Hosting a Successful On-Campus Site Visit
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Today’s Agenda

- Overview of the accreditation process
- What the visiting team will be looking for
  - Assessment and evidence
  - Program and Student Criteria
  - PC/SC Matrix
- On-campus site visits
  - Planning for the visit
    - Logistics
    - Student work samples
    - Travel arrangements
  - What happens during the visit
  - What happens after the visit
Overview of the Accreditation Process

1. Program submits APR
2. Initial staff review
3. Selection of team chair
4. Team chair reviews APR
5. Team meets with program dir., develops agenda
6. Site visit and drafting of VTR
7. Team selection and training, review of mat’ls
8. VTR sent to NAAB
9. Team selection and training, review of mat’ls
10. NAAB staff sends final draft to program
11. Program sends corrections of fact, optional response
12. Board decision (April, October)
13. Staff inform program within 30 days of decision
• 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
Program and Student Criteria

**Plan**
- Identify outcomes for all PC/SC
- Identify assessment points and measures for each PC and SC and benchmarks for each measure (matrix)

**Act**
- Make changes/improvements based on data
- Review data and determine if PC/SC is being met

**Check**
- Collect and aggregate data

**Do**
Visiting teams will:

- Use the 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.
3.1 Program Criteria Evidence

3.1 Program Criteria (1-8)

- In the APR, PCs will be evaluated holistically relative to curricular and extracurricular offerings and the students’ experience of them. Teams will review the following:
  - **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.

- Programs must submit the primary evidence to the visiting team in an electronic format 45 days before the visit.
3.2 Student Criteria (SC.1-4)

• 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

• Programs must submit the primary evidence to the visiting team in an electronic format 45 days before the visit.
3.2 Student Criteria (SC.5-6)

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

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

- Student work samples for SC.5 and SC.6 are due at the time of the visit, in physical, digital, or hybrid formats.
### Example of an Assessment Report

#### Criterion:

<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>What actions did you take/plan to take because of this assessment?</td>
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</tbody>
</table>

[Link to Assessment 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.

<table>
<thead>
<tr>
<th>Goal/Student Learning Outcome</th>
<th>Assessment Point</th>
<th>Assessment Method(s)</th>
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<th>Result</th>
<th>Planned Improvements</th>
<th>Links to Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex.: Students will be able to accurately describe the path to licensure in the US.</td>
<td>ARCH 301 Professional Practice, offered each semester.</td>
<td>Exam question: Describe the path to achieving licensure in your home state.</td>
<td>At least 90% of students will be able answer this question correctly.</td>
<td>88% of students answered the question correctly</td>
<td>Instructors will revise course module to improve student understanding.</td>
<td>ARCH 301 syllabus and exam question Dept. meeting minutes</td>
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<tr>
<td></td>
<td>Graduating Student Exit Survey, administered in capstone class.</td>
<td>Survey question: To what extent do you agree with the following statement: &quot;I understand the path to becoming a licensed architect in the US.&quot;</td>
<td>At least 90% of graduating students will agree with the statement.</td>
<td>85% of graduating students agreed with the statement.</td>
<td>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.</td>
<td>Graduating Student Exit Survey Dept. meeting minutes</td>
</tr>
<tr>
<td></td>
<td>Ex.: Students will be able to describe career opportunities that utilize the discipline's skills and knowledge</td>
<td>ARCH 301 Professional Practice, offered each semester.</td>
<td>Exam question: Describe three career opportunities that would allow you to use the skills and knowledge you are learning in this program.</td>
<td>At least 90% of students will answer the question correctly.</td>
<td>80% of students were able to describe at least three paths.</td>
<td>Instructors will add assignment for teams to create and present slide decks describing alternative career paths.</td>
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<td>Graduating Student Exit Survey, administered in capstone class.</td>
<td>Survey question: To what extent do you agree with the following statement: &quot;I understand the other career paths that are open to me that would utilize my degree's skills and knowledge.&quot;</td>
<td>At least 90% of graduating students will agree with the statement.</td>
<td>85% of graduating students agreed with the statement.</td>
<td>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.</td>
<td>Graduating Student Exit Survey Dept. meeting minutes</td>
</tr>
</tbody>
</table>
• **Role-play:** Using 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.

• 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?
• 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.

**PC.7 Learning and Teaching Culture**

**EVALUATION RUBRIC**

1. The program provided evidence that demonstrates how its curriculum, structure, and other experiences, that all students experience, foster and ensure a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

   □ Yes □ No

2. The program provided evidence that each criterion is assessed by the program on a recurring basis, and summarized the modifications made to its curricula and/or associated program structures and materials based on findings from these assessment activities since the previous review.

