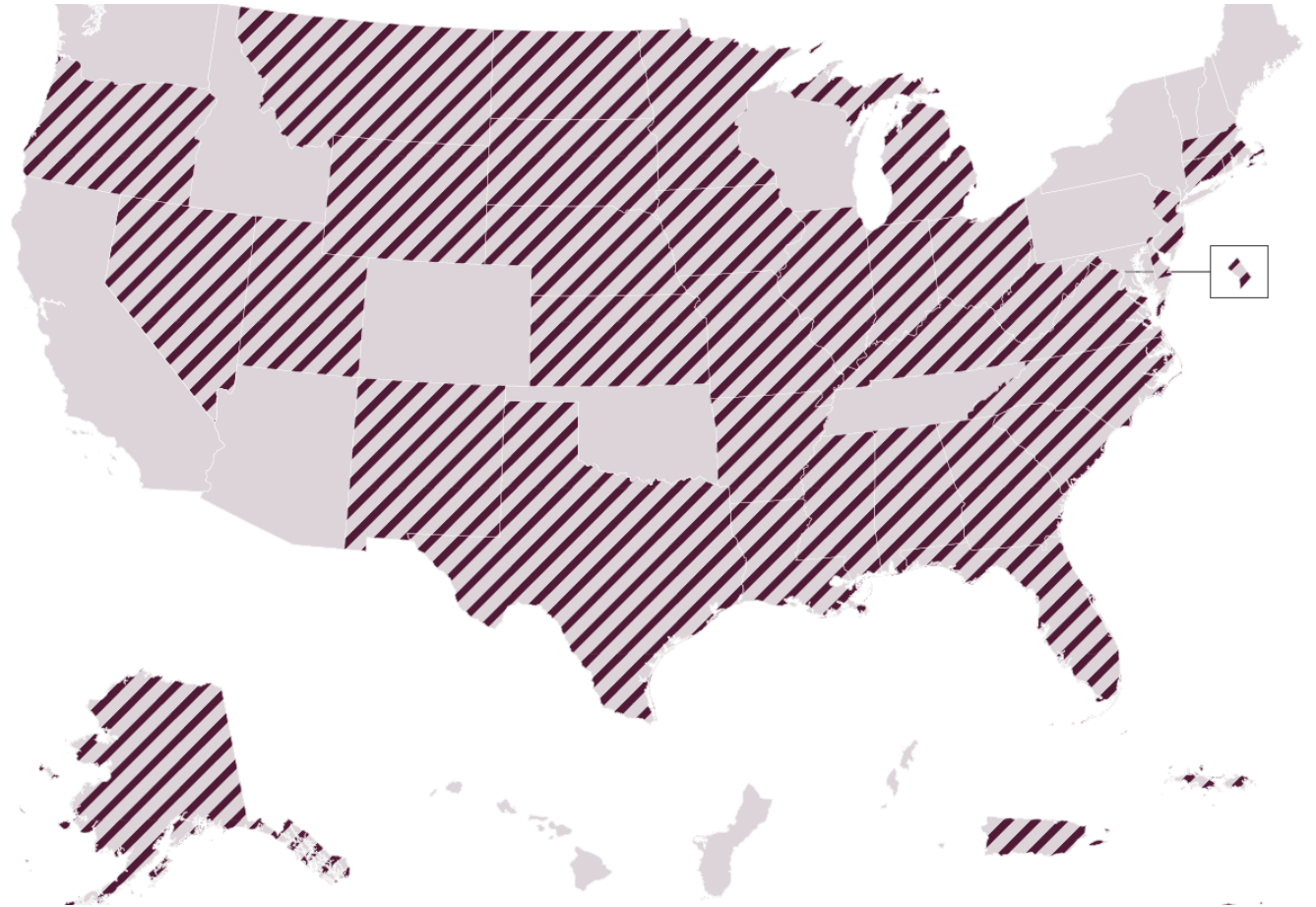
**ARCHITECTURE
PROFESSION**



**ARCHITECTURE
STUDENTS**

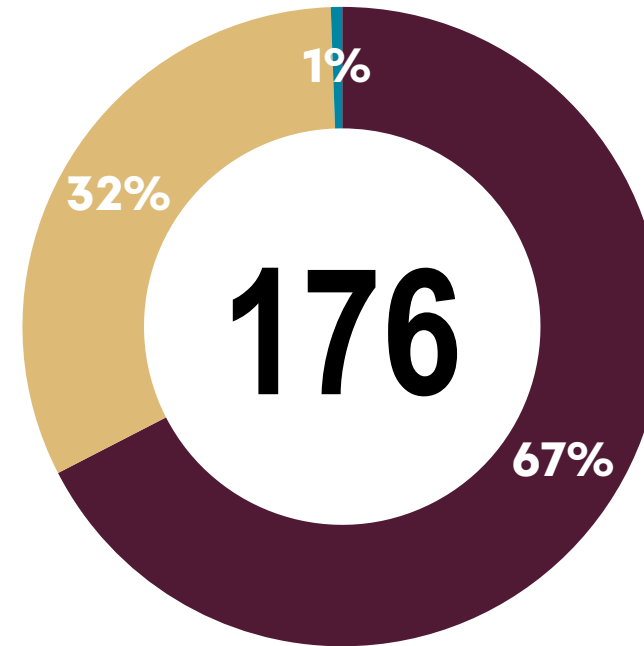
NAAB / Value of a NAAB Degree

- The NAAB-accredited degree facilitates state registration/licensure.
- 37 U.S. jurisdictions **require a NAAB-accredited degree** for architectural registration.
- All 55 jurisdictions accept a NAAB-accredited degree for architectural registration.
 - Jurisdictions that do not require a NAAB-accredited degree offer alternate paths to licensure that often require additional requirements in lieu of a NAAB-accredited degree.
- The NAAB-accredited degree meets the education requirement for an NCARB Certificate.



NAAB / NAAB Accreditation

- NAAB accredits three degree programs:
 - Bachelor of Architecture (B.Arch.)
 - Master of Architecture (M.Arch.)
 - Doctor of Architecture (D.Arch.)
- NAAB has 176 accredited programs
 - 172 domestic programs (incl. Puerto Rico)
 - 4 international programs



