*This template has been designed to accompany the 2022 Accreditation Standards.*

*Delete all italicized red instructions before submitting your report to PAB.*

**PLANNING ACCREDITATION BOARD SITE VISIT REPORT**

*PAB will add “Draft” or “Final” date when received*

**Name of the Program or Degree-granting Unit**

**Name of College or School in which the Program is Located**

**Name of the Institution**

**Name of the Degree**

***Site Visit Dates***

**SITE VISIT TEAM MEMBERS:**

Chair: Name

Title

Institution

Second Educator: Name

Title

Institution

Practitioner: Name

Title

Employer

City, ST

**Part 1 – Program Overview and Progress**

*Provide a summary of the Program. Remember that many of the SVR readers have not read the Self-Study Report (SSR) and are not as familiar with the Program as the Site Visit Team (SVT). Be sure to address progress made since the prior review with regard to any less than fully-met assessments, and the recommendations for improvement made by the previous Site Visit Team. Identify any areas of distinction (e.g. recruitment of students of color) for PAB to share as exemplary practices. Include comments, if relevant, regarding the quality of the SSR.*

**Part 2 – Compliance Checklist**

*An assessment must be made for each of the criteria under the 5 standards.*

|  |  |  |  |
| --- | --- | --- | --- |
| **2022 Standards and Criteria** | **Met** | **Partially-met** | **Unmet** |
| **1.** | **Strategic Planning and Progress** |
| 1.A. | Strategic Plan  |  |  |  |
| 1.B. | Programmatic Assessment |  |  |  |
| 1.C. | Accreditation Review |  |  |  |
| 1.D.  | Public Information |  |  |  |
| **2.** | **Students** |
| 2.A. | Student Quality |  |  |  |
| 2.B. | Student Diversity |  |  |  |
| 2.C. | Student Advising, Services, and Support |  |  |  |
| 2.D. | Student Engagement in the Profession |  |  |  |
| **3.** | **Faculty** |
| 3.A. | Faculty Quality |  |  |  |
| 3.B. | Faculty Diversity |  |  |  |
| 3.C. | Faculty Size  |  |  |  |
| 3.D. | Engagement with Students |  |  |  |
| 3.E. | Research, Scholarship and Other Creative Activity |  |  |  |
| 3.F. | Professional Involvement, Community Outreach, and Civic Engagement |  |  |  |
| 3.G. | Professional Development |  |  |  |
| **4.** | **Curriculum and Instruction** |
| 4.A. | Guiding Values \* |  |  |  |
| 4.B. | Required Knowledge and Skills of the Profession \* |  |  |  |
| 4.C. | Electives |  |  |  |
| 4.D. | Student Learning Outcomes Assessment |  |  |  |
| 4.E. | Instructional Delivery and Scheduling |  |  |  |
| 4.F. | Facilities |  |  |  |
| 4.G. | Information and Technology |  |  |  |
| **5.** | **Governance** |
| 5.A. | Program Autonomy |  |  |  |
| 5.B. | Program Leadership |  |  |  |
| 5.C. | Communication |  |  |  |
| 5.D. | Faculty and Student Participation |  |  |  |
| 5.E. | Promotion and Tenure  |  |  |  |
| 5.F. | Grievance Procedures |  |  |  |
| 5.G.  | Online Integrity |  |  |  |

**\****Detailed assessment of the curriculum is located on the following page.*

**Part 2.A. – Curriculum Assessment**

*Provide an assessment for each curriculum element.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Met** | **Partially-Met** | **Unmet** |
| **4.** | **Curriculum** |
| **4.A.** | **Guiding Values \*** |
| A1 | *Equity, Diversity, Social Justice and Inclusion:* key issues of equity, diversity, and social justice, including planners’ role in expanding choice and opportunity for all persons; planning for the needs of disadvantaged groups; reducing inequities through critical examination of past and current systems; and promoting racial and economic equity. |  |  |  |
| A2 | *Sustainability, Resilience, and Climate Justice:* environmental, economic, and social/political factors that contribute to sustainable communities, reducing impacts of climate change, and creating equitable and climate-adapted futures. |  |  |  |
| A3 | *Professional Ethics and Responsibility*: key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including the provisions of the AICP Code of Ethics and Professional Conduct, and APA’s Ethical Principles in Planning). |  |  |  |
| **4.B.** | **Required Knowledge and Skills of the Profession \*** |  |  |  |
| B1 | *General Planning Knowledge in Global Context* |  |  |  |
|  | 1. *Planning History and Theory:* The evolution and current