   □ Yes □ No

Comments:
Preparing for the Site Visit
Overview of Site Visits

- Fall visits: Initial Candidacy, Continuation of Candidacy, and Initial Accreditation
- Spring visits: Continuing accreditation
- Candidacy visit teams:
  - Educator, practitioner, and former NAAB director or NAAB staff. Team chair will be educator or practitioner.
  - Scheduled from Sunday pm – Tuesday noon; additional days if needed.
- Initial and continuing accreditation teams:
  - Educator, practitioner, regulator, and student.
  - Scheduled from Sunday pm – Wednesday noon; additional days if needed.
- Effective January 2024, all visits are in person.
- All meetings and materials must be in English.
  - Programs whose curricula are not taught in English may be required to provide a translator to assist the team during a visit.
NAAB staff sends survey to team pool for interest and availability.

NAAB executive committee approves team chair recommendations from staff.

NAAB staff composes teams after chair and program administrator confirm visit date.

Team and program confirm no conflict of interest.
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 one of the following:

- Accept the APR and schedule the site visit.
- Accept the APR, schedule 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.
No later than 60 days before visit
Program submits student rosters.
Program nominates optional observer (only for continuing accreditation visits).

No later than 45 days before visit
Programs share digital exhibits with site visit team. Filesharing platform must be secure and freely accessible to team.
Follow Digital Guidelines for format and organization of digital exhibits.
Meet virtually with team to review filesharing and set agenda.
• 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 (approximately 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.
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.
Who will the team want to meet?
- Program administrator, department chair, dean, senior administrators, key staff (librarians, IR/IE, admissions), program faculty of all ranks, program staff, students, alumni, admissions/advising.
- Program should identify any others the team should meet with during pre-visit meeting with chair.

What kinds of questions will they ask?
- To confirm information in APR and site visit
- To gain a greater understanding of the program and its context

Make sure requirements are met:
- For faculty meetings, no administrators may be present (including faculty with admin. roles).
- For staff meetings, no faculty or administrators may be present.
- For student meetings, no faculty or staff may be present.
- Meetings must be open to all faculty, all staff, all students, though not all must attend.

All meetings are confidential and should consist of informal discussions, not presentations. Meetings may not be recorded unless there is a need for an approved accommodation. Prior permission from team chair and NAAB is required.

Meetings with the school or college administrators, faculty, and students are separate meetings.
<table>
<thead>
<tr>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
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<tbody>
<tr>
<td>• Team arrives. Chair arrives before mid-afternoon.</td>
<td>• Meet with program director</td>
<td>• Work time for teams</td>
</tr>
<tr>
<td>• 3 pm, chair meets program director and reviews team room.</td>
<td>• Tour of the facilities</td>
<td>• Exit meetings</td>
</tr>
<tr>
<td>• 5 pm, chair meets with team in hotel, reviews itinerary and visit logistics, reviews progress on VTR assignments and questions for visit</td>
<td>• Meet with the dean</td>
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<td>• 6 pm, team has dinner</td>
<td>• Meet with CAO</td>
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<td>• Meet with faculty, students, staff</td>
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<td>• Observe classes and studios</td>
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<td></td>
<td>• Meet with Institutional Effectiveness/IR/Assessment</td>
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<tr>
<td></td>
<td>• Work time for teams</td>
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<tr>
<td><strong>SUNDAY</strong></td>
<td><strong>MONDAY-TUESDAY</strong></td>
<td><strong>WEDNESDAY</strong></td>
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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 | 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 | Work time for teams  
Exit meetings |
• PC/SC Matrix tells visiting team where to find the key assessment points for each condition.
• SC.5 and SC.6 require programs to submit the roster of students with passing student work from courses in which the learning outcomes within one year before the visit, or the full academic cycle in which the courses are offered.
• Rosters are due 60 days prior to the visit start date. Separate rosters must be submitted for each criterion.
• NAAB will select 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 full roster (round up).
• Use the selected student lists to prepare the student work examples.
• Student work samples for SC.5 and SC.6 are due at the time of the visit. They can be submitted digitally, presented as physical copies in the team room during the visit, or a combination of both formats.
• If several courses are used to satisfy the SC, the class lists from each course must be aligned so that a random selection process will collect the work of each student selected in all classes that are used to meet the SC.
• 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.
<table>
<thead>
<tr>
<th>Students on Roster</th>
<th>Examples Required</th>
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<tbody>
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<td>3-15</td>
<td>3</td>
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<td>16-20</td>
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<td>136-140</td>
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<td>141-145</td>
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<td>146+</td>
<td>30</td>
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</table>