118

Master
of Architecture

57

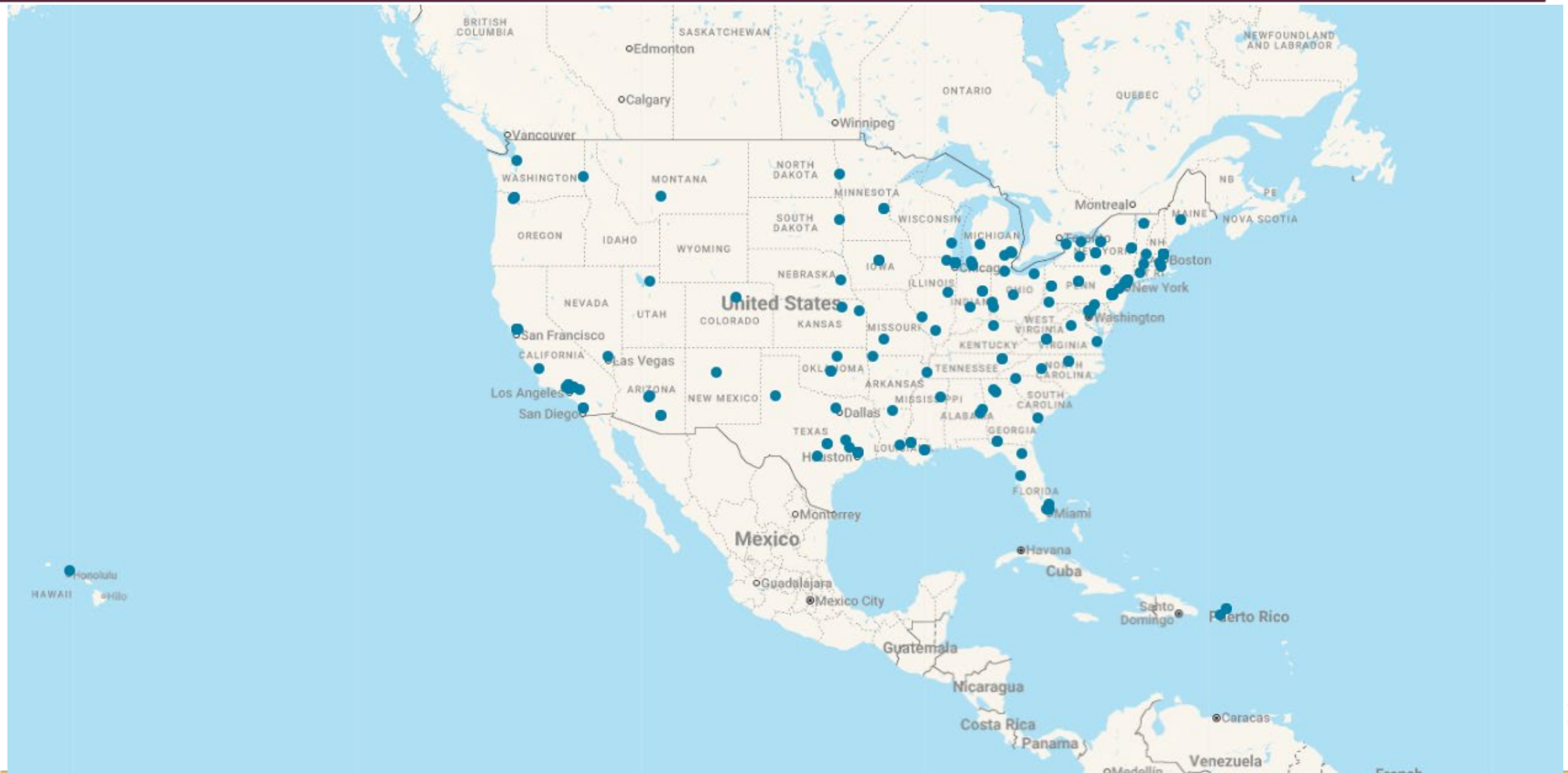
Bachelor
of Architecture

1

Doctor
of Architecture

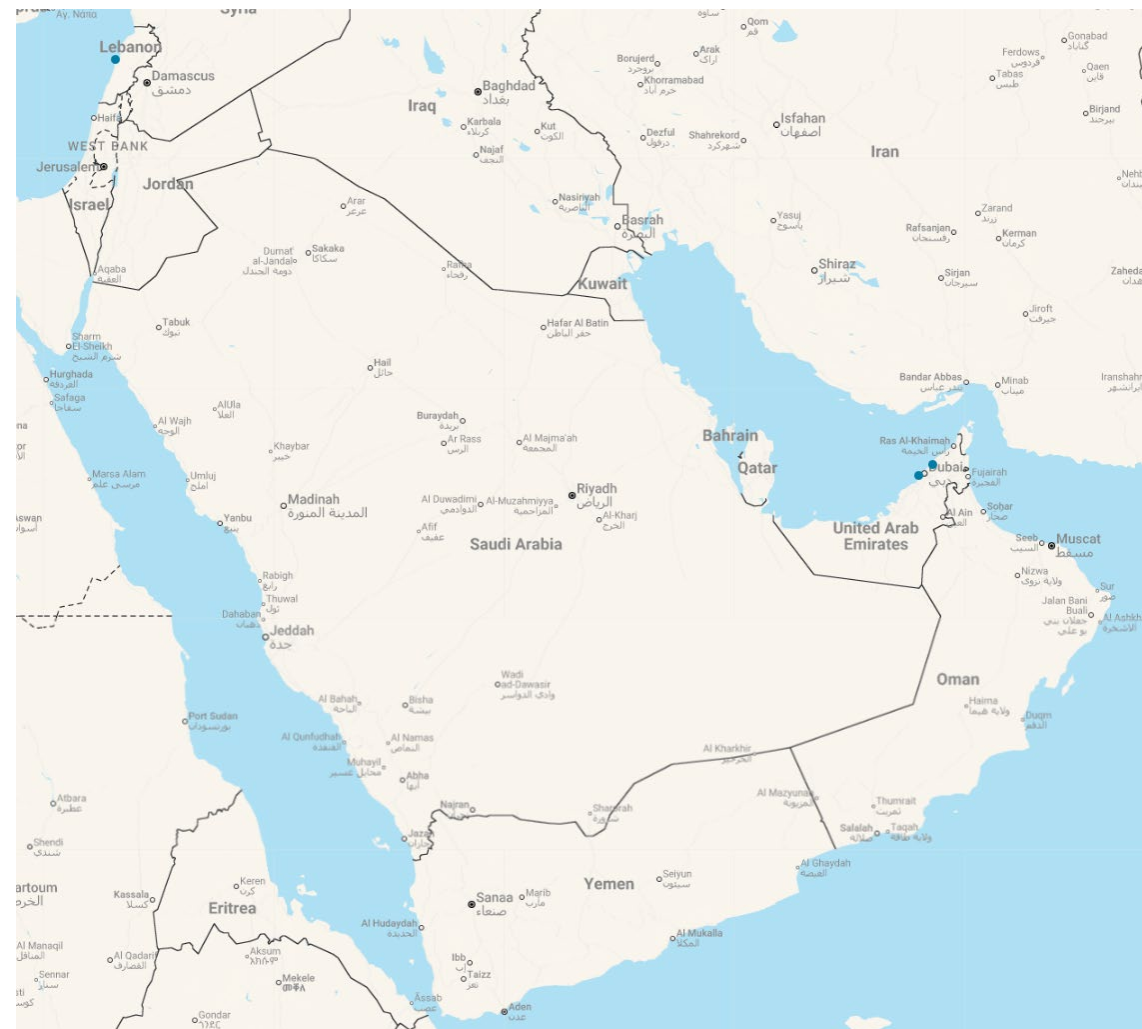
*As of September 23, 2025.

NAAB / NAAB Accredited Domestic Programs





NAAB Accredited International Programs



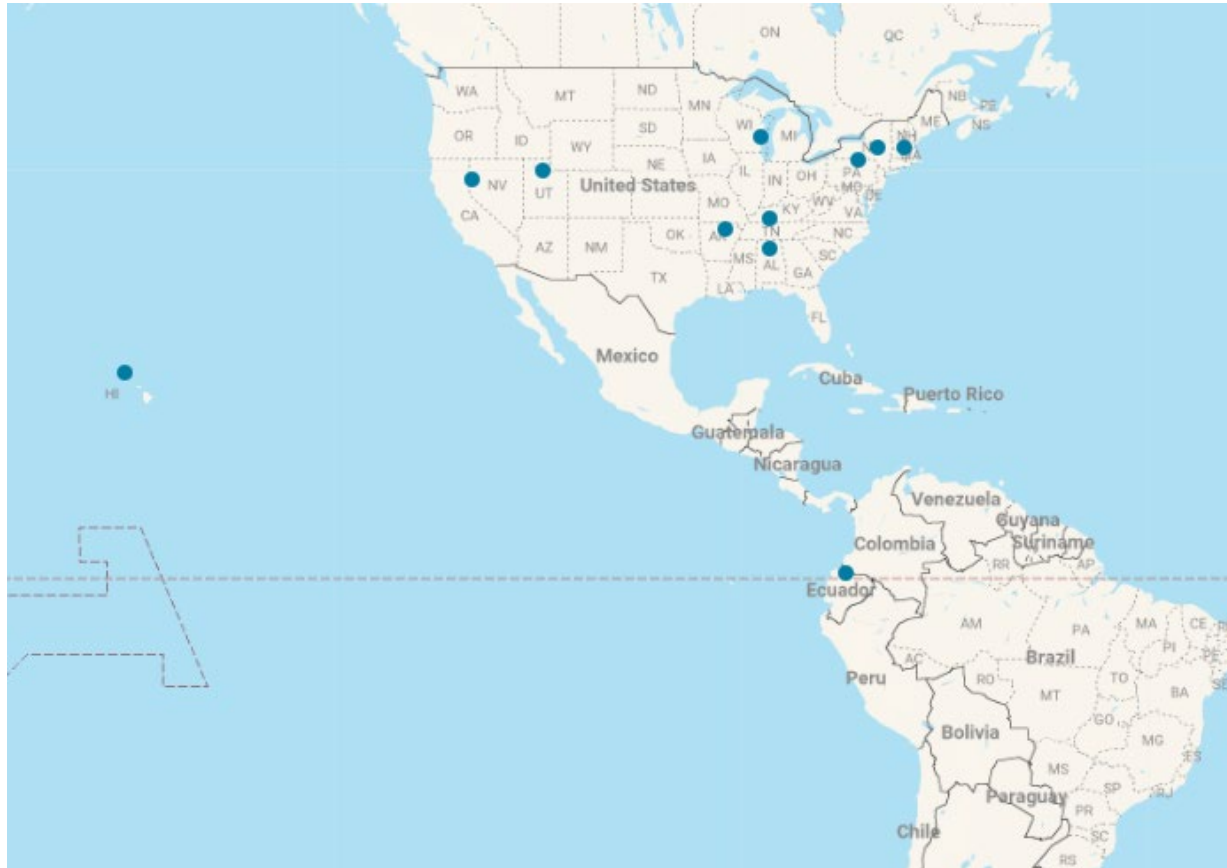
*As of May 30, 2025.



NAAB / Programs in Candidacy

As of November 2025, NAAB has 14 programs seeking accreditation in the Candidacy phase.

- 10 programs in the US; 4 international programs





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Overview of the Accreditation Process

NAAB / Overview of the Accreditation Process



NAAB / NAAB Site Visits

- Site teams are “the eyes on the ground,” reviewing the APR and providing critical feedback to the NAAB Board on the program’s evidence of compliance with Conditions.
- Site Visit teams consist entirely of volunteers:
 - Teams typically consist of three to five members representing the educator, practitioner, regulator, and student perspectives of professional architectural education. (varies depending on type of visit)
 - May be nominated by ACSA, AIA, AIAS, NCARB, or NOMA or may nominate themselves; must meet designated eligibility criteria
 - Site visitors are evaluated by peers and program following visits; ratings inform subsequent assignments.
- Teams evaluate, before and during the site visit, the program's compliance with NAAB Conditions for Accreditation.
- Team deliberates and drafts VTR.
- VTRs record process and peer review of **whether evidence provided is sufficient to determine compliance**. The NAAB Board makes the final accreditation decision.

NAAB / NAAB Resources

NAAB

Who We Are ▾

Accreditation ▾

International Certification ▾

EESA ▾

News

Accreditation

What is Accreditation?

Prospective Students

Accredited Programs

NAAB Program Directory

Accreditation Criteria

Notice of Actions

Accreditation Fees

Workshops and Program Trainings

Forms and Templates

Publications

Annual Report


Volunteer with NAAB


Frequently Asked Questions

Criteria


On January 31, 2023, NAAB announced that all accredited programs are required to meet the previous term's deficiencies, or requirements in July 2020, outlined below. On October 28, 2022, the NAAB Board of Directors approved revisions to the 2020 Procedures for Accreditation, effective January 1, 2023. Read More about the changes below.

approved the **2020 Conditions for Accreditation** for publication on February 10, 2020. All institutions and Procedures for Accreditation for Interim Progress Reports (IPR). Programs whose IPRs continue to submit IPRs to address identified deficiencies to the Interim Progress Reporting process.




