SITE VISIT MANUAL FOR PROGRAM ADMINISTRATORS

2019 Edition

Clarification of student work expectations; independent consultant

# Site Visit Manual for Program Administrator's

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PREFACE

The purpose of this manual is to introduce you to the role of the Site Visitors and the responsibilities of the Program Administrator before, during and after the Site Visit. This manual should be used in conjunction with the following documents, all of which are available on the PAB website:

- *Accreditation Standards*
  This document contains PAB's preconditions to accreditation and the accreditation standards and criteria. All accredited programs and those applying for accreditation must demonstrate substantial compliance with the standards.

- *Policies and Procedures Manual*
  This document describes the policies and procedures used by the PAB in the accreditation of planning programs. It provides guidance on the review process and expectations of the PAB.

- *Self-Study Report Manual and Template*
  This document details the process and procedures for writing and distributing a Self-Study Report. The document also contains the rationale for each accreditation standard and guidance for demonstrating compliance with the standards. The sole appendix to the manual is an example of the SSR template that is found in JURA, PAB's online accreditation management system.

- *Site Visit Manual for Site Visitors*
  This document contains the processes and procedures used for conducting a Site Visit. It includes guidance for Site Visitors in preparing for an accreditation review and the Site Visit. This document contains the Self-Study Report Manual as an exhibit.

- *Fee Schedule*
  The fee schedule posted on the PAB website contains the current fees associated with accreditation.

Questions about the accreditation process as administered by the Planning Accreditation Board should be directed to:
Planning Accreditation Board, 2334 W. Lawrence Avenue, Suite 209, Chicago, IL 60625
T: (773) 334-7200/10; www.planningaccreditationboard.org

THE ACCREDITATION PROCESS

Self-Study Report	→	Site Visit	→	Site Visit Report	→	Accreditation Review with PAB Board
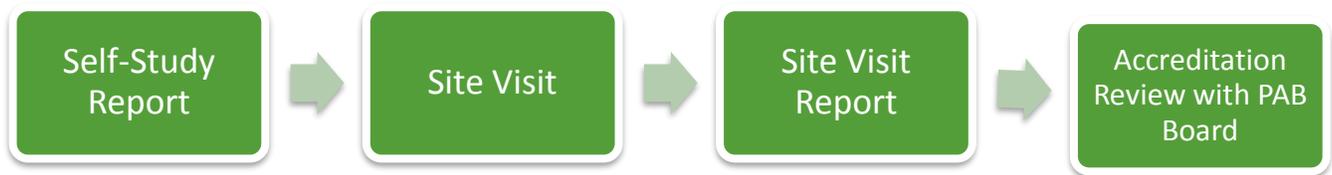
The Self-Study Report (SSR)

The Self-Study Report (SSR) is a critical component of the accreditation process. It is the first step in the accreditation process, which begins roughly one year prior to a Site Visit. The SSR is a written document submitted by the Program, wherein compliance with accreditation standards is documented and evidenced. The Program provides quantitative and qualitative information, abbreviated faculty CVs, course syllabi and other materials, to demonstrate compliance with the PAB accreditation standards and criteria. The burden of proof for documenting compliance rests with the Program. The process of describing and analyzing the Program, appraising strengths and weaknesses, and outlining steps necessary for improvement serves, in effect, as a planning document for the Program. PAB's Self-Study Report Manual assists programs in preparing a well-written and comprehensive document.

The Site Visit Team (SVT)

Accreditation is based upon peer review, with representation from both the academy and the profession of planning. The SVT is comprised of 3 individuals: 2 planning professors, one of whom serves as the SVT Chair, and 1 professional planner.   The SVT for a hybrid or distance ed program shall include at least one member with experience teaching in an online modality.

Individuals in PAB's pool of volunteers are nominated by the Association of Collegiate Schools of Planning (ACSP) and the American Institute of Certified Planners (AICP). Site Visitors must attend a PAB training session prior to being assigned to a SVT. SVT Chairs are experienced Site Visitors with additional training. Each team member participates in the evaluation process, and in the verbal and written presentation of findings on the Site Visit.

SVTs are representatives of PAB and are, in effect, ambassadors of accreditation. Even though SVTs often develop strong relationships with program representatives over the course of a Site Visit, SVT members report to PAB and are bound by its policies, procedures, and accreditation standards.

SVTs serve as the reporting and evaluating arm of PAB. They are PAB's on-site eyes and ears whose charge is to evaluate a program on compliance with PAB accreditation standards relative to its own mission, goals and objectives. SVTs are not charged with providing advice or consultation to the Programs they evaluate. While some consultation between SVTs and Program may occur during the Site Visit, it is not the primary purpose of the Site Visit.