**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

<table>
<thead>
<tr>
<th>Number</th>
<th>Student Name</th>
<th>Student ID</th>
<th>Course Name(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>Luke Skylwalker</td>
<td>12345678</td>
<td>ARCH 306, ARCH 406, ARCH 499</td>
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### SC.6

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Example</td>
<td>Luke Skylwalker</td>
<td>12345678</td>
<td>ARCH 305, ARCH 406, ARCH 497, ARCH 499</td>
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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
  
    - 3.1 Program Criteria
    - PC.1 Career Paths
      - Arch 456_Course Name
    - Assessment
      - Arch 456_Aggregated Data and Analysis.pdf
      - Extracurricular 1_Aggregated Data and Analysis.pdf
      - Extracurricular 2_Aggregated Data and Analysis.pdf
    - Career Fair
      - Career Paths Survey - Blank.pdf
      - Extracurricular Activity 2
• 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.”
**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.

**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 staff will provide a travel itinerary for programs and teams
  • Cell phone/ email contact information for program contact, team members, and NAAB staff
  • Arrival and departure itineraries (i.e., flight numbers, times)
  • Ground transportation and hotel arrangements (i.e., addresses, reservation numbers)
  • Dietary requirements or requests from team members

• Team members’ travel
  • Team members have approved parameters in which they can make their reservation.
  • NAAB will not arrange or cover the costs of (or ask the host program/institution to arrange) side trips, stays before or after a visit, or multiday layovers in other cities.
  • Team members may need to arrive a day early or depart the day after the visit, and they will work with NAAB to seek pre-approval for this.
Programs are responsible for:

- **Making all hotel and lodging arrangements for the team.** This includes ensuring that reasonable accommodation has been made for persons with disabilities. Lodging is to be secured in advance and such information is to be sent to the team chair at least 30 days before the visit begins.

- **Notifying the NAAB office at least 30 days before the visit of any specific requirements for documentation** to support invoices for team expenses (e.g., boarding passes). If the program fails to notify the NAAB office before the team arrives, the program will be responsible for securing the necessary documentation from team members.

- **Arranging for all 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.

NAAB will invoice programs for other costs of the site visit, including:

- Air/rail travel + the cost of one checked bag.
- Ground transportation during the visit that is not provided by the program (i.e., ride share or taxi service).
- Parking and other tolls
- Meals. Alcohol expenses are not reimbursable.
- Cost of rental car, if required, including collision and loss damage waiver coverage and cost of fees, tolls, gas, other required incidental costs.
NAAB / International Visits

• Programs are responsible for:
  • Informing NAAB if it intends to make flight arrangements directly for the visiting team.
  • 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.

• Team members are responsible for:
  • Having a current passport that expires no less than six (6) months after the final day of travel.
  • Sending their passports and other required forms and photos to NAAB for visa processing.
• 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 no later than Feb. 1 for fall visits and July 1 for 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.
• **Work area:** A 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
  - 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

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

• Student admission and advising files – team may schedule session with admissions or advising to review records in admissions/advising system.
Program provides visit team light refreshments while on site, including consideration of dietary requirements. Program can also provide lunch or team can make arrangements.

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

Team activities:
- Review of student work and course materials
- Observation of studios, lectures, and seminars
- Review of student records and transfer credit assessment
- Drafting the Visiting Team Report (VTR)
- 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.
• 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 VTR to program.
• Program submits optional response to the VTR by Feb. 1 (fall visits) or Aug. 1 (spring visits).
• The Visiting Team Report is reviewed by NAAB staff.
• Program directors are invited to participate in post-visit focus groups.
• Board directors review the accreditation portfolio, meet, and make decisions.
  • Accreditation decisions are made at the following April board meeting for fall visits and October for spring visits.
  • Decision letters are emailed to programs 30 days after the board meeting concludes.
**Purpose:** “...to provide additional contextual information and/or evidence demonstrating compliance with Conditions noted “not met.””

**How will it be used?** Will be included in the program’s accreditation dossier for review by the Board of Directors.

**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) that were broken or missing from the APR and during the site visit.
- To provide evidence that was cited in the VPR as missing at the time of the visit.
- To provide evidence that the program was able to come into 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
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
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/
• Updated and expanded questions and answers (FAQs) reflecting questions posed by programs.
Please complete this short survey to help us with our own continuous improvement process.

NAAB Live Training Session Evaluation: http://s.alcheme.com/s3/LiveSession
Questions?
Thank you!