 2020 Conditions for Accreditation (May 2025 Revised Edition)

→

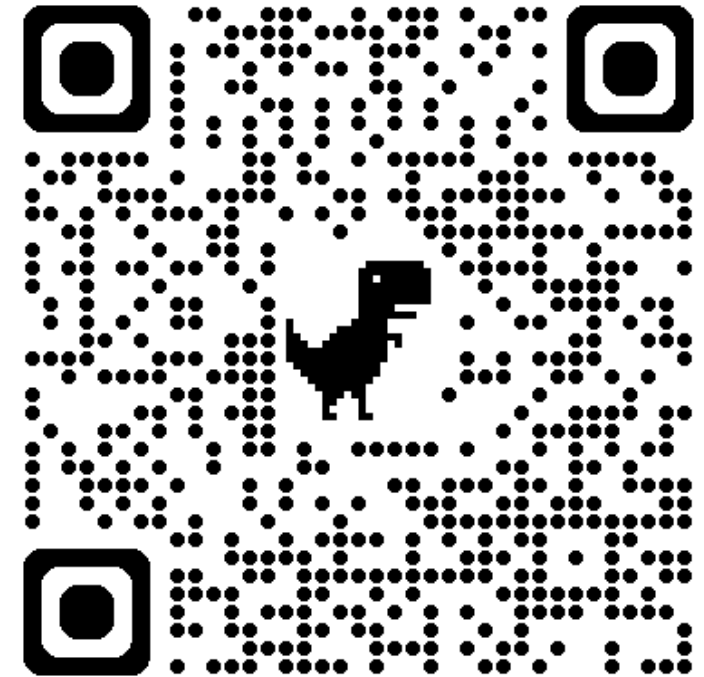
 2020 Procedures for Accreditation (May 2025 Revised Edition)

→

 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.

→



NAAB / NAAB Resources



Conditions for Accreditation

2020 Edition

Published February 10, 2020
Revised May 1, 2025



Procedures for Accreditation

2020 Edition

Published February 10, 2020
Revised May 1, 2025



Guidelines to the Accreditation Process

2020 Conditions and Procedures



NAAB / Guidelines for Accreditation

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Guidance for schools and teams:

Programs should provide:

- *A description of the institutional process for allocating financial resources to the professional degree program.*
- *Descriptions of the expense and revenue categories over which the program has either control or influence.*
- *A description of the scholarship, fellowship, and grant funds available for students and faculty.*
- *A summary of any pending reductions or increases in enrollment and plans for addressing these changes*
- *A summary of any pending reductions or increases in funding and plans for addressing these changes*
- *A summary of any changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit and plans for addressing these change*
- *A summary of any planned or in-progress institutional development campaigns that include designations for the program (e.g. capital projects or endowments)*

The team verifies this information in discussions with administrators, faculty, staff and students and the condition is marked as Met or Not Met.

NAAB / NAAB Site Visit Resources

NAAB

Who We Are ▾ Accreditation ▾ International Certification ▾ EESA ▾ News

Accre

Forms a

APR

What is Accreditation?

Prospective Students

Accredited Programs

NAAB Program Directory

Accreditation Criteria

Notice of Actions

Accreditation Fees

Workshops and Program Trainings

Forms and Templates

Publications

Annual Report

Volunteer with NAAB

Frequently Asked Questions

Template for Programs Seeking

→

APR 2

APR - Two Programs

Architecture Program Report Template for Programs Seeking Continuing Accreditation.

→





NAAB / NAAB Site Visit Resources

- **APR Templates:** One program, two programs, Initial Accreditation, Candidacy, etc.
- **APR Self-Assessment Tool:** Optional tool for programs to evaluate responses to each Condition; identify and address gaps in narrative/evidence
- **PC/SC Matrix:** Optional tool for identifying key assessment points for each criterion.
- **Remote Location Questionnaire:** To be included in APR for programs seeking accreditation status for remote locations, additional sites, teaching sites, and/or online learning.
- **Digital Guidelines:** A framework for organizing evidence for Student Criteria (SC) and Program Criteria (PC). DGs are in effect for all visits under the 2020 Conditions.
- **Visiting Team Report Template,** for program reference.
- **Faculty Resume Template** for inclusion in the APR
- **Student Roster Template:** Optional; for programs to provide student rosters for SC5 and SC6.
- **Assessment Report Template:** Optional tool to help programs document their assessment processes, results, and links to PC and SC evidence.



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Expectations for Evidence



NAAB / Evidence

Programs under review provide evidence at several key junctures prior to and during the visit:

- Architecture Program Report (*due Sept. 7 for Spring visit; March 1 for a Fall Visit*)
- Revised APR or Additional Evidence as requested by visit team chair when determining readiness for site visit
- Digital team room: Programs use NAAB Digital Guidelines to build and share digital evidence with site visit team 45+ days prior to the visit.
- At the site visit itself (Student work)



NAAB / Useful Prep Questions

- Consult the [Guidelines for Accreditation](#): what evidence would you want to see as a site visitor? What questions would you ask? How would you respond as a program?
- **All parts of a Condition must be “met” for the Condition to be met.** Review the APR – do you have compelling evidence for each part of the Condition statement? For each sub-condition? If you have evidence that wasn’t included in the original APR, be sure to provide it to the team as additional evidence.
- Consider using **NAAB’s APR self-assessment tool** to ensure that all parts of the Condition have been addressed and that all evidence has been provided.
- If you have evidence that wasn’t included in the original APR, be sure to provide it to the team as additional evidence.
- What are your **“points of pride”**? What makes your program unique? Do your faculty and students share this view?
- **Are your faculty and students aware** of NAAB accreditation requirements and the upcoming visit?

Visiting teams will:

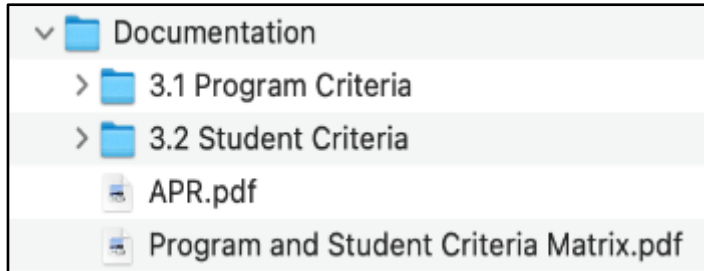
- Use the program's provided PC/SC matrix to identify where key assessment points are for each criterion.
- Review the digital evidence and student work to validate the narrative in the APR about how the program ensures that students understand or have the ability to demonstrate the knowledge, skills, abilities, and values in the PCs and SCs.
- Confirm the evidence through discussions with stakeholders and other interactions during the site visit.

PROGRAM AND STUDENT CRITERIA MATRIX

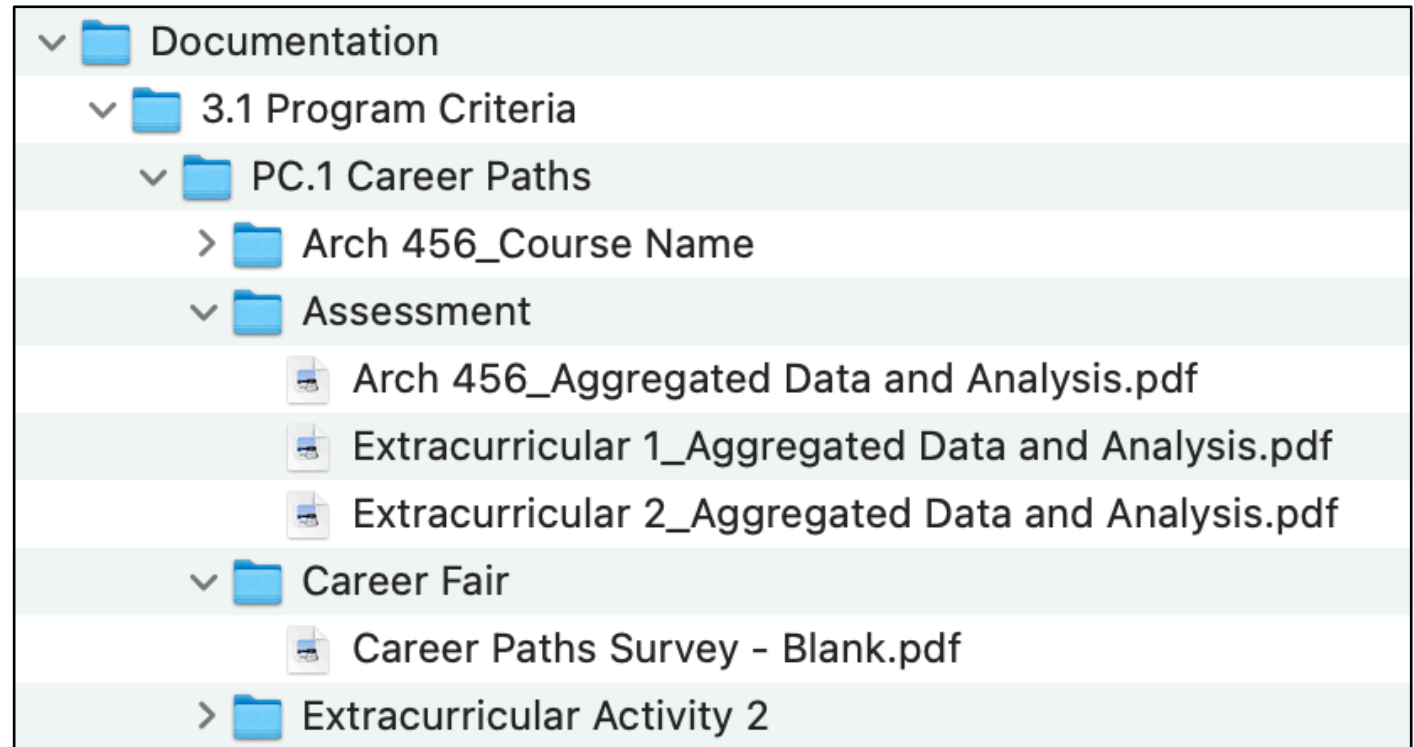
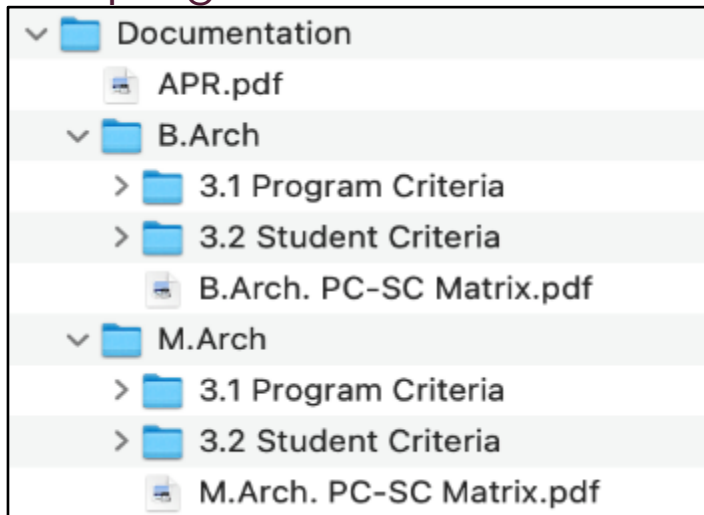
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Programs must organize digital evidence as described in NAAB's Digital Guidelines.