Selection and Composition

PAB staff assembles teams during the summer (for fall visits) and early fall (for spring visits). Team members are selected in part based on information submitted by the Program: institution type and location; focus of the

Program; fulltime/part-time student mix, etc.   PAB staff shall propose the prospective Site Visit Team for the Program Administrator to review, accompanied by CV's and/or resumes. The Program may reject one proposed visitor, for conflict of interest only. If a Site Visitor is rejected, reasons shall be stated; these will be held in confidence by the PAB staff. If PAB determines a conflict of interest exists, a replacement visitor will be found.

No person can review a program where [s]he has already participated on a Site Visit, nor can any person review a program housed in an institution where [s]he received a degree and/or taught. Other **potential conflicts of interest** include:
> • serving with the head of the Program on a previous SVT.
> • teaching currently at an institution at which the head of the Program used to teach.
> • serving as head of a program visited by a SVT chaired by the Program Administrator.
> • residing in the same region or competing within the same market as the Program.

Standards of Conduct
Confidentiality: SVT members are expected to maintain strict confidentiality regarding accreditation reviews. The entire Site Visit Process, including information shared by interviewees, is confidential. SVTs may discuss the Site Visit with the PAB Board and staff only.

Professionalism: SVT members are invited guests of the University and the Program, that serve as representatives of the PAB. Unprofessional conduct before, during, or after the visit will result in removal from the Site Visitor pool.

Harassment: PAB is committed to providing a harassment-free environment for all participants in the accreditation process, including Site Visitors, Programs, PAB members, and staff. PAB does not tolerate any form of harassment or discrimination. Any form of harassment or discrimination related to an individual's race, color, religion, pregnancy, sex, sexual orientation, national origin, ancestry, age, marital status, disability, or any other status or condition protected by applicable state and federal laws, is a violation of this policy and will be treated as a disciplinary matter. For the complete policy details, visit the PAB *Policies and Procedures Manual*.

Site Visitors as Independent Consultants
Outside of the PAB accreditation process, Site Visitors may accept compensated consulting assignments to accredited programs or those seeking accreditation; however, a Site Visitor may not accept a compensated or non-compensated consulting assignment if he or she previously evaluated the program as part of a PAB Site Visit for a minimum of three years after the PAB accreditation action. PAB does not recommend, nor sponsor or direct any consulting arrangements. For the complete policy governing the consulting arrangement visit section 3.15 in PAB's *Policies and Procedure Manual*.

The Site Visit (SV)
The Site Visit (SV) is another critical component of the accreditation process. The SV follows a pre-determined and highly structured schedule that includes interviews with the Program Administrator, Dean, faculty, university administrators, students, alumni, employers, and local APA Chapter members, in addition to reviewing student work and touring the facilities. At the conclusion of the visit, the SVT orally presents its findings in exit interviews with the Program Administrator, Dean, Provost, and President (optional). If the Provost is unavailable to meet with the team, s/he may designate an associate provost to meet with the team. These findings serve as a framework for the written report that is subsequently provided to the institution.

There are 4 principal objectives to a Site Visit:
1. **Verify** information in the SSR.
2. **Gather** new information through observation and interviews.
3. **Assess** the degree to which the Program meets PAB accreditation standards.
4. **Identify**/verify strengths and areas for improvement to help the Program move towards excellence.

Site Visit Date

Fall Site Visits typically occur mid-September through mid-November; spring Site Visits typically occur mid-January through mid-March. The Program and PAB staff arrange the Site Visit date approximately a year and half in advance of the Program's accreditation expiration. The main factor impacting a program's selection of the date is the availability of the institution's senior administration who must be interviewed during the Site Visit.

Site Visits are scheduled for 2.5 working days on campus. Visits are typically scheduled to begin on Monday morning and end at noon on Wednesday (or Wednesday to Friday afternoon, alternatively). The Site Visit Team will arrive on site the evening before the start of the visit for a private team working dinner. At least one pre-visit conference call among team members will already have taken place. While the team is in meetings during the day, the evenings are dedicated to team working sessions during and after dinner.

Dual Program Review

Institutions with both an accredited bachelor's and master's program (known as a Dual Program Review) will have one Site Visit Team review both programs over a three-day visit, which could begin Sunday afternoon or end Wednesday evening, depending on the Program's preference and travel needs of the team. The additional half day allows for two separate student meetings, expanded faculty meetings, and additional time to analyze and assess both programs in adequate detail.

Multi-Campus Review

Institutions with multiple campuses will also require a longer Site Visit, as the team must visit all locations. The length of the visit will vary, depending on the number of, and distance between, locations. Autonomous and/or independent campuses, with their own faculty, students, alumni, employers, etc., will require the most time as the team will, in effect, conduct a mini-visit at each location. Given the complexities involved in scheduling multi-campus reviews, the Program should prepare its draft schedule earlier than the typical 6 weeks before the visit.

The Site Visit Report (SVR)

The SVT writes a formal report for the benefit of the Program and PAB wherein it documents strengths of the Program, assessments of compliance with PAB standards and criteria, and recommendations for improvement. The Program has the opportunity to comment to the draft and final versions of the SVR. The report does not contain a recommendation regarding accreditation; this decision is made by the PAB at the accreditation review.

