KAAB

KAAB TEAM MEMBER TRAINING

2006
Seoul, Korea

PLANNING A SUCCESSFUL ACCREDITATION VISIT

1. **THE APR: The Architecture Program Report**
2. THE SCHEDULE: Before, During, After Visit
3. THE TEAM ROOM: Course books & display of work
4. THE VISIT AND VISIT PROTOCOL
5. THE VTR: The Visiting Team Report

Why Write APR ?

The Answer:

- It tells the story of where the school programs are today.
- Engages the community of faculties, alumni, students, and staff.
- Establishes the benchmark for future evaluations.

SELF ASSESSMENT PROCEDURES

THIS EMPHASIZES A CONTINUING PROCESS OF SELF ASSESSMENT PROCEDURES, INVOLVING STUDENTS, FACULTY, ALUMNI AND OTHERS.

• Where is the school going?
• How does it plan to get there?
• How does the school assess whether it has achieved its goals?
• How does the school make decisions and plan for change?
• Who is involved in this discussion?
• What are future plans to address issues related to accreditation?

There are many ways that a school may address this condition.

HUMAN RESOURCES

ADVICE TO SCHOOLS

Provide clear information as required.

It is helpful to provide a diagram of the administrative structure- including the higher administration, college, and program.

Identify all components of the administrative structure.

ADVICE TO TEAMS

Confirm that the department has adequate administrative support.

HUMAN RESOURCE DEVELOPMENT

ADVICE TO SCHOOLS
Provide information as requested.

ADVICE TO TEAMS
Verify that the schools have provided adequate documentation in all of the nine areas outlined.

Is the faculty receiving the necessary support for their creative activities and career advancement?

Is the staff receiving appropriate support for new technologies and systems?

Do students have opportunities for meaningful activities outside of class?

PHYSICAL RESOURCES

ADVICE TO SCHOOLS
Drawings of the school facilities should be labeled regarding functions: studio, seminar, review room, faculty areas, workshop, library, etc.

ADVICE TO TEAMS
Often physical resources are beyond the control of the program because the central administration determines priorities for major facility renovations and improvements.

Concerns about facilities should be discussed with the senior academic officer, explaining how poor facilities compromise the educational mission.

A facility with recognized code issues should have a written University compliance program with a timeline on file.

INFORMATION RESOURCES

ADVICE TO SCHOOLS

A comprehensive Appendix is required, typically completed by the librarian.

ADVICE TO TEAMS

Visit the library to evaluate for ease of use and appropriateness and currency of collection of items.

Even in the best-funded institutions where there is no concern about a deficiency in this area, visits to the library and information resource areas are important in order to understand the academic environment.

FINANCIAL RESOURCES

ADVICE TO SCHOOLS

Help the team to understand the institutional context for budgeting and financial information.

Be prepared to respond to team requests for more information during the visit.

ADVICE TO TEAMS

Respect the institutional setting while helping the higher administration to understand the normative expectations in architecture programs related to appropriate student faculty ratios, teaching loads, faculty needs, and facility needs.

Architecture Program Report
STUDENT PERFORMANCE CRITERIA

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions, evidence must be provided that the courses are comparable to those offered in the accredited degree program.

STUDENT PERFORMANCE CRITERIA

The criteria encompass three levels of accomplishment:

Awareness
- Evidence usually found in syllabi

Understanding
- Evidence usually found in tests & papers

Ability
- Evidence usually found in studio design projects

THE APR: ARCHITECTURE PROGRAM REPORT

ADVICE TO TEAMS

•Team Chair reviews the APR and can ask for any clarifications or additional information.

•Team Chairs have the right to reject the APR, and should exercise this right if a poor APR has been submitted.

•A poor, confusing, ambiguous, or incomplete APR is usually a red flag, indicative of more problems to come in the accreditation process.

•All Team Members should read the <u>entire</u> APR before the visit.

THE APR: ARCHITECTURE PROGAM REPORT

ADVICE TO SCHOOLS:

ACCURATE PERFORMANCE MATRIX
•Problems with SPC Performance Matrix slow down the report writing of the Team during the visit.

The Matrix is an extremely important road map that directs the team to "the evidence" that the criteria is met.

- Matrix should work as a road map for finding evidence in the team room.
- Do not put too many marks under any one course.
- Matrix is primarily for the required course work.

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Why Have Site Visit?