One program:



Two programs:



3.1 Program Criteria (PC. 1-8):

- Evaluated holistically relative to curricular and extracurricular offerings and the students' experience of them.
- **Narrative:** The narrative description of how the program achieves each criterion.
- **Self-Assessment:** Evidence that each criterion is assessed on a recurring basis and a summary of the modifications made to its curricula and/or associated program structures and materials based on assessment results.
- **Supporting Materials:** Supporting materials demonstrating that the objectives have been accomplished. These may include policy documents, individual course materials (e.g., syllabi) as well as documentation of activities occurring outside specific courses.
- Evidence provided to visiting team via Digital Evidence room 45 days prior to visit

3.2 Student Criteria (SC.1-SC.4)

- Evaluated at the understanding level
- Programs submit primary evidence to visiting team in electronic format 45 days prior to visit.
- **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** demonstrating how program accomplishes objectives related to each criterion, for each course associated with the **student learning outcome**:
 - a) **Course syllabi** clearly articulating student learning outcome objectives for the course, methods of assessment (e.g., tests, project assignments), and relative weight of each assessment tool used by the instructor(s) to determine student performance.
 - b) **Course schedules** clearly articulating topics covered in the class and time devoted to each course subtopic.
 - c) **Instructional materials** including, but not limited to, a summary of required readings, lecture materials, field trips, workshop descriptions, and other materials used to achieve the intended learning outcomes.

3.2 Student Criteria (SC.5-SC.6)

- Evaluated at the **ability** level.
- Programs submit primary evidence to visiting team in the team room; student work due in physical, digital, or hybrid format at the time of the visit.
- **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.

3.2 Student Criteria (SC.5-SC.6)

Supporting Materials: Supporting materials demonstrating how the program accomplishes its objectives related to each criterion. 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.*
- d) *Student Work Examples: Submitted in physical, digital, or hybrid format at the time of the visit.*



N/AAB / SC 5. & SC 6: Student Work

The program provides examples of student work demonstrating program accomplishments of objectives related to SC.5 and SC.6.

The role of student work as evidence for SC.5 and SC.6 is to:

- *Demonstrate how the program achieves its performance objectives for student knowledge, ability, and skill to make design decisions while synthesizing or integrating the elements described in SC.5 and SC.6 respectively.*
- *Demonstrate students' ability to synthesize or integrate applicable elements of the criteria into design decisions, not the mastery of the individual elements themselves.*
- *Provide evidence supporting the program's narrative and of the validity and effectiveness of its process for assessing students' development of ability to make design decisions while synthesizing / integrating the elements described in criterion.*
- *Provide evidence that the program has implemented an assessment process that allows it to evaluate student achievement of learning outcomes and use the results of that process to identify where improvements need to be made.*

NAAB / SC 5. & SC 6: Student Work

Submission of Student Work Evidence:

- Program collects all passing student work produced for the course(s) in which the learning outcomes associated with SC.5 and SC.6 are achieved within one year before the submission of the APR, or the full academic cycle in which the courses are offered.
- Programs submit rosters of students with passing student work from courses in which the learning outcomes are addressed **within one year before the submission of the APR, or the full academic cycle in which the courses are offered.**
- Rosters due **60 days prior to the visit start date;** separate rosters submitted for each criterion.
- If several courses used to satisfy the SC, class lists must be aligned so that a random selection process will collect the work of each student selected in all classes used to meet the SC.
- NAAB selects 20% (no less than three and no more than 30) of students on each roster. Programs may self-select **an additional 10%** of students from each roster.
- Selected student lists used to prepare student work examples, due at visit in physical, digital, or hybrid formats. Work must be clearly labeled to identify elements required for each criterion.
- **PC/SC Matrix** indicates to Visit Team where to find key assessment points for each condition.

NAAB / SC 5. & SC 6: Student Work

- See “Student Roster Template” and “Digital Guidelines” on NAAB’s Forms and Templates webpage.
- If criteria are met via a combination of individual and group work, submit students *as individuals* on the roster.
- If criteria are met *entirely* via group work, 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.



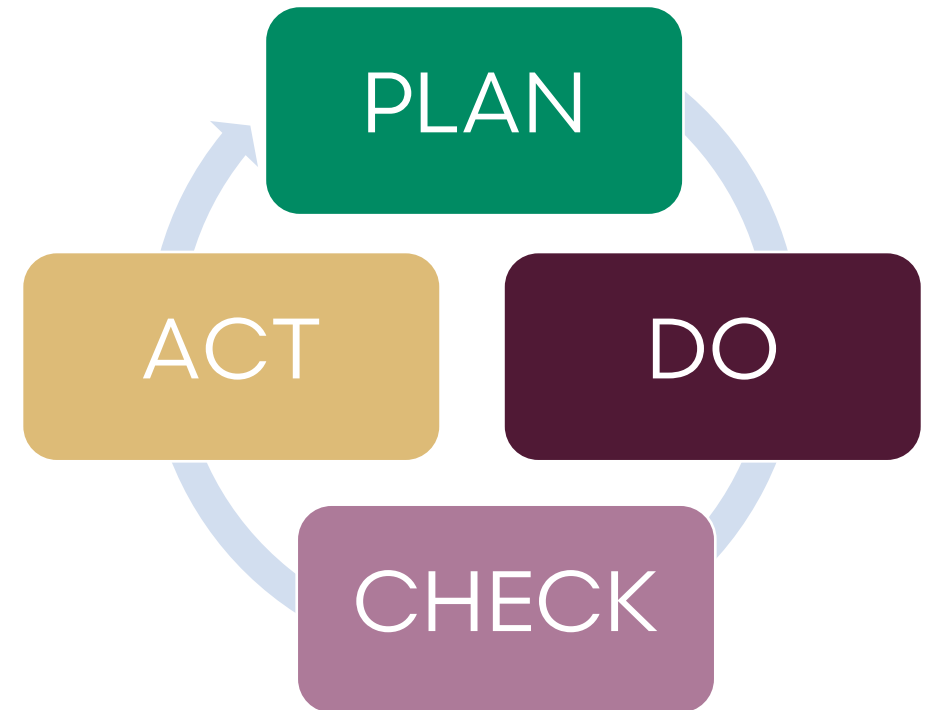
NAAB / Example

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			
9				9			
10				10			
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12				12			
13				13			
14				14			
15				15			
16				16			
17				17			
18				18			
19				19			
20				20			

NAAB / 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.
- 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





Criterion:

[illegible]

N/AAB / Example of a Completed Report

Criterion: 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.

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
EXAMPLE Ex.: Students will be able to accurately describe the path to licensure in the US.	ARCH 301 Professional Practice, offered each semester.	Exam question: Describe the path to achieving licensure in your home state.	At least 90% of students will be able answer this question correctly.	88% of students answered the question correctly	Instructors will revise course module to improve student understanding.	ARCH 301 syllabus and exam question Dept. meeting minutes
	Graduating Student Exit Survey, administered in capstone class.	Survey question: To what extent do you agree with the following statement: "I understand the path to becoming a licensed architect in the US."	At least 90% of graduating students will agree with the statement.	85% of graduating students agreed with the statement.	Changes will be made to the ARCH 301 to strengthen student understanding and will be described in an email sent to students prior to graduation.	Graduating Student Exit Survey Dept. meeting minutes
	ARCH 301 Professional Practice, offered each semester.	Exam question: Describe three career opportunities that would allow you to use the skills and knowledge you are learning in this program.	At least 90% of students will answer the question correctly.	80% of students were able to describe at least three paths.	Instructors will add assignment for teams to create and present slide decks describing alternative career paths.	ARCH 301 syllabus and exam question Dept. meeting minutes
	Graduating Student Exit Survey, administered in capstone class.	Survey question: To what extent do you agree with the following statement: "I understand the other career paths that are open to me that would utilize my degree's skills and knowledge."	At least 90% of graduating students will agree with the statement.	85% of graduating students agreed with the statement.	Changes will be made to the ARCH 301 to strengthen student understanding and will be described in an email sent to students prior to graduation.	Graduating Student Exit Survey Dept. meeting minutes



NAAB / Direct versus Indirect Assessment

Direct Assessments:

- Are measures of learning based on student performance or demonstration of the learning itself; students have completed some work or product that demonstrates they have achieved the learning outcome.
- Are tangible, visible, and actionable indicators of exactly what students have and have not learned.
- *Examples:* Exams, quizzes, capstone experiences or presentations scored with a rubric; portfolios of student work

Indirect Assessments:

- Are measures relying on perceptions, reflections, or secondary evidence of student learning, skills, or behaviors, rather than a demonstration of it.
- Can provide information about how students feel about their learning (are they confident about knowing what they know?)
- *Examples:* employer surveys, student self-assessments, job placement rates

Executive summaries	Annotated bibliographies	Briefing papers	Client reports	Debate or discussion	Evaluations of opposing points of view or debates	Field notes	Models or simulations
Research plan	Poster, display, or exhibit	Description of a process	Proposal for or justification of a solution for a problem	Self-reflections	Creative work: videos, websites, artwork, graphics, etc.	Studio-based juried reviews	Framework pinups
Building design review	Tectonics workshop pinup	Comprehensive presentation	Class presentations	Concept generation	Storyboarding	Group research projects	Individual concept projects
Team initial proposals	Building design proposals	Code worksheets	Energy reports	Climate consultant worksheets	Signed project proposals	Abstract book	Slide decks
Thesis proposal	Quizzes	Drawings	Course or program exit interviews	Role play	Peer critiques	Programming assignments	Sample invoices

NAAB / Group Work! (15 min.)