PAB Accreditation Review

PAB meets in-person twice annually: in the spring during the APA national conference; in the fall during the ACSP national conference. Programs that host fall Site Visits are reviewed by PAB for accreditation at the spring meeting; programs hosting spring visits are reviewed in the fall. The Program Administrator and the SVT chair are each scheduled to meet individually with the Board. All accreditation decisions are effective January 1.

PREPARING FOR THE SITE VISIT

SVT Confirmation
The SVT is confirmed at least 10 weeks prior to the scheduled Site Visit date. Once the SVT has been confirmed, the Program should make hotel reservations for the three members for three nights (typically Sunday – Tuesday). Depending on SVT member travel limitations, an additional night of accommodation may be necessary. The Program shall share the hotel confirmation with the team members and verify whether the hotel costs will be direct-billed to the Program, or if the team members should pay at check-out.

SSR Submission
The Program's draft SSR should be submitted electronically through JURA to PAB by **June 15** (for Program's hosting a fall SV) or **September 15** (for Programs hosting a spring SV). PAB staff reviews the electronic first draft for completeness and provides comments. The final SSR should be submitted through JURA approximately two weeks after receipt of staff comments.

While programs are no longer required to produce a hard-copy SSR for the team members, the Program should provide one hard copy SSR to be used by the team during the Site Visit. The hard copy SSR should be double-sided, tabbed and spiral bound. All pages should be numbered. During the Site Visit, full faculty CVs should be available to the team.

PAB staff will provide the SVT members an electronic version of the SSR, along with the following historical information: Prior Site Visit Report; Progress Report (if applicable); and any significant correspondence since the prior SV.

Programs must share their Self-Study Reports with their students, faculty, staff and university administrators, and should share them with their alumni and local professional community; these disclosures should occur as early as possible in the development and writing of the report. Programs may publish any portion of their SSR at any time in any format.

Written Comments from APA Chapter and Student Association
Written comments from the local APA Chapter and the Student Association are solicited to supplement the SVT's in-person meeting with these groups. The written comments allow the participation of a broader audience in the accreditation process.

Eight weeks before the SV, PAB staff will contact the APA Chapter and Student Association with instructions and a sample survey. The Program Administrator should not execute any surveys on behalf of either group but should encourage these groups to submit comments by the deadline. It is the responsibility of the APA Chapter and the Student Association to submit comment directly to PAB staff two weeks before the Site Visit. PAB staff will distribute those comments to the Site Visit Team, the Program Administrator and the PAB Board.

Travel, Lodging and Site Visit Fee
Travel arrangements
SVT members are responsible for making their own travel arrangements to and from the institution.

The Program is responsible for informing the SVT members about ground transportation arrangements within the locale, and to and from carrier terminals. A rental car for the SVT is usually not needed during the Site Visit; the Program is normally able to accommodate specific transportation requests of the SVT. When the institution location mandates a rental car, the SVT is expected to coordinate travel arrangements such that only one rental is required.

Lodging
The Program is responsible for making the SVT lodging arrangements and for promptly informing the SVT members about them. The lodging for SVT Members should be reasonably accessible to the campus.
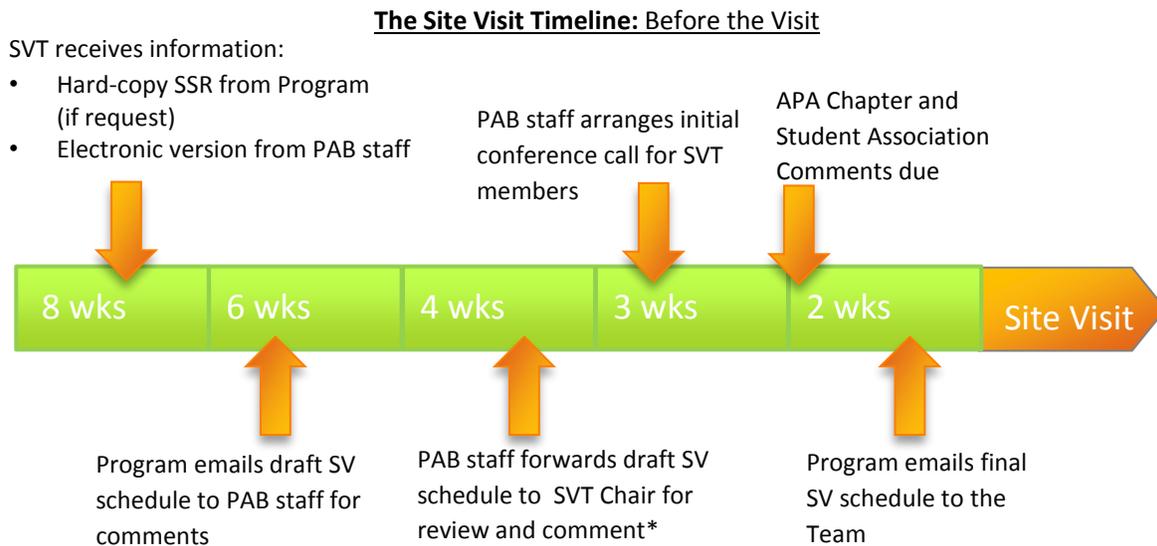
The Program may choose to have the SVT members pay for their own lodging on the front end, or the Program may arrange for direct billing. Whichever the case, the Program should let the SVT members know what to expect regarding billing.

