

**2019**

**KAAB**

# **Site Visit Guideline**

**For Professional Degree Programs in Architecture**



**Korea Architectural Accrediting Board**



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## 1 Issues on Program Accreditation Visit

### 1.1 Site Visit Agenda and details

In order to secure a successful visit, visit team chair should make his/her team members fully understand the detail of the visit agenda and the team members and observers must confirm every detail on the agenda and the issues on hand. On agreement in between the school program and the Chair of the visit team, scheduling of visit agenda can be modified to meet certain needs.

#### Day 1

##### 1) Entrance team meeting includes the following agenda

- Self-introduction of the team members including experience and major interest of the members.
- Discussion of and understanding the formality of the visit.
- Decision on range and role of the observers; discussion and agreement of decision making must be primarily based on consensus.
- Assignment of role and responsibility of each member based on his/her expertise and personal interest with assurance of mutual consultation and coordination.
- Enumeration and identification of questions on the APR
- Discussion of the agenda of the day
- Signing of Confidentiality Assurance of each team members.
- ✘ Notification of power and necessary measures that can be taken by the Team Chair toward any members fail to follow site visit protocols.

##### 2) Entrance meeting with the faculty.

The agenda includes:

- Mutual introduction of faculty and visit team members
- Introduction of the program reviewed
- Orientation to the exhibit including method and contents of the exhibit
- Examination of the method and contents of the exhibit in accordance with the C&P and the instruction of the team chair.
- Confirmation of all the supplementary materials and information furnished as per the requests of team members.

- Confirmation of the restriction and control measure of work room for security, including in and outs for room cleaning and errands which require permission of the team chair.
- ✘ It is important to limit the presentation made by the program must be within the time allotted.

3) Entrance meeting with the faculty.

- Ask prepared questions and issues of concern
- Confirm response to the questions generated during the review for the candidacy state and application of the accreditation and other related document, if the visit is for initial accreditation visit,
- Ask questions on items not met on the previous VTR and/or related issues if the visit is for continuous accreditation visit.
- Each members of the team can take turn for questioning, or team chair / a designated member of the team can ask all questions prepared in advance.
- ✘ It is important not to disclose any team member's personal opinion or being judgmental on any issues during a dialogue with program members.

This is an opportunity to observe the first reaction of the program reviewed as well as the strength and weakness of the program that may be reveals during the process. It is suggested for chairperson to encourage each and every member of the team get involved in the discussion and members

4) Meeting with graduates of the program and alumni practitioners. It is important to:

- Introduce the purpose of this session, and observe the school program on the perspective of the program graduates
- Start session by asking for strength and advantage of the program, then gradually move to observations on all issues
- Carefully collect suggestions and ideas to improve the school program, and include discussions on program's shortcomings and weaknesses
- ✘ The participating graduates must be composed of first to third years from exiting the program to fourth to fifth years.

- ✘ The session should be seen as a chance to gather ideas and suggestions for the good of program, not to interrogate it.

5) Team meeting with dinner

- Discussion and exchange of first impression on the program
- Discussion and exchange of opinions on the first impression of the exhibit
- Enumeration and discussion on the questionable issues brought up in the first day
- Discussion and exchange of the results of the first day assignments of each member
- Make a list of materials that need to be furnished by the program for next day, if necessary
- Program personnel are not allowed to join the team dinner

**Day 2**

1) Team Meeting includes the following agenda

- Discussion on the day's agenda of the visiting team
- Identification of the additional materials to request to the program.
- Enumeration of the list of items to be confirmed with the faculty,
- Preparation of agenda for the meeting with president of the university
- Preparation of agenda and list of questions for the meeting with students. Allocate questions to each member of the visiting team.

Members should be aware that overall schedule is very tight and, therefore, a thorough review is encouraged to be made on his/her pre-assigned items in a timely manner.

2) Entrance meeting with president (or top administrative officer of the institution) and other executive officers of the university. The agenda includes:

- Introduction of the visiting team members,

- Introduction of KAAB and accreditation visit
  - i. the legal status of the KAAB and its relationship with professional institutes
  - ii. its international status including its membership of the Canberra Accord
  - iii. the significance of an accreditation visit,
  - iv. composition of the visit team (of academics and practice) and its implication,
  - v. the agenda of the visit,
  - vi. the nature of accreditation visit being to help the program make improvement than to criticize it

The meeting also provides with an opportunity to understand:

- the status of the architectural program and its role reviewed within the community of the entire university,
  - the university's perception of the program and degree of support,
  - long term development plan of the university and its implication on the program.
- ✘ Program's shortcomings or weaknesses are not to be disclosed at this agenda
- ✘ Team Chair should kindly invite top administrative officer to the team room at the end of the site visit to help further understand the event

It is suggested to use the best of the meeting by listening to the president as much as possible in order to acquire as much information and president's perspective as possible.