Complete an imaginary assessment report table for **SC.2 Professional Practice**

How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

1. What is one student learning outcome for this criterion?
 - *Example: Students are able to correctly identify the ethical issues in an architecture case study.*
2. Where will you assess this SLO?
3. How will you assess this SLO?
4. Describe the imaginary results.
5. How did your program use the results to make improvements?
6. What evidence would you provide of this process?



NAAB

Break (15 min.)

NAAB / Check-In on “Parking Lot”



The background image is a blurred photograph of a university campus. It shows a wide, paved walkway lined with large trees that have green and yellowing leaves, suggesting an autumn setting. Several people are walking along the path, their figures blurred to convey a sense of movement. In the distance, a large, light-colored building with arched windows is visible. The overall lighting is bright, with long shadows cast across the pavement.

NAAB

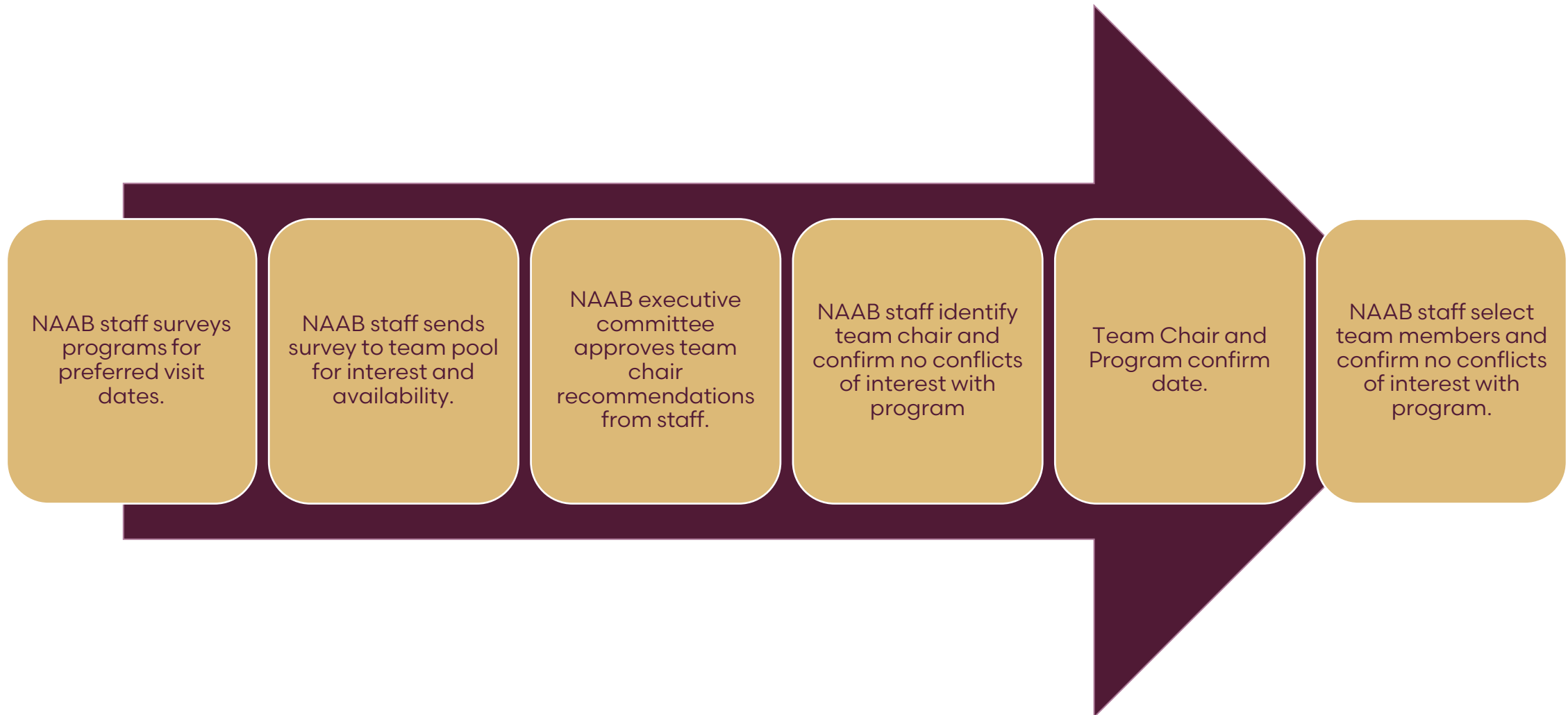
Site Visit Logistics



NAAB / Overview of Site Visits

- **Eligibility visits:** Fall or Spring
 - 2 Board members, NAAB Director of Accreditation
 - Days scheduled are flexible
- **Candidacy visits:** Fall
 - Educator, practitioner, & former NAAB director or NAAB staff. Team chair is educator or practitioner.
 - Typically scheduled from Sunday pm – Tuesday noon; additional days if needed.
- **Initial and Continuing Accreditation visits:** Fall or Spring
 - Educator, practitioner, regulator, and student. Observer optional.
 - Typically scheduled from Sunday pm – Wednesday noon; additional days if needed.
- Visits in person unless extenuating circumstances.
- All meetings and materials must be in English. Programs whose curricula are not taught in English may be required to provide an interpreter to assist the team during a visit.

NAAB / Selection of Chair and Team



NAAB / Team Composition

- NAAB strives to balance teams for geography, gender, race/ethnicity, and accreditation experience. Programs may challenge a member of a visiting team based on a conflict of interest as defined in NAAB's Conflict of Interest policy.
- Every effort made to assemble teams to ensure that no more than one person, excluding student, is a first-time team member, although this is not always possible.
- Site visitors generally do not serve on more than 1 visiting team to same program.
- Team chairs are nominated by NAAB Executive Committee before each site visit.
- Chair selection based on review of resumés, evaluations from previous visits (4 or 5 star rating), and quality of previous VTRs.
- Individuals must have served on at least 3 visits before earning chair assignment; mentors assigned to visits with first-time team chairs.
- All team members evaluated by peers and program following visits; ratings inform subsequent assignments.



NAAB / Team Composition

Site visit teams are composed of individuals representing one or more of four areas of expertise to provide a diversity of perspectives on professional architectural education:

- *Educator: A person who is employed on a full-time basis as an educator or with past full-time employment as an educator in a NAAB-accredited architecture program. This employment should include service responsibilities to the program.*
- *Practitioner: A person with more than five years of experience as a licensed architect.*
- *Regulator: A person with professional architectural experience; must have served within the last 10 years on architecture licensing board or agency related to the practice of architecture.*
- *Student: A current student enrolled in a NAAB-accredited program or a graduate of a NAAB-accredited program within the past five years. Current students must have advanced standing in their program; upper-level students intending to complete pre-professional degrees as part of NAAB-accredited M.Arch. program also eligible.*

Accreditation visits may also have an Observer: an individual nominated by the program to add useful perspective on the institution's or program's unique qualities, history, culture, policies, or other context.

NAAB / Team Responsibilities & Expectations

All members of the NAAB site visit team pool are required to commit to the following responsibilities:

- Commit to a four academic-year term, beginning July 1 or January 1.
- Complete NAAB's required online, on-demand site visitor training modules
- Attend live, virtual training session prior to visiting team participation
- Be willing to participate in at least one visit per year.
- Fulfill all responsibilities described in the NAAB Procedures.
- Follow all applicable NAAB policies and procedures.



NAAB / Team Expectations

NAAB Site Visit Teams are expected to:

- Strictly abide by NAAB Confidentiality and Conflict of Interest policies and procedures.
- Review and know the **most recent version** of the 2020 Conditions and Procedures.
- Review **before the visit** the APR, the VTR template, and any advance materials/evidence.
- Actively participate in or observe all aspects of the visit. All members of the team are expected to participate in the visit the entire time and to be fully present at all meetings.
- Treat programs with respect and openness; be professional in appearance & conduct.
- Refrain from superimposing preconceived attitudes about architectural education or curriculum onto the program or evidence provided.
- Refrain from combative questioning, offering personal solutions, or speculating on how deficiencies may affect a program over time.



NAAB / The APR: Review and Acceptance

- **APRs due** Sept. 7th (Spring visit) or March 1 (Fall visit). Effective 2026, APRs submitted via AMS.
- **APRs reviewed by NAAB staff** to ensure completion & identify technical issues (links, etc.)
- **APR reviewed by team chair**; required to make one of four recommendations w/in 30 days:
 - *Accept APR; schedule site visit.*
 - *Accept the APR, schedule the site visit, and request additional information before the visit.*
 - *Require additional information; visit date will be set after the additional information is received, reviewed, and determined to be acceptable.*
 - *Reject APR; require a new APR 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.*
- **If chair rejects APR following re-submission**, visit readiness decision brought before NAAB Executive Committee for review and action. If the program is determined not to be ready for its visit, NAAB will notify the institution's CAO that the site visit cannot proceed and that accreditation may lapse due to failure to complete a visit within prescribed time frame.



N/AAB / Scheduling your visit

- **Programs surveyed** on preferred visit dates prior to submission of APR (rank choices)
- **Final dates** determined by team chair following APR review in consultation with the program administrator.
- **Spring visits** typically late Jan-early April; **Fall visits** late Sept-early Nov.
- **Additional days** may be added to visit if program is offered at more than one location; individual members of the team may be scheduled to participate on additional days to visit other locations for the program.
- Dates for visits **cannot be changed** once a team has been assembled and proposed to the program, except under extreme circumstances.