Reimbursement
SVT members are representing PAB and are, therefore, subject to PAB's policies and procedures, including reimbursement policies. The Program should not reimburse Site Visit Team members directly.

Site Visit Fee
At the conclusion of the visit, PAB will invoice the Program for the Site Visit Fee. Programs have 60 days from the date of the invoice to submit payment to PAB.

The Site Visit Timeline: Before the Visit

SVT receives information:
- Hard-copy SSR from Program (if request)
- Electronic version from PAB staff

PAB staff arranges initial conference call for SVT members

APA Chapter and Student Association Comments due

| 8 wks | 6 wks | 4 wks | 3 wks | 2 wks | Site Visit |

Program emails draft SV schedule to PAB staff for comments

PAB staff forwards draft SV schedule to SVT Chair for review and comment*

Program emails final SV schedule to the Team

*PAB staff works directly with the Program to prepare the schedule. SVT members have no formal communication with the Program regarding the schedule.

Site Visit Team Headquarters
At the Hotel: The team requires a work room, available throughout the visit, to prepare for the next day's meetings and compile materials for the draft SVR. The private room must be available to the team for the duration of the visit. An ideal arrangement is a suite-type room for the team chair. A regular hotel room is not acceptable for this purpose.

On-Campus: The program should provide a room on campus for the team's use throughout the Site Visit. For the on-campus headquarters, a conference room or unused classroom is sufficient. This is where the team will interview faculty, conduct working meeting and prepare the draft SVR. The Program should stock the headquarters with the equipment and supplies the SVT needs to accomplish its work during the Site Visit, including a complete hard copy of the SSR and any other items the SVT requests.

THE SITE VISIT SCHEDULE

The Program Administrator must submit the draft Site Visit Schedule to PAB staff no less than 6 weeks prior to the Site Visit. A Site Visit Schedule template is attached as Appendix A.

Because there are so many required components of the Site Visit, the schedule template allows Programs a very limited window for scheduling discretionary meetings or events. While some required components can be scheduled at any time throughout the Site Visit (e.g. faculty interviews), others must take place in the particular order and at the approximate time they are noted on the template (e.g. initial and exit meetings with university administrators).

The Program Administrator is responsible for making all the SVTs appointments and must be available during the entire Site Visit. The Dean must be available at the beginning and the end of the Site Visit.

The chief academic officer, and, if possible, the chief executive officer must be available at the end of the Site Visit.

During the Site Visit
Coming into contact with those who bring the institution to life is one of the most important dimensions of the Site Visit.

While the meetings with the faculty and students will be in group settings, any individual is invited to meet with the team or a member of the team (under conditions of anonymity) to discuss specific issues of concern.

Initial Interview with the Program Administrator
The Site Visit schedule begins with a 1-hour introductory interview with the Program Administrator, followed by interviews with the Department Chair (if the Program is located within a Department), and Dean. Initial meetings with the Provost and President are optional.

Helpful Tips

Preparing a Great Site Visit Schedule

1. *Provide a headquarters for the team both on-campus and at the hotel.*
2. *Schedule breaks in the morning and afternoon each day. If the schedule allows, build in some on-campus team work sessions.*
3. *Provide water, coffee/tea, to the SVT at break time.*
4. *Build in extra time between scheduling meetings if the SVT needs time to travel from one location to another.*
5. *Add extra time into the SVT breaks, if meetings are scheduled during lunch.*
6. *Avoid adding in social events, formal presentations and other unnecessary activities.*
7. *Consider serving refreshments at the student meetings in order to encourage broader participation.*
8. *Consider enlisting the help of a faculty member who is a member of the PAB Site Visitor Pool to assist with logistics and schedule preparation.*
9. *Schedule meetings with students, alumni and/or the APA Chapter early in the visit, so that if any concerns are raised the SVT will have the opportunity to discuss with faculty and administration during the interviews.*

The objectives of this introductory meeting are threefold: clarify any special needs or concerns with regard to the Site Visit schedule and/or anyone with whom the team is scheduled to meet; resolve any ambiguities or uncertainties based on the Self-Study Report and/or request additional materials that may be missing from it; be advised of any changes the Program has undergone since the SSR was written (e.g., faculty hires, etc.). This meeting may also serve as the interview of the Program Administrator in his/her role as a faculty member.