The Answer:

- To verify the APR.
- To see the student work.
- To meet with the community (Administration, Faculty, Students, Staff, Alumni)

Visit Schedule

1st day   Team Room must be ready
                All team members arrive, including observers
                Team dinner

2nd day   Team Orientation, by Team Chair--
                  before team meets members of program
                Meet with program chair and/or dean / other meetings
                Team dinner, and evening work session

3rd day   Meet with provost / other meetings
                Team dinner, and evening work session

4th day   Meetings, afternoon work session, start VTR
                Team dinner, and evening work session-finish VTR
                Confidential recommendation vote by team

5th day   Exit Meetings: chair/dean, provost, and student/faculty
                Same message from team chair at all meetings
                All members of team must stay until noon.

Visit Schedule

Meetings

Daily meetings with program chair/dean

Short overview of curriculum, by faculty group

Small faculty groups

Faculty meeting, staff meeting

Student leaders, and open student meeting

Alumni and/or local professionals--reception

Activities

Tour of facilities, studios, library, courses, etc.

Breakfasts: with program chair for requests

Lunches: with small groups

Plan time for informal settings and encounters

Include visit to library facility

Work

Dinner / evenings dedicated to work by the team.

Tuesday afternoon should be unscheduled.

Q: What are some typical problems in a visit?

- The team gets behind or distracted.
- There is too much social and not enough work time.
- A team member loses perspective.
- The team room is not adequate.
- The team chair loses Professor Jae Pil Choi's phone number.

Post-Visit Schedule

NOTE

TEAM RECOMMENDATION FOR ACCREDITATION IS ABSOLUTELY CONFIDENTIAL:

Not to be verbally communicated to anyone
(this includes the upper administration/dean/program chair, and other parties)
Team votes on a recommendation on final evening.
Observers are not included in this vote.
Recommendation is recorded in VTR: only seen by KAAB.

FINAL TERM OF ACCREDITATION DETERMINED BY KAAB COMMITTEE VOTE

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Well Organized Team Room

• All course evidence MUST BE in the team room:

   -2-3 examples of high and low pass work for all courses (low pass can be in drawers, or on plan racks)

   -Syllabi/Assignments for all courses

   -If lecture class exam questions, high & low examples

   -If seminar class, high and low paper examples

   -If studio class high & low examples of projects
        -Have instructor's project assignment next to project

   -Work should be organized in a easy to navigate manner

Consider providing all required text books, in addition to notebooks: this gives a sense of course content.
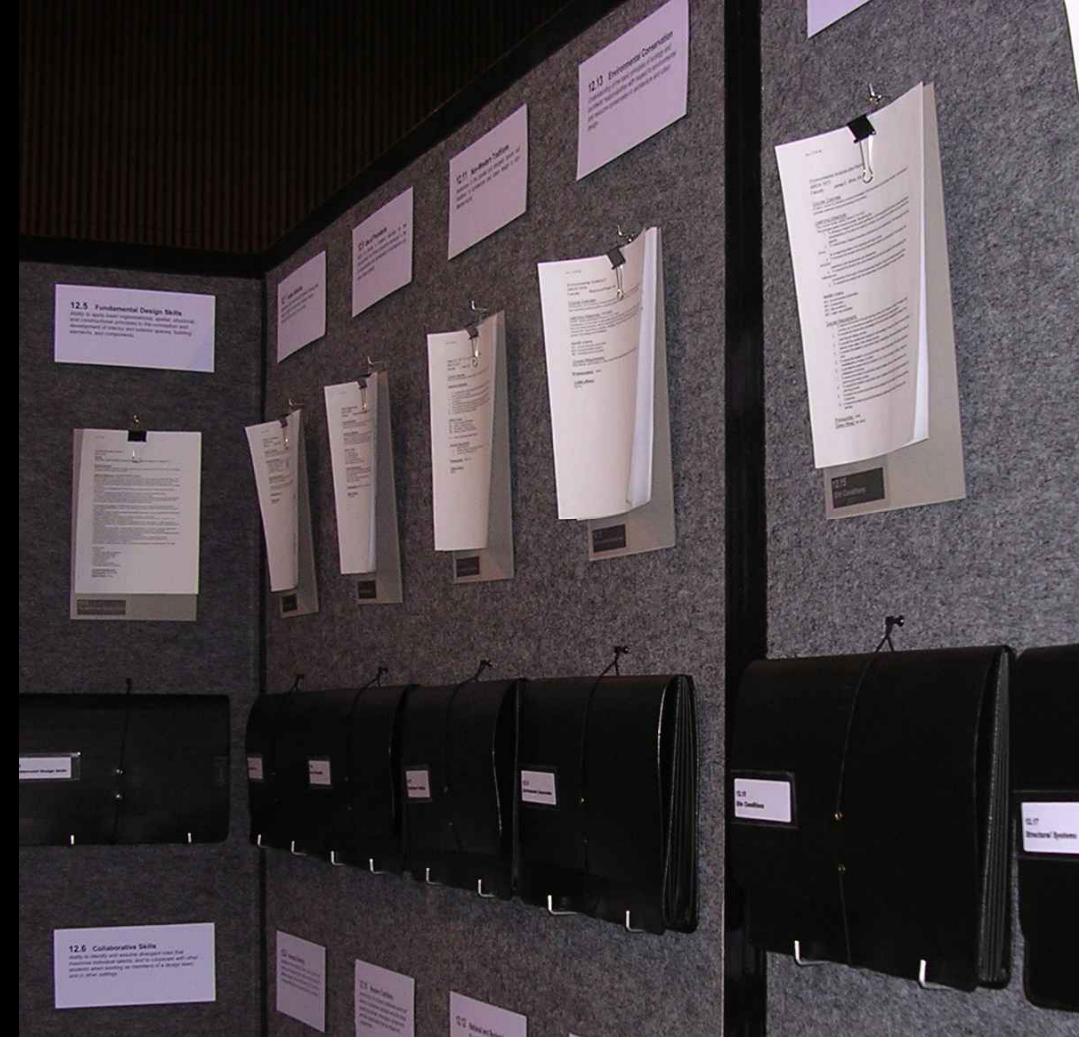
Well Organized Team Room