No later than 60 days before visit:

- Program submits student rosters. NAAB completes random selection and sends results to program.
- Program nominates observer (optional)

No later than 45 days before visit:

- Programs share digital evidence with all required materials with site visit team, hold virtual meetings with team chair and team, develop agenda. Follow Digital Guidelines.
- Meet virtually with team chair to review filesharing and set agenda.

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.



NAAB / Pre-Visit Meetings

- **< 45 days before visit: Initial Zoom Meeting w/ Team Chair**
 - *Introductions*
 - *Discussion of additional evidence identified during APR review*
 - *logistics; preliminary schedule expectations*
- **< 42-40 days before visit: Zoom Meeting w/ Full Team, NAAB Staff, Program Representatives**
 - *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/during visit*

*Reminder: All meetings and digital evidence need to be in English.



NAAB / Setting the Agenda

Program Responsibilities

- 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.
- Send to NAAB a confirmed agenda with list of participants **no later than 14 days before visit.**



NAAB / Setting the Agenda

Who will the visit team need to meet?

Required Meetings:

- Program head(s) - typically held daily throughout the visit
- School or College Administrator
- Faculty (no administrators)
- Students (no faculty, staff, or administrators)
- Staff (no faculty or administrators)
- Student Representatives (small group of student leaders)
- Three Exit Meetings:
 - *Program head(s)*
 - *Academic Unit Leadership (Director, Chair, Dean) & the Chief Academic Officer/Provost*
 - *Program Students, Faculty, Staff*

Optional Meetings:

- Initial meeting with Chief Academic Officer/Provost (or representative); determined by team chair in consultation with program administrator
- Others to be determined by Program and Team Chair

What kinds of questions will visit teams ask?

- Questions to confirm information in APR and site visit
- Questions to gain a greater understanding of the program and its context.
- Questions to seek out additional evidence of compliance with the Conditions that they aren't seeing.

N/AAB / Sample Agenda-Candidacy (US)

SUNDAY

- Team arrives. Chair arrives before mid-afternoon.
- 3 pm, chair meets program director and reviews team room.
- 5 pm, chair meets with team in hotel, reviews itinerary and visit logistics, reviews progress on VTR assignments and questions for visit
- 6 pm, team has dinner

MONDAY

- Meet with program director
- Tour of the facilities
- Meet with the dean
- Meet with CAO
- Meet with faculty, students, staff
- Observe classes and studios
- Meet with Institutional Effectiveness/IR/Assessment
- Work time for teams

Tuesday

- Work time for teams
- Exit meetings
- Team check-in before departure; final edits to draft.
- Exit Meetings:
 - Program director*
 - Dean/CAO*
 - Faculty, staff, admin, students*

N/AAB / Sample Agenda-Cont. Acc. (US)

SUNDAY

- Team arrives. Chair arrives before mid-afternoon.
- 3 pm, chair meets program director and reviews team room.
- 5 pm, chair meets with team in hotel, reviews itinerary and visit logistics, reviews progress on VTR assignments and questions for visit
- 6 pm, team has dinner

MONDAY-TUESDAY

- Meet with program director
- Tour of the facilities
- Meet with the dean
- Meet with CAO
- Meet with faculty, students, staff
- Observe classes and studios
- Meet with Institutional Effectiveness/IR/Assessment
- Work time for teams

WEDNESDAY

- Work time for teams
- Exit meetings



N/AAB / During the Visit: The Team Room

- **Work area:** conference table with seating to accommodate 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*
 - *A sufficient number of electrical outlets and appropriate power cords*
- A completed agenda and team roster
- A large-format copy of the PC/SC matrix
- Physical or digital copies of student work being displayed; If work from more than one professional degree program or track or from additional teaching sites is being reviewed, student work from each program, each track, and/or each site must be clearly identified.



NAAB / During the Visit

- Program provides visit team light refreshments while on site, including consideration of dietary requirements.
- Suggested that program assist with ordering in lunch for team room
- Team activities:
 - Review of student work and course materials
 - Observation of studios, lectures, and seminars
 - Review of student admission and advising files / relevant records to demonstrate transfer credit assessment (team may schedule session with admissions or advising to review records in admissions/advising system.
 - Drafting the Visiting Team Report (VTR)

NAAB / Exit Meetings

- Sequence of exit meetings is prescribed to ensure that the team delivers its initial information to key leaders in the institution and the program. These meetings are held after the team has finished its deliberations.
- Exit meetings led by team chair with at least one team member and the observer (if applicable) present.
- **Three Exit Meetings:**
 - *Program head(s)*
 - *Academic Unit Leadership (Director, Chair, Dean) & the Chief Academic Officer/Provost*
 - *Program Students, Faculty, Staff*



NAAB / After the Visit: the VTR

- Team chair submits VTR to NAAB within 14 days of the end of the visit.
- NAAB staff check VTR for completion, send 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, signed VTR to program.
- Program submits Optional Response to the VTR by Feb. 1 (fall visits) or Aug. 1 (spring visits).
- VTR, APR, Optional Responses compiled into Accreditation Decision Portfolio for Board Review.

NAAB / Optional Response to the VTR

- **Purpose:** "...to provide additional contextual information and/or evidence demonstrating compliance with Conditions noted 'not met.'"
- **How will it be used?** Included in the program's accreditation dossier for review by the Board.
- **When is it due?**
 - Spring site visits: August 1 of the same year.
 - Fall site visits: February 1 of the following year.
- **Examples of how it might be used:**
 - To provide links to public information (Condition 6) broken or missing from the APR and during the site visit.
 - To provide evidence cited in the VPR as missing at the time of the visit.
 - To provide evidence of compliance with a Condition described in the VTR as "not met."
- **What is it not?**
 - Correction of Errors of Fact
 - Plan to Correct
 - Revised APR

NAAB / Accreditation Decisions

- Board directors review the accreditation portfolio (including Optional Responses), meet, and make decisions.
- Accreditation decisions are made at specific Board meetings:
 - *Fall Visit – April Board Meeting*
 - *Spring Visit – October Board Meeting*
- Decision letters sent to Provosts/CAOs, cc'ing program administrator, programs 30 days after the board meeting concludes.

The background image is a blurred photograph of a university campus. It shows a wide, paved walkway where several people are walking. The people are out of focus, appearing as streaks of motion. Large trees with green and yellowing leaves line the walkway, casting long shadows. In the background, there are university buildings with arched windows. The overall lighting is bright, suggesting a sunny day.

NAAB

Travel Arrangements & Expenses

NAAB / Travel Arrangements

Team member travel:

- *Team members have approved parameters for their reservations.*
- *NAAB does not cover costs of (or ask host program to arrange/cover) side trips, stays before or after a visit, or multiday layovers in other cities.*
- *If a team member needs to arrive a day early/depart a day later; NAAB prior approval required.*

Programs are responsible for:

- *Making all lodging arrangements for team; ensure reasonable accommodations for persons with disabilities. Lodging arranged; details sent to team chair/NAAB **at least 30 days** before the visit begins.*
- *Arranging ground transportation during the visit, including transportation to and from the airport and all local transportation, unless otherwise agreed to by the program administrator and the team chair.*
- *Informing NAAB if the university has specific requirements for invoicing (vendor registration, etc.)*

Programs will be invoiced site visit costs, including:

- *Air/rail travel + the cost of one checked bag*
- *Ground transportation not provided by the program (i.e., ride share or taxi service)*
- *Parking and other tolls*
- *Meals (alcohol expenses are not reimbursable)*
- *Costs associated with rental car, if required*

NAAB / Travel Arrangements

Instructions for Visiting Team Members:

- Site visitors must submit expense reports with receipts within 30 days of travel.
- Receipts must be itemized with vendor's name, a description of the services provided (if not otherwise obvious), the date, and the total expenses, including tips (if applicable) or names of individual attendees for group meals.
- Mileage allowance are based on standard mileage rate issued by IRS (\$.67/mile for 2024)

NAAB Invoicing to Program:

- NAAB bills programs for the expenses of the visiting team in February after Fall visits and in July after Spring visits.
- NAAB will provide the following supporting documentation:
 - Copies of invoices or itineraries for air travel or other transportation.
 - Copies of receipts for ground transportation, including rental cars.
 - Copies of receipts for all meals and other expenses.



NAAB / International Visits

Programs are responsible for:

- Providing NAAB with a list of required documentation to facilitate entry requirement applications.
- Reimbursing NAAB for costs incurred in obtaining visas for the visiting team.
- Reimbursing NAAB for the cost of each team member's medical and security evacuation insurance.

NAAB is responsible for:

- Obtaining team members' visas and/or other documents required for entry into the country.
 - *NAAB uses a visa processing agency to obtain visa stamps from the relevant embassy/consulate in the U.S.*
- Forwarding the list of documentation required for entry to all team members in a timely manner.



NAAB

What have we
learned?



NAAB / Quiz 1: NAAB

1) True or False: *All U.S. Jurisdictions require a NAAB-accredited degree for architectural registration.*

2) True or False: *All U.S. Jurisdictions accept a NAAB-accredited degree for architectural registration.*

3) All of the following are true except:

- a) NAAB Accreditation is available to any college or university throughout the world.*
- b) NAAB accredits three degree programs: B.Arch., M.Arch., and D.Arch.*
- c) A NAAB-accredited degree meets the education requirement for an NCARB Certificate*

Bonus: What kinds of international programs are eligible for NAAB accreditation?



NAAB / Quiz 2: Evidence

1) True or False: *Programs under review only get to provide evidence to support their accreditation application at the time the APR is submitted.*

2) What is the role of student work in SC.5 and SC.6?