The Program Administrator should also check in with the team from time to time during the Site Visit, to address any outstanding issues and/or questions that arise from any of the team's scheduled meetings.

Initial Interview with the Dean
After the initial introductory meeting with the Program Administrator (and Department Chair, if the Program is located within a Department), the Site Visit Team has an introductory meeting with the Dean. The length and range of topics discussed will vary from program to program, depending on how closely involved the Dean is with it. Many Deans appreciate the insights a Site Visit provides into their planning programs and the field of planning more generally. The Site Visit often presents an opportunity for Deans to gain a broader perspective on planning education.

Topics typically discussed with Deans include the functioning of the Program within the institution and the Dean's perception of opportunities and/or constraints regarding the Program's future. The SVT may ask the Dean if there are any particular items [s]he would like the SVT to specifically examine or address during the visit.

Initial Interview with the Provost and President (optional)
Initial contact with one or both of these administrators is optional and brief. The initial meeting introduces the SVT members and their activities during the visit. The SVT often uses the initial interview to provide the administrators with a general overview of the accreditation process and PAB's standards, as well as any other matters that will help the administrators understand the purpose and benefits of the Site Visit.

Interview with Office of Information Technology
The SVT shall meet with the relevant institutional, collegiate, and/or departmental office to assess institutional support for programs delivered via hybrid or distance education.

Faculty Interviews
During the Site Visit, team members will meet with the program faculty in three groups: full-time tenured faculty; full-time tenure-track faculty; and part-time/adjunct/contract faculty. However, programs have some flexibility in the composure of group meetings. Programs delivered via hybrid or distance education shall arrange to have all full-time and part-time faculty present to meet with the SVT in person.

The objectives of the SVT include the verification of statements and impressions presented in written materials (Self-Study Report, supplemental information) or in general group sessions during the Site Visit. Faculty members will also have an opportunity to address issues and questions raised so that perceptions can be compared.

Faculty members may request to meet with the team individually and/or the team may request to meet with a faculty member or staff outside of the group meetings. The team will have a three-hour working session on the second day where any individual faculty/staff meeting can be scheduled.

<u>Meeting with the Students</u>
Sessions with students provide an opportunity for students to present their perspectives and concerns regarding the Program. Students are to be self-selected for participation in these sessions. Programs should provide the student names to the team in advance of the SV, if possible.

Programs seeking accreditation of two degrees (Bachelor's and Master's) should arrange a separate meeting for students from each of the degree programs. Programs delivered via hybrid or distance education shall arrange to have a meaningful number of students available to meet with the SVT in person, and/or via video-conferencing.

<u>Meeting with Alumni, local APA Chapter and Employers</u>
One group/joint meeting will be held with alumni, representatives of the local APA Chapter and employers. Each stakeholder has different experience and perspectives about the program, so it is important that the Program ensure there is sufficient representation from each group. The joint meeting should contain both Chapter members who are not employers or alums, and employers who are not APA members or alums. For Institutions with two accredited degrees, the joint meeting should include equal representation of alumni from both the undergraduate and graduate programs.

Alumni provide an opportunity for former students to present their perspectives on the value of their educational experience, quality of learning, and their preparedness to enter the workforce and contribute to the profession. A minimum of six alumni, who graduated within 5 years, should attend this meeting and they should not be employees of the Program's institution or its research institutes. The Program may recruit alumni from anywhere around the country to participate in this meeting.

The APA chapter and employers provide the profession with a formal voice to the accreditation review. The Program is expected to have a relationship with the profession, the local planning community (at the programmatic, faculty and student levels), and the local APA chapter. Employers provide added insight as they can contribute evidence and judgements regarding the qualification of the Program's interns and graduates.

Programs delivered via hybrid or distance education shall arrange to have a meaningful number of alumni available to meet with the SVT in person, and/or via video-conferencing.

In advance of the meeting, the Program should provide the team with the attendees' names, representative group (i.e. alumni, APA Chapter, or employer), title, employer, and year of graduation (where applicable).

<u>Tour of Facilities</u>
The SVT should visit classrooms, studios, student work areas and computer facilities. Depending on time constraints, the SVT Chair may assign one SVT member to tour one or more of the facilities.

The SV schedule for programs delivered via hybrid or distance education shall include a meeting with the people responsible for maintaining the technology used for the educational delivery, training and supporting the faculty and students on its use, as well as a tour of the facilities housing the equipment itself.

Review of Student Work

An important part of every accreditation visit is the team's review of student work, including theses, studio and research projects, term papers and a few in-class exams, if possible. The specific student work provided is at the Program's discretion. The aim should be twofold: 1) Showcase or highlight what students are capable of doing; and, 2) show how students progress in meeting the learning objectives set forth by the program. This progression should include work during a single semester (e.g.: improvements from a first draft to a final product) and progress through the years (e.g.: student work from the first semester to their final semester). The aim is not to find fault with student works. The aim is to learn more about the competencies that students graduate with, in light of the program's strategic plans and learning objectives.