THE VISIT: Observers

SELECTION

The Team Chair must agree to the observers

Constructive observers may be:
- alumni of the program / recent graduates
- regional professionals
- other academics

THE OBSERVER

IS A FULL TEAM MEMBER

dedicates Saturday - Wednesday noon for visit
plans on working 7:30 am - 11:00 p.m."
is assigned tasks, participates in discussions
DOES NOT ATTEND / KNOW FINAL VOTE

The Team Chair determines if an observer
should not attend the final work session.
(Typically, observers do participate.)

"The observer is a resource: the observer is not there to
be an advocate, but to provide insight and to suggest
ideas the team may not have considered."

THE VISIT: Team Assignments

DISCUSS CONCERNS, verify all course notebooks.

Typically, assign conditions / criteria to different team members.

Later, assign portions of the VTR to different team members, including observers.

ADVICE
Some teams take "casual votes" each night to determine the "MET" Conditions and SPC. This helps to focus activities for the next day, into areas where the team needs more investigation.

Q: What is the role of the chair?

A: The team chair coordinates the visit, plans the itinerary with the program director, leads the key discussions, and assembles the final report. The chair keeps everyone moving, resolves disagreements, and facilitates consensus. Each chair does things a little differently, so be aware.

THE VISIT: Faculty Issues

MEETING WITH FACULTY in large groups / small groups

While the accreditation focuses on student outcomes, a variety of faculty issues are woven through the Conditions, and Human Resource Development is particularly relevant.

ADVICE: Try to get a sense of the faculty culture:
balance of full-time, part-time faculty: respective roles?
local practitioner involvement in teaching?
tenure - tenure-track issues?
diversity issues? salary? turnover?
resources for faculty, faculty development?
productivity? research? promotion expectations?
faculty offices?
teaching load? class size? studio enrollment? advising load?
connection to other programs at the university?

THE VISIT: Student Issues

MEETING WITH STUDENTS in large groups / small groups

Typically, the team chair should lead the meeting for KAAB visits.

ADVICE: Try to get a sense of the student culture:
- student profile and composition?
- full-time, part-time students? transfers? working students?
- interaction of students?
- resources for students? program activities?
- role of student organizations?
- connection to other programs, activities at the university?
- advising from the point of view of the students?
- do most students complete the curriculum on time?
- from student point of view: what are strengths & weaknesses?

THE VISIT: Higher Administration

ALTHOUGH BRIEF, THE TIME SPENT WITH THE CHIEF ACADEMIC OFFICER IS ESSENTIAL FOR THE PROGRAM BECAUSE HE DETERMINES FINANCIAL PRIORITIES FOR THE UNIVERSITY.

THE VISIT IS AN OPPORTUNITY FOR THE SCHOOL TO CELEBRATE ITS ACHIEVEMENTS.

Chief academic officers are very busy, and typically deal with a variety of departmental issues degree majors, and programs. In the context of the entire university, the size of the architecture budget and enrollment is rather small.

Chief academic officers may ask for input about specific aspects of the program such as leadership, faculty morale, productivity, national profile, or engagement in the community.

Chief academic officers may find KAAB accreditation unusual because:
-this is an example of a "student-outcome based" approach.
-the emphasis on teaching outcomes, as opposed to statistics, is very high.
-teams typically have more practitioners than academics.