practice of planning in communities, cities, regions, and nations; how planning has advanced and hindered the attainment of justice, equity, diversity, and inclusion; expectations about planning outcomes in different local and national contexts; conceptual models about what planning is and how it works; past and present conceptions of the future, including the relationship between planning and the future; the role of planning in responding to the global climate crisis. |  |  |  |
|  | 1. *Planning Law and Institutions:* Behaviors and structures available to bring about sound planning outcomes; mechanisms and practices for ensuring equitable and inclusive decision-making; legal and institutional contexts within which planning occurs in the U.S. and/or internationally.
 |  |  |  |
|  | 1. *Urban and Regional Development:* Political, economic, social, and environmental explanations of and insights on historical, present, and future development; relationships between the built and natural environments and individual and community health and well-being; planning responses to mitigate climate change, reduce risks, and recover from climate-exacerbated impacts; interactions – flows of people, materials, ideas, and cultures – across world regions.
 |  |  |  |
| B2 | *Skills and Tools for Planning Practice* |  |  |  |
|  | 1. *Planning Process and Engagement:* Planning process and community and stakeholder engagement; plan creation and implementation; methods of design and intervention to understand and influence the future.
 |  |  |  |
|  | 1. *Analytical Skills and Tools*: Research and critical analysis skills for preparing and conducting research; quantitative and qualitative methods of data collection, analysis, and forecasting; methods of geo-spatial analysis, mapping and data visualization; data analytics and urban technology.
 |  |  |  |
|  | 1. *Professional, Communication, and Leadership Skills*: Ability to work in teams and with professionals in allied fields; professional leadership in the planning context; written, oral, and graphic communication.
 |  |  |  |

*\* Assessment for criterion 4A and 4B is found in the main compliance checklist (Part 2 Compliance Checklist)*

**Part 3 - Assessment and Recommendations**

**A. Met**

The following criteria were assessed as met based on the Site Visit Team’s review of the Self-Study Report and information obtained during interviews and meetings during the Site Visit.

*Delete from this listing any standard or criterion that was assessed as either partially-met or unmet. The SVT must provide a brief comment for each criterion assessed as met.*

*The comments may also address areas of excellence, exemplary practices, and/or minor concerns regarding the sustainability of compliance with certain standards or criteria.*

*Regarding criterion with multiple sub-criteria, comments should also address each sub-criteria. It is not necessary to write a lengthy narrative for each sub-criteria unless it is warranted due to compliance concerns.*

**1. Strategic Planning and Progress**

A. Strategic Plan

 *1) Mission Statement*

 *2) Program Vision*

 *3) Program Goals and Measurable Objectives*

 *4) Monitoring and Evaluation*

B. Programmatic Assessment

 *1) Graduate Satisfaction*

 *2) Graduate Service to Community and Profession*

 *3) Student Retention and Graduation Rates*

 *4) Graduate Employment*

 *5) Graduate Certification Exam Pass Rate*

 *6) Strategic Plan*

C. Accreditation Review

D. Public Information

**2. Students**

A. Student Quality

B. Student Diversity

 *1) Recruitment*

 *2) Climate of Inclusiveness*

 *3) Student Support*

C. Student Advising, Services, and Support

D. Student Engagement in the Profession

**3. Faculty**

A. Faculty Quality

B. Faculty Diversity

 *1) Recruitment*

 *2) Climate of Inclusiveness*

 *3) Faculty Support*

C. Faculty Size

D. Engagement with Students

E. Research, Scholarship, and Other Creative Activity

F. Professional Involvement, Community Outreach, and Civic Engagement

G. Professional Development

**4. Curriculum and Instruction**

*Be sure to describe the student work reviewed.*

A. Guiding Values

 *1) Equity, Diversity, Social Justice, and Inclusion
 2) Sustainability, Resilience, and Climate Justice
 3) Professional Ethics and Responsibility*