Examples shared with the SVT will range from the time of the prior Site Visit through the most recent semester. It is always the SVT's prerogative to request to see additional student assignments and projects while on campus.

During the SV, the Program should allocate two separate one-hour time slots for the teams' review of a variety of student products. The first hour will include a presentation by the Program Administrator on the Program's approach to the assessment of student learning and achievement.

SVT Evening Work Sessions

The Site Visit Schedule includes three evening work sessions for the team. At the first and second work session, the SVT will initially assess the Program in as many of the PAB standards and criteria as possible and also determine what additional information is needed.

At the last work session, the SVT will finish its assessment of the Program; develop a list of the Program's strengths, recommendations and scripts for the exit interviews. They will spend a majority of the time drafting the Site Visit Report.

Helpful Tips

Providing Student Work

1. *Provide a general sampling of the Program's curricula for multiple years within the current seven-year accreditation cycle.*
2. *Provide examples of student work for the team's consideration, including: analytic/quantitative work; quality; and inclusion of a comprehensive approach.*
3. *Consider devoting a room to student work that is available to the team at their leisure. This room could double as the SVT headquarters.*
4. *Consider providing student work electronically in advance of the Site Visit.*
5. *Provide examples that show an integration of planning knowledge and application.*
6. *Be prepared to provide the inputs corresponding to each project (e.g. rubrics, assignment instructions, limitations on student access to necessary information, etc.).*
7. *Consider providing testimony from clients on how the student work is being used in practice*

End of the Site Visit: Exit Interviews

At the conclusion of the Site Visit, there are **four exit interviews: the Program Administrator** (followed by the Department Chair, if relevant); **the Dean; the Provost; and the President (optional)**. If the Provost is unavailable to meet with the team, s/he may designate an associate provost to attend the exit interview on his/her behalf. Each of the exit interviews should take place independently and none of the individuals involved should be present at any interview other than his/her own.   The team meets with the Program Administrator first as [s]he can correct any possible misinterpretations prior to the other interviews.
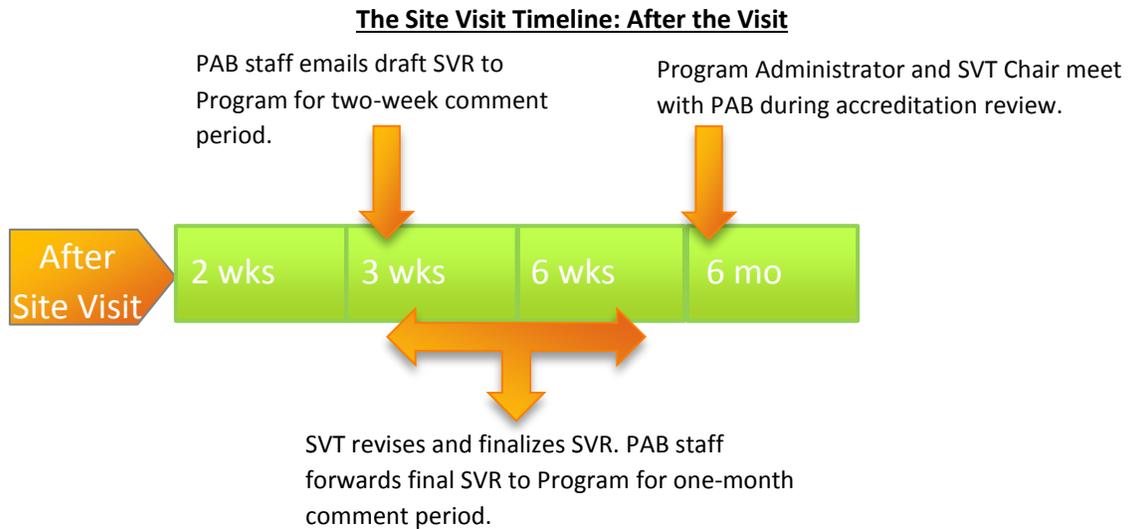
Exit interviews include a summary of the SVT's preliminary findings and tentative conclusions. These are informational observations to give the Program some sense of the SVT's impressions, but these are neither final

nor comprehensive. The findings are not final until the written report itself is finalized after a review and comment period. The PAB has the final decision about accreditation, not the team. The written report is but one piece of information the PAB will review as part of its decision.

The Site Visit Timeline: After the Visit

PAB staff emails draft SVR to Program for two-week comment period.

Program Administrator and SVT Chair meet with PAB during accreditation review.

| After Site Visit | 2 wks | 3 wks | 6 wks | 6 mo |

SVT revises and finalizes SVR. PAB staff forwards final SVR to Program for one-month comment period.

THE SITE VISIT REPORT

The SVR is but one discrete, albeit important, evaluative step in the accreditation process. The report details areas of strength and non-compliance with the standards, as the team assessed them. In the report, the team also provides recommendations for improvement for both the standards and overall academic excellence. The Program can respond to both the draft and final versions of the report prior to PAB's decision.   The PAB, in its review, will make use of all the available information: the Self-Study Report, the Site Visit Report, any interim Progress Report, and any interim communication.