THE VISIT: Confidentiality

The team must maintain strict confidence with respect to materials reviewed, interviews conducted, and team deliberations, including the Team's recommendation on a Term of Accreditation. The Team bases its assessment of the Program, in part, on interviews with various constituencies of the Program. All individual and group interviews are confidential, and the information obtained from them is for the exclusive use of the Team in preparing its report and recommendation

THE RECOMMENDATION OF THE TERM OF ACCREDITATION IS NOT TO BE COMMUNICATED TO ANYONE, including dean, program chair, chief academic officer, faculty colleagues, friends, etc.

THE FINAL ACCREDITATION DECISION IS MADE BY THE KAAB Committee.

THE VISIT: Final Evening

FIRST DRAFT OF THE VTR:

Team members can be assigned to different sections.

Team should collaborate on the summary and key points.

ADVICE:

Using a laptop projector with screen, the entire team can collaborate on the summary and key points in the VTR.

(Teams have completed the entire VTR in this way, using a VTR template.)

TEAM VOTE / RECOMMEN DATION FOR ACCREDITATION TERM

Review KAAB Conditions and Procedures related to Term of Accreditation.

Observer does not participate in the vote for the accreditation term.

Terms of Accreditation

Full Accreditation of Five-year Term

Deficiencies, if any, are minor and intent to correct these deficiencies is assured.

Conditional Two-year Term

Major deficiencies are affecting the quality, but the intent of correcting these deficiencies is clear and attainable.

Temporary Suspension of Accreditation

Deficiencies are severe enough to erode the quality, and that the intent or capability to correct these deficiencies is not evident.

Revocation of Accreditation

Substantial and uncorrectable non-compliance with the conditions.

THE VISIT: Exit Meetings

EXIT MEETINGS: Dean, Administrators, Students/Faculty:

The Team Chair conducts the exit meetings.

The same message is given consistently.
     [and should reflect the comments in the VTR]
     [ideally, the team chair should have a written text for consistency]

With program chair, dean, and administrators: discussion is appropriate.

With students and faculty: there is no discussion, no Q&A.

All team members must attend: plan on leaving by noon on final day.

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Why Write VTR ?

The Answer:

• It makes confidential recommendations to the KAAB Committee.
• The report is another benchmark for the next visit.
• It makes clear the required conditions for accreditation to the upper administration of the school.

THE VTR: Visiting Team Report

OVERVIEW OF VTR

TEMPLATE
KAAB provides a template digital file which is easy to use.
The template format is important to provide a consistent basis of comparison.

SUMMARY,
CAUSES FOR CONCERN
This should be a clear summary / abstract of the entire recommendations,
written especially for people who may only scan the rest of the report

PROGRESS SINCE LAST REPORT

CONDITIONS
Comment on both "Met" and "Unmet" criteria for each degree program in a school.
Provide detailed information for "Unmet" criteria.

THE VTR: Visiting Team Report

MAJOR ADVICE:

START VTR ON SECOND AFTERNOON
FINISH MOST OF VTR BY FINAL EVENING

USE A DIGITAL PROJECT IN THE TEAM ROOM
Project the VTR draft and let all members of the team be comfortable with comments.

SUMMARY / COMMENTS
This should be a clear summary /abstract of the entire recommendations,
written especially for people who may only scan the rest of the report.

CONDITIONS:
Make comments for both met and unmet criteria.

IMPORTANT NOTE:
The VTR is the ONLY insight that the KAAB committee receives to explain the team
decisions: members of the team are not present at the Board meeting.
The narrative must be clear and must reinforce the team recommendation.

Q: How can a visiting team member tell if every student has met the Student Performance Criteria (SPC)

A: This is one of the most difficult tasks, but there are some keys:

- Review high pass/low pass work;
- Look for consistency in student work;
- Follow the trail through required courses, not electives.

THE VTR: Visiting Team Report

COMMON MISTAKES TO AVOID

•The "causes for concern" narrative SHOULD NOT BE WRITTEN as a list of instructions for fixing the program.

•Narrative should be written more as observations, e.g.:

   •There was limited evidence of …

   •The Program should continue to …

   •The Team is concerned (or, "very concerned") about …

   • It was difficult for the visiting team to assess the …. because of …

THE VTR: Visiting Team Report

FINALLY….

• During the visit and in the VTR, the Team MUST NOT PROVIDE advice on how to solve the visited program's problems.

• KAAB Teams cannot (must not) play the role of design critics.

KAAB

2006

CONCLUSION

Special thanks to all the many dedicated individuals who so generously contribute time and expertise in the accreditation process.

These volunteer efforts are invaluable for the profession, for the educational mission, and for the students.

Board decisions

VTR instruction