B. Required Knowledge and Skills of the Profession

 1) *General Planning Knowledge in Global Context*

 *a) Planning History and Theory*

 *b) Planning Law and Institutions*

 *c) Urban and Regional Development*

 *2) Skills and Tools for Planning Practice*

 *a) Planning Process and Engagement*

 *b) Analytical Skills and Tools*

 *c) Professional, Communication, and Leadership Skills*

C. Electives

D. Student Learning Outcomes Assessment

E. Instructional Delivery and Scheduling

F. Facilities

G. Information and Technology

**5. Governance**

A. Program Autonomy

B. Program Leadership

C. Communication

D. Faculty and Student Participation

E. Promotion and Tenure

F. Grievance Procedures

G. Online Integrity

**B. Partially-Met**

The following criteria were assessed as partially-met based on the Site Visit Team’s review of the Self-Study Report and information obtained during interviews and meetings during the Site Visit.

*Using the template below, list each criterion assessed as partially-met in Part 2 of the SVR. Add or remove template sections as necessary. For each partially-met criterion, the SVT must clearly explain the rationale behind the assessment, and provide recommendations for compliance. Cite the factors which compromise compliance and if there is a plan to remedy the situation. Include examples to support the assessments, where appropriate.*

*The Team’s recommendations establish benchmarks for future assessments. In future accreditation reviews, PAB will examine whether the Program has taken action on the criteria listed. It is up to the Program, however, to decide how best to address its challenges based on its unique mission and that of its institution.*

**Standard and Criterion:**

**Reason for Assessment:**

**Site Visit Team Recommendation:**

**Standard and Criterion:**

**Reason for Assessment:**

**Site Visit Team Recommendation:**

**Standard and Criterion:**

**Reason for Assessment:**

**Site Visit Team Recommendation:**

**C. Unmet**

The following criteria were assessed as unmet based on the Site Visit Team’s review of the Self-Study Report and information obtained during interviews and meetings during the Site Visit.

*Using the template below, list each criterion assessed as unmet in Part 2 of the SVR. Add or remove template sections, as necessary. For each unmet criterion, the Team must clearly explain the rationale behind the assessment, and provide recommendations for compliance. Cite the factors which compromise compliance and if there is a plan to remedy the situation. Include examples to support the assessments, where appropriate.*

*The Team’s recommendations establish benchmarks for future assessments. In future accreditation reviews, PAB will examine whether the Program has taken action on the criteria listed. It is up to the Program however, to decide how best to address its challenges based on its unique mission and that of its institution.*

**Standard and Criterion:**

**Reason for Assessment:**

**Site Visit Team Recommendation:**

**Standard and Criterion:**

**Reason for Assessment:**

**Site Visit Team Recommendation:**

**Standard and Criterion:**

**Reason for Assessment:**

**Site Visit Team Recommendation:**

**Part 4 – Program Strengths**

*Provide a brief narrative of the Program’s efforts and accomplishments as it relates to its mission and goals, and the PAB accreditation standards.The SVT should identify items that are exemplary and/or innovative.*

**Part 5 – Furthering Excellence**

*Provide suggestions to improve the Program generally and/or focus it towards excellence as it relates to the Program’s mission and goals, and those of the institution. The suggestions for improvement go beyond the PAB’s accreditation standards in that they focus on far-reaching ideas that could move the Program beyond the minimum accreditation thresholds.*

**Part 6 - Appendix**

**A. Site Visit Schedule**

Insert the final schedule provided by the Program Administrator and include any last-minute cancellations or changes to it. Delete unnecessary detail (locations of meetings, transport/pick-up info, etc.) but keep names of interviewees. Reformat for 1 page presentation, if possible. In the relevant sections of the schedule, include the name and titles of attendees at the student, alumni, employer, and APA Chapter meetings.

**B. Other Documentation Provided to the Site Visit Team**

It is important that PAB have access to the same information as the SVT. If the Program provided additional documentation either before or during the Site Visit that is relevant to compliance with the standards, it should be included as an appendix to the SVR.