The SVR is written for several audiences: PAB, the faculty in the Program, University administrators, and those with whom the Program may share the report after PAB's decision. Although accreditation is a threshold test, its aspirational objective is the quest for academic excellence. While the SVT has latitude to formulate recommendations for improvement that go beyond the standards for accreditation, PAB's accreditation actions are more narrowly constructed based on the accreditation standards.

SVR Sections
The SVR has 6 sections:
- Part I - Compliance Checklist
- Part II - Program Overview and Progress
- Part III - Assessment and Recommendations
- Part IV - Program Strengths
- Part V - Furthering Excellence
- Part IV - Appendix

Part I - Compliance Checklist
In this matrix the team indicates whether the criteria were assessed as met, partially-met, or unmet. No detail or explanation is provided in the checklist.

Part II - Program Overview and Progress
The introduction sets the tone of the report, gives the reader a sense of the Program's institutional and regional context, and includes a brief summary of the team's findings. The assessment will include a statement about the focus of the Program, its unique characteristics, and its strengths and challenges.

In this section, the SVT will also cite specific criteria from the prior Site Visit which were partially-met or unmet and share the team's assessment of whether the issues have been addressed. If any of these items are still of concern, they should be addressed in the appropriate section of the report.

Part III - Assessment and Recommendations
The team will provide a brief explanation of how the Program meets, partially-meets, or does not meet each criterion. The team must provide an explicit rationale for each of its assessments.

- Met: Evidence shows that overall program performance in this area meets PAB minimum standards. The SVT's rationale may appropriately cite areas of strength as well as concern.

- Partially-met: Deficiencies exist in an area directly bearing on accreditation. The problem or problems have observable effects on compliance with the specific criterion. A finding of "partially-met" must be supported by evidence the team considered, the deficiencies found, and why, in the team's view, the deficiencies have an impact on overall program quality.

- Not Met: The cited deficiency is so severe that the overall quality of the Program is compromised and its ability to deliver adequate planning education is impaired. A finding of "not met" must be supported by evidence that the deficiency(ies) in the area are so severe that overall program quality is unacceptably compromised.

Recommendations affecting the quality of the Program are derived from the identified areas of weakness as they relate to a specific accreditation criterion. Although the report contains recommendations, it is the Program's responsibility to determine appropriate action based on its unique mission and its context within the larger university environment.

Part IV - Program Strengths
In this section the SVT may commend the Program on outstanding efforts and accomplishments. Within the framework of peer review and accreditation (and without compromising the judgment to be made by PAB), it is appropriate for the SVT to identify items that are well done or that are innovative in the field. This recognition of attainment and success can build upon items covered in the Assessment of Compliance.

Part V - Furthering Excellence
This section consists of suggestions for improvement that go beyond the scope of PAB's accreditation standards.

Suggestions for improvement include areas where the Program can build on its strengths or address an area of concern or opportunity that does not directly affect accreditation. Some recommendations may derive from the SVT's view that if left unattended these concerns could lead to a future determination of "partially-met." Other

suggestions may derive from items that, in the SVT's opinion, can become a greater strength or provide improvement to the Program.

Part VI -Appendix
At a minimum the SV schedule is included as an appendix to the report. Any relevant information provided directly to the team that was not included in the SSR should also be attached as an appendix.

Program Comments to SVR

The Program is given the opportunity to respond to draft and final versions of the report prior to any decision rendered by the PAB. The Site Visit Team shall submit a written Site Visit Report to PAB staff no later than two weeks from the conclusion of the Site Visit. PAB staff will review the draft SVR to determine that it is complete and in good order; staff comments will be transmitted to the team. A revised draft report will then be provided to PAB staff, who will forward it to the Program Administrator.

The Program Administrator is invited to submit comments within two weeks of receipt of the report. Comments to the draft SVR are for the team's benefit only, to correct any misconceptions, errors, or omissions prior to finalization of the report. Comments will be forwarded by PAB staff to the SVT, who will revise the report as appropriate, for the final Site Visit Report. The Program's comments on the preliminary version will be considered by the team only.

Once the SVR is final, the Program will have a one-month comment period. At that point, the Program should share the final report with stakeholders (senior administration, student reps, etc.) for their input. This review period is for purpose of addressing substantive matters discussed in the report. Comments to the final SVR will be shared with the SVT and PAB prior to the accreditation decision.

PAB maintains confidentiality with regard to a Site Visit Report (SVR), which is considered to be the property of the University or College/School. Once the PAB has completed its review,
a program may make its SVR public, but only in its entirety.

