

# Site Visitor Training

PAB Standards and Criteria



# Purpose and Learning Outcomes

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- Standards, criteria, rationale, requirements, and challenges
- Four learning outcomes:
  1. Identification
  2. Interpretation
  3. Documentation
  4. Recommendations

# PAB Standards

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1. **Strategic Planning and Progress**
2. Students
3. Faculty
4. Curriculum
5. Governance



# Standard 1: Strategic Planning and Progress Preamble

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The Program or the Department in which it resides shall strive for self-improvement using an intentional process of goal articulation, planning, outcomes assessment, reflection and correction.

# Strategic Planning and Progress Criteria

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- 1A. Prior Strategic Plan and Accreditation Review
- 1B. Current Strategic Plan
- 1C. Programmatic Assessment
- 1D. Student Learning Outcomes Assessment
- 1E. Strategic Issues for the Next 5 – 7 years
- 1F. Public Information



# Criterion 1A / Prior Strategic Plan and Accreditation Review

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The Program should be engaged in continuous improvement based on ongoing planning activities, and responses to prior accreditation reviews. The Program shall demonstrate progress since the last accreditation review in meeting the goals and objectives articulated in the strategic plan in place at the prior accreditation review, and document progress towards compliance in meeting accreditation standards assessed as partially-met or unmet at the last Site Visit.

# Criterion 1A / Prior Strategic Plan and Accreditation Review

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- Historic planning
  - Ongoing assessment of performance
  - Continuous improvement
- Prior PAB Site Visit
  - Citations?
- Progress
  - Toward program compliance and goals

# Criterion 1B / Current Strategic Plan

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The Program shall have a strategic plan for achieving its goals and objectives – either as a free-standing plan or part of a broader departmental strategic plan – and must be able to demonstrate progress towards goal attainment.

The strategic plan must address: the Program's vision; its definition of mission fulfillment; the elements identified as necessary to carry out the plan (including financial resources); the process by which the strategic plan is developed, refreshed, and disseminated; and a method for evaluating progress and making improvements. Programs must document participation in plan development by faculty, students, alumni, and practitioners. It is suggested that practitioners include a broad spectrum of the profession who can be resources for the Program during plan development and implementation.



# Criterion 1B / Current Strategic Plan

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- 1) Mission Statement
  - clear and concise
  - express role in training professional planners.
  - express core values and fundamental purpose
  
- 2) Program Goals and Measurable Objectives
  - advance the Program's mission
  - identify future aspirations in context of mission
  - shall aim toward excellence
  - address diversity of students faculty, and the knowledge and skills needed to serve a diverse society

# Criterion 1C / Programmatic Assessment

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The Program, or the Department in which it resides, shall have a clearly defined approach, methodology, and indicators for measuring the Program's success in achieving the goals articulated in its strategic plan. Specifically, performance indicators and their results shall be reported at each accreditation review in the areas listed below, in addition to those that are contained within the Program's strategic plan.

# Criterion 1C / Programmatic Assessment

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- 1) Graduate Satisfaction
- 2) Graduate Service to the Community
- 3) Student Retention and Graduation Rates
- 4) Graduate Employment
- 5) Graduate Certification
- 6) Strategic Plan

# Criterion 1D / Student Learning Outcomes Assessment

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The Program, or the Department in which it resides, shall have a clearly defined approach, methodology, and indicators for measuring student learning outcomes for the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire. Evidence should clearly identify the learning outcomes sought and achieved for students at either cohort or year level over the accreditation review period.

# Criterion 1D / Student Learning Outcomes Assessment

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- Identify Outcomes
  - Knowledge
  - Skills
  - Values
- Describe Process
  - Approach
  - Methodology
  - Indicators
- Implement Change

# Criterion 1E / Strategic Issues for the Next 5 – 7 Years

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The Program shall identify the critical steps consistent with its mission needed to advance its goals and progress during the next accreditation period.

# Criterion 1E / Strategic Issues for the Next 5 – 7 Years

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- Engaged in ongoing planning
- Document steps to advance goals
- Continuous improvement
- Strategic issues, not a “to do” list

# Criterion 1F / Public Information

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The Program, or the Department in which it resides, shall have a clearly defined approach, methodology, and indicators for measuring student learning outcomes for the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire. Evidence should clearly identify the learning outcomes sought and achieved for students at either cohort or year level over the accreditation review period.



# Criterion 1F / Public Information

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- 1) Student Achievement
- 2) Cost
- 3) Retention, Graduation, and Number of Degrees
- 4) AICP Pass Rate
- 5) Employment

# PAB Standards

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1. Strategic Planning and Progress
2. Students
3. Faculty
4. Curriculum
5. Governance