- a) To provide the NAAB reviewers with an opportunity to grade the work and see if they come up with the same result as the program.
- b) To ensure that all students have successfully completed all parts of the assignment to the level NAAB expects.
- c) To act as a bridge between the narrative and the assessment, as evidence of the program's narrative and validity of its assessment process.



N/AAB / Quiz 3: Assessment

- 1) **True or False:** *The APR may describe an assessment process but does not have to describe the actual results of the assessment or describe how the program has used the results of the assessment to make improvements.*
- 2) **True or False:** *Student learning outcomes are statements that identify what students will know, be able to do , or demonstrate at the end of a course or program.*
- 3) **True or False:** *Site Visit teams are responsible for verifying and documenting that a program engages in assessment of each criterion on a recurring basis and makes modifications to its curricula and program structures based on findings from these assessment activities.*



N/AAB / Quiz 4: Site Visits

1) Which of the following is TRUE?

- a) Site visit teams make the final decision on a program's accreditation status.
- b) The work of the site visit teams begins when they arrive on-site at the program.
- c) Program directors and chairs of the promotion and tenure committee should attend the faculty meeting.
- d) If you note that you failed to provide important evidence in the APR or digital team room, you should alert the team chair and share it with the team during the visit.
- e) Only current practitioners in the field of architecture are eligible to serve on a site visit.

NAAB / Check-In on “Parking Lot”





NAAB

Additional Resources & Updates

On Sept. 18, 2025, NAAB announced a Stay on Conditions with DEI-related Language. <https://www.naab.org/blogs/naab/2025/09/18/stay-on-naab-conditions-with-dei-related-language>

- Intended to ensure that NAAB does not interfere with programs' ability to comply with federal and/or state law and should not preclude programs from determining their own path with regards to DEI initiatives.
- Announcement includes a table that clarifies additional information on which conditions are impacted, what the Stay is in relation to that condition, and **what the current expectation is regarding program compliance** with that condition.
- APR and VTR templates, on Forms and Templates website, have been adjusted to include reference to the Stay for Conditions with DEI-related language.
- Stay in effect until further notice; consult with Accreditation team and team chair with questions about impact on your APR / upcoming visit.

NAAB / Become a Site Visitor!

NAAB site visitors are a vital part of the accreditation process, serving as the eyes and ears of NAAB's Board of Directors and contributing their time, expertise, and passion for excellence in architectural education.

NAAB accepts applications for its site visitor pool on a rolling basis throughout the year. Site visitors travel to college and university campuses in the US and abroad to conduct accreditation reviews on behalf of the NAAB for undergraduate and graduate professional education programs in architecture. Four-year terms start July 1 and January 1 and are renewable.

<https://naab.org/accreditation/volunteer-with-naab>



NAAB / Become a Site Visitor!

NAAB site visitors have the opportunity to:

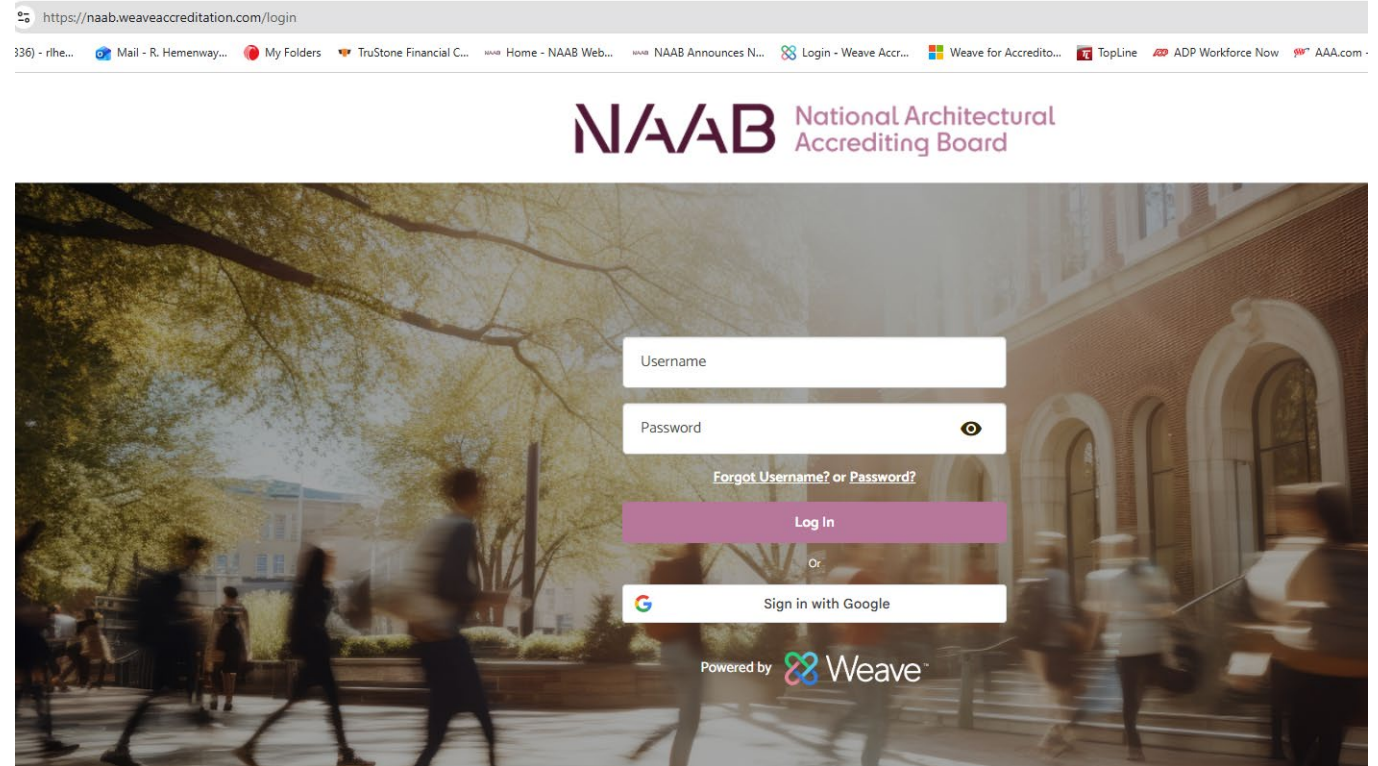
- *Visit programs seeking accreditation across the United States and abroad.*
- *Develop and cultivate new professional relationships with educators, practitioners, regulators, and students.*
- *Join NAAB's online community of site visitors to share experience and expertise.*
- *Observe the creative, diverse, and innovative ways that professional architecture programs throughout the US and abroad are preparing the next generation of architects.*
- *Learn the ins and outs of professional accreditation.*
- *Gain insight into how the field of architecture is developing.*
- *Serve current / future students by ensuring that their programs are meeting the requirements that the profession has determined are essential to the quality architectural education.*
- *Become eligible for other service with NAAB (e.g. Accreditation Review Committee.)*
- *Grow professionally.*

NAAB / AMS Rollout & Transition

NAAB reporting is transitioning to a new Accreditation Management System:

<https://naab.weaveaccreditation.com/login>

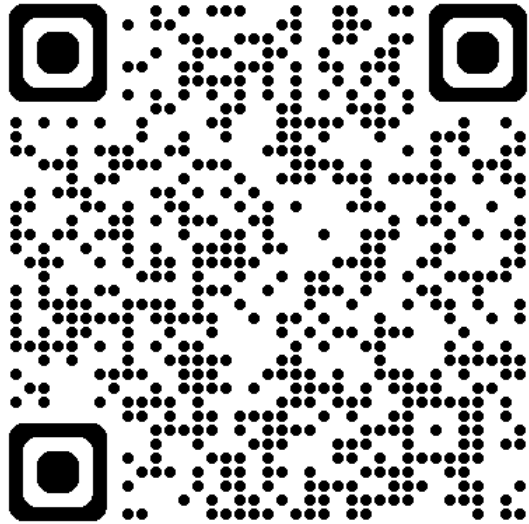
- Annual Reports submitted via new AMS December 15, 2025.
- **APRS submitted via new AMS effective March 2026 (for Fall 2026 site visits) and thereafter**
- Special Reports (from Annual Report reviews) submitted via AMS effective May-June 2026 and thereafter.
- **VTRs for Fall 2026 visits in AMS.**



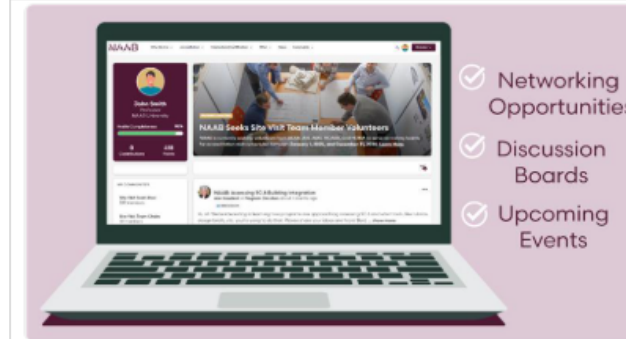
NAAB / Join the Online Communities

To create an account, visit
<https://www.naab.org/login>

Or fill out *Communities Interest Form*:



Join Your Peers in NAAB's Online Communities!



NAAB's Online Communities is a dedicated space for NAAB stakeholders to connect and collaborate with peers in a secure, always available environment.

Whether you're looking to share resources, troubleshoot a challenge, exchange ideas, or seek advice, the peer-specific forums in NAAB's Online Communities are built to foster real-time dialogue among those shaping architectural education.

Be part of the conversation, collaborate with colleagues, and tap into the collective expertise of your NAAB community.

If you are a director of a NAAB-accredited or candidate program, a member of the faculty or staff of an accredited or candidate program, or a member of NAAB's pool of volunteer site visitors, and have not already received an invitation, please complete this [Communities Interest Form](#) to join this exclusive NAAB resource.


NAAB / Online Communities

What question would you post to your colleagues about preparing for a site visit?