PAB ACCREDITATION REVIEW

The PAB meets in-person twice annually to conduct accreditation reviews: in conjunction with the APA conference in the spring and the ACSP conference in the fall. The PAB will review all the materials the Site Visit Team reviewed, as well as the final Site Visit Report, and any comments to the final report. During the bi-annual meetings PAB will meet with both the Program Administrator and the SVT Chair individually. The PAB deliberates once the meetings are over and makes its accreditation decision. Accreditation decisions are based on the Program's entire record. The decision is formally communicated to the university president (with copies to the provost, dean, program administrator and/or department chair) within 30 days of the meeting.

Accreditation may be granted up to seven (7) years or for as little as two (2) years; a 2-year term is accompanied by a Probationary

Helpful Tips

Preparing for the Board Review

1. *Be thoroughly familiar with the SSR and the final SVR.*
2. *Be prepared to discuss accreditation criteria evaluated as Unmet or Partially Met and the extent to which the situation has changed since the Site Visit.*
3. *If material changes have occurred since the Site Visit, submit a Post Site Visit Report approximately 3 weeks before the scheduled review. PAB staff will notify Programs of the report deadline.*

Accreditation designation. Any timeframe between these two endpoints is possible. A program receiving accreditation may be required to submit an interim "Progress Report" with a possible extension of accreditation if sufficient progress towards compliance is documented.

Decisions on accreditation terms of less than seven years may not be appealed. The PAB can also revoke accreditation, deny accreditation or defer the accreditation decision pending additional information. The *Policies and Procedures Manual* contains detailed information on the accreditation decision categories.

NAME OF PROGRAM AT NAME OF UNIVERSITY

Site Visit Schedule

Effective Fall 2017

    I. SUNDAY DATE

Provide flight/arrival info for all team members. If possible, please arrange transportation to the hotel.
Chair
2ⁿᵈ Educator
Practitioner

Hotel Name, Address, and Phone
*Share this information with the team members **as soon as reservations have been made**, including whether the cost will be direct-billed to the program or if they will need to pay with an individual credit card.*

Arrangements should provide for a private working room in the hotel for the team at night. This is most easily accomplished with a suite-type room for the team chair. A regular hotel room is not acceptable for this purpose.

Reminder: Note locations of all meetings, or state that "all meetings will be in LOCATION unless noted otherwise." The team generally works out of one room and interviewees come to it for their meetings. The exceptions are meetings with Senior Administration and group meetings if the work room isn't large enough.   For meetings with the students, alumni, APA and local employers, provide the team in advance with names, titles, employer name, and/or year of graduation as relevant.

6:00	Team dinner and meeting

MONDAY DATE ** indicates the schedule must take place in the order presented. Allow for travel time between meetings if necessary.*

1 hour	* Program Administrator
30 min	* Department Head *If applicable*
30 minutes	* Team meeting with Dean
15 minutes	* Team meeting with Provost *optional*
15 minutes	* Team meeting with President or Chancellor *optional*
≥ 15 minutes	*Mid-morning* Break *Please ensure refreshments are available to the team*
1 hour	Group interview with faculty – A Faculty, tenured *Include names and titles throughout schedule*
1 hour	Group interview with faculty – A Faculty, tenure-track

1 hour	Lunch *If the team has a group lunch allow 1.5 hours*
1 – 1.5 hours	Meeting with students
30 – 45 minutes	Tour of program facilities *Includes GIS lab and studio space; exclude library*
≥ 15 minutes	*Mid-afternoon* Break
1.5 hours	Meeting with area employers, APA Chapter, and alumni
5:00	*Monday agenda ends - Program Administrator should check in with team before they leave campus*
6:30	Team dinner and work session *Add reservation info if relevant*

TUESDAY DATE *Team must have a minimum of 3 hours set-aside at the end of Tuesday to work on the Site Visit Report.*

2 hours	Review of student work, 1st hour with Program Administrator (and other representative, if necessary) to discuss student and programmatic outcomes
≥ 15 minutes	*Mid-morning* Break
1 hour	Group interview with faculty – C Faculty (Adjunct/Contract/Non-tenure track) and non-core (B faculty)
1 hour	Lunch *If the team has a group lunch allow 1.5 hours*
≥ 3hours	Team work time, *includes an hour set-aside for individual faculty interviews if requested.*
5:00	*Tuesday agenda ends - Program Administrator should check in with team before they leave campus*
6:30	Team dinner and work session *Add reservation info if relevant*

WEDNESDAY DATE ** indicates the schedule must take place in the order presented. Allow for travel time between meetings if necessary.*

1st meeting (1 hour)	* Exit meeting with Program Administrator
45 minutes - 1 hour	* Exit meeting with Department Chair *if separate*
45 minutes - 1 hour	* Team meeting with Dean
≥ 15 minutes	*Mid-morning* Break
30 – 45 minutes	* Team meeting with Provost or designee
30 minutes	* Team meeting with President or Chancellor *optional, but desirable*
12:00	*Wednesday agenda ends* Team leaves campus for airport

II.

Provide flight/departure info for all team members
Chair
2nd Educator
Practitioner