Program Directors

Community Home Threads 35 Library 12 Blogs 1 Events 0 Members 178 Settings


Latest Discussions



RE: Call for Public Comment on Revisions to Condit ...
By: **Ann Boudinot** , 4 days ago
Good morning, all. We have Office Hours tomorrow, from 12pm-1pm ET, and we want to invite you to bring any questions you have ...







Call for Public Comment on Revisions to Conditions
By: **Ann Boudinot** , 4 days ago
Dear program directors, To foster improvement in architecture education through accreditation, NAAB seeks to continually evolve ...



NAAB Announces New Accreditation Fee Structure

ANNOUNCEMENTS ADD

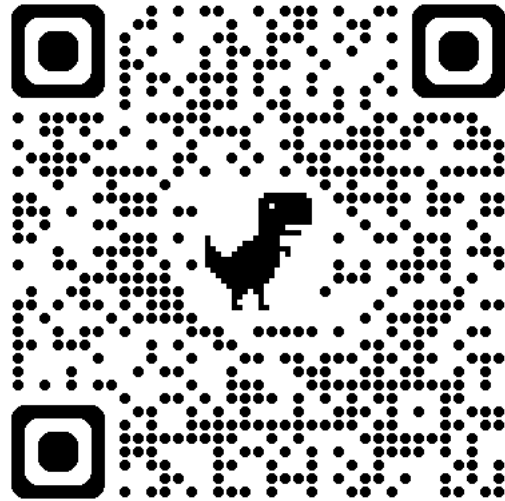


Revised APR templates are now available!   

By: **Melissa Manuel, Ph.D.** , 4 months ago
Revised Architecture Program Report (APR) Templates, including a new APR for two programs undergoing a continuing accreditation visit at the same time, are now available in your program director library and

NAAB / Workshops and Program Trainings

- Live, Bi-monthly NAAB **Office Hours** on the 2nd Tuesday and 4th Thursday of every month
- Downloadable PDFs of training webinars
- <https://www.naab.org/accreditation/events-trainings>



NAAB Who We Are ▾ Accreditation ▾ International Certification ▾ EESA ▾ News

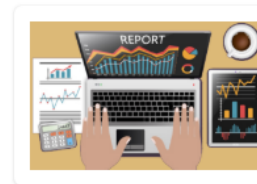
Accreditation

Workshops and Program Trainings

NAAB-accredited and applicant programs are encouraged to seek out training and professional development opportunities geared toward program improvement. Such programs may be available through a number of professional organizations both inside and outside of the field of architecture. In doing so, please be advised that the trainings offered by NAAB and listed on this page comprise the only official training program recognized by the National Architectural Accrediting Board (NAAB) to assist in preparing programs for the accreditation process and to comply with the NAAB 2020 Conditions and Procedures.

NAAB does not recognize or endorse any other training program and does not take a position with respect to any claims made by such training programs of their quality, effectiveness, or impact on a program's experience in the accreditation process or its outcome.

Upcoming Trainings



Completing Your Program's Annual Report

Join NAAB for a live training session on the 2025 Annual Report Form and submission. All NAAB-accredited programs are required to submit an Annual Report by Dec. 15. During the session, we show you how to navigate the new Accreditation Management System, review the report requirements, and answer any questions you may have.

Who Should Attend?

Representatives of accredited programs who are responsible for submitting the program's Annual Report

Dates:

Thursday, July 10, 2025
10am-11:30am ET

[Registration Link](#)

Tuesday, July 15, 2025
4pm-5:30pm ET

[Registration Link](#)

NAAB / Program Annual Report Information

[Who We Are](#) ▾[Accreditation](#) ▾[International Certification](#) ▾[EESA](#) ▾[News](#)

Accreditation

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.

Accreditation Management System Access

[NAAB Accreditation Management System](#)

Annual Report FAQ

Who can I contact if I am having trouble logging into the AMS?



Can I add a new user at my institution?



Where do we get information for the Governing Organization Information section?



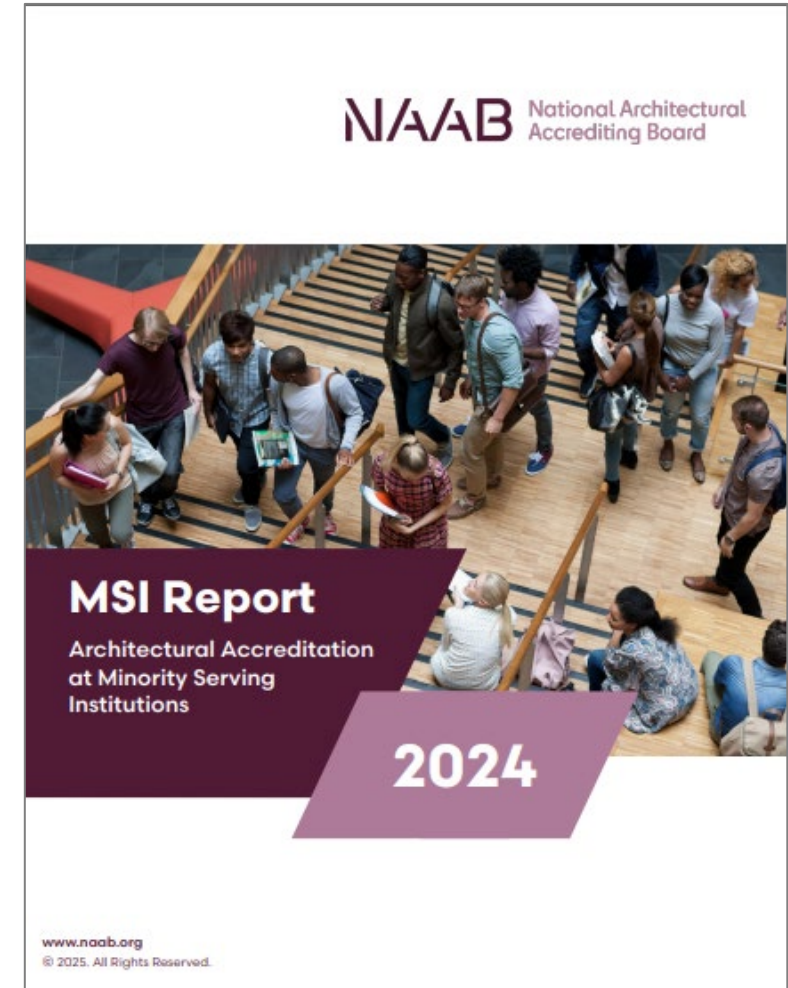
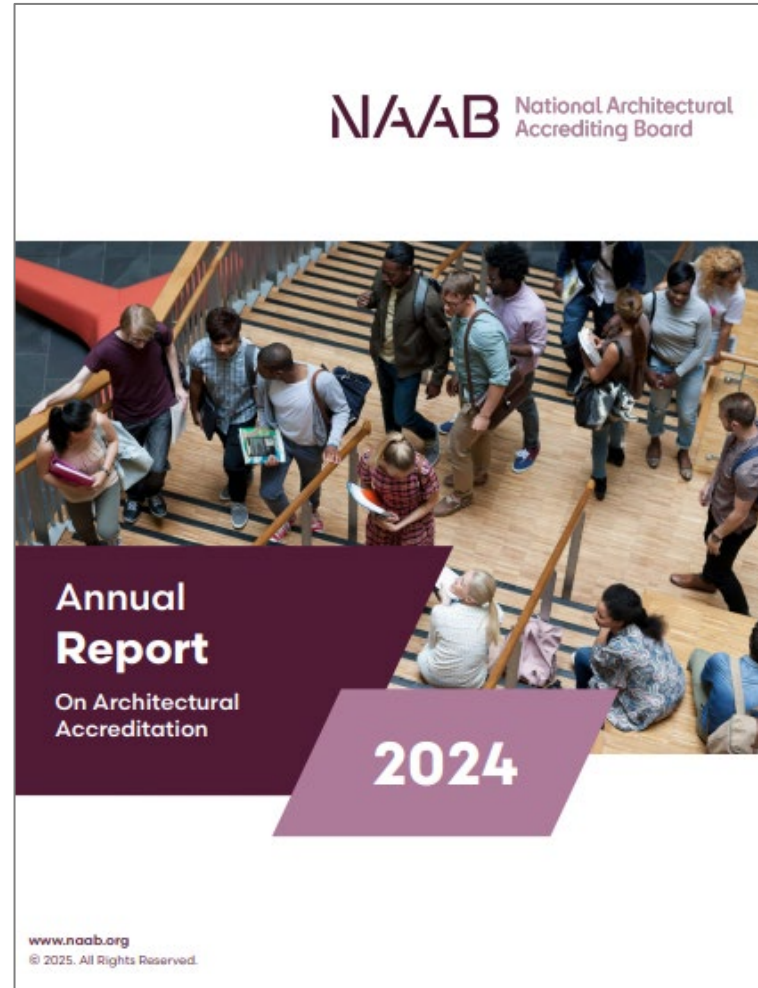
If we have two accredited programs, do we need to complete an Annual Report for each?



- All *accredited* programs must complete an Annual Report.
- Programs in candidacy are not required to complete these reports.
- The deadline for submission is December 15 each year.

<https://naab.weaveaccreditation.com/login>

- Published each year
- Shares accreditation decisions made by NAAB in the previous year
- Provides aggregated statistics drawn from program Annual Reports and other information



NAAB

Questions?

naab.org

NAAB / Survey

- Please complete this short survey to help us with our own continuous improvement process.
- NAAB Live Training Session Evaluation:
<http://s.alchemer.com/s3/LiveSession>



NAAB

NAAB Live Training Session Evaluation

1. Which live training session are you evaluating?

Program Training: Hosting a Site Visit

2. How helpful was this session in answering any questions you had about this topic?

Not at all helpful Somewhat helpful Unsure Very helpful Extremely helpful

☐ ☐ ☐ ☐ ☐

3. What could we have done to make the presentation more helpful to you?

4. What questions do you still have about this topic?

Submit

NAAB

Thank you!

naab.org