3) Meeting with the students of the program:

The meeting should be conducted without any teaching or staffing members of the program in order to secure comfortable environment where students can express their open and candid opinion. It is prudent for the visit team members to allow as much opportunity to speak out by minimizing their own. The meeting should provide opportunities to:

- introduce KAAB and accreditation visit, including;
  - i. the legal status of the KAAB and its relationship with professional



- institutes
- ii. its international status including its membership of the Canberra Accord
- iii. the significance of an accreditation visit,
- iv. composition of the visit team (of academics and practice) and its implication
- v. the nature of accreditation visit being to help the program make improvement than to criticize it

The meeting provides with an opportunity to monitor following

- Start session by asking program students for strength and advantage of the program
  - Whether the program is advocating implications of accreditation and KAAB conditions and procedures and lets students know about them.
  - the programs support for extra curriculum, community service and other social service works, seminar and lecture series is sufficient enough to satisfy the students.
  - students' impression on and connection to the program and university, their vision, intention to enter the practice,
  - the difficulties students experience during the consultation with professors and/or the program,
  - any problems with the curriculum students are experiencing or anticipating
  - if students are provided with an environment to select course(s) offered outside their own program and the status of such cases,
  - whether students are allowed to select their own studio,
  - requirement of any improvement on any physical resources, (such as special facilities for female students)
  - Any areas of improvements needed on curriculum, or elsewhere
- ⊗ The session should be seen as a chance to gather ideas and suggestions for the good of program, not to interrogate it.

- 4) Meeting with adjunct professors and lecturers. The meeting provides with an opportunity to:
- Introduce the purpose of this session, and observe the school program on the perspective of the program graduates
  - Start session by asking for strength and advantage of the program, then gradually move to observations on all issues
  - Listen to the critics and comments on the program operation from the view point of visiting professors/lecturers.
  - To confirm whether visiting professors/lecturers carry on his/her course according to the intended goal of the course and to evaluate verify the coordination and communication systems between the coordinator of the course and the visiting professors/lecturers.
  - Composition of the visiting professors/lecturers in terms of university they graduated as well as the characteristics, merits and efficiency.
  - Collect comments and advice of the adjunct professors/lecturers to improve the program, including operation of the program and working condition.
- ✘ The session should be seen as a chance to gather ideas and suggestions for the good of program, not to interrogate it.
- 5) Tour of the facilities includes:
- Observe quantity and quality of books and other media at the university library and the program's own library, if any, and the check-out system of books and other materials.
  - Verification of staffing and budget for purchase of new books and improvement plan.
  - Evaluation of overall level and condition of physical resources, including floor area and heating/air conditioning systems and operation.
  - Examination of model shop, equipment, and security measure
  - Operating hours of model shop, computer room, printing room, and studio spaces.
- ✘ For continuing accreditation, observation can be limited to areas of raised issues from last visit. Acceptable to evaluate only by documents if deemed sufficient.

6) Observation of studio, lecture courses

Members may be selected to participate in the observation if appropriate.

The members may;

- be able to select studio classes, lecture and/or seminar to observe,
  - conduct a casual conversation with students to collect more information on studio and other courses
- ✘ Observation on lectures, studio can be conducted simultaneously by multiple team members

7) Review of the exhibit

- Review of the students' work and/or other materials displayed in the visit team work room
  - Confirming materials asked to be furnished further
  - Criteria displaying concerns must be examined in depth, ask questions to appropriate faculty members if necessary
  - consolidation of the results of individual member's evaluation and comments
- ✘ Team Chair must check level of works accomplished per team members, decide on whether to re-visit team room after dinner

8) Team meeting with dinner

- Discussion and exchange of the results of the second day assignments of each member
- Discuss next day's agenda, highlight importance of the 3rd day of visit
- Program personnel are not allowed to join the team dinner

**Day 3**

1) Team Meeting includes the following agenda

- Discussion on the 3rd day's agenda of the visiting team
- Confirm with team members that all criteria of concerns need to be re-visited with program representative before reaching final judgement

- Colligation of the items potentially not-met and/or items to be re-evaluated
- Preparation of the list of questions or items to be answered by the program.
- Identification of the additional materials to request to the program within morning

2) Review of the exhibit

Members make a draft of VTR on relevant items while reviewing the exhibit.

3) Meeting with faculty members

The meeting provides the program with the last opportunity to defend itself before the conclusion of the visit. The visit team should ask questions regarding the items that are deemed to be unsatisfactory or not sufficient.

- Start by announcing that it will be the last chance to provide answers to team's questions
- It is advised that Team Chair or a designated member of the team to ask all gathered questions
- ✘ This final meeting with faculty members is intended to alleviate gaps between team's findings of concerns and the program's arguments. Neither of party's voice should dominate the session.
- ✘ If there are wide gap in between two parties and lead to exchange excessive debating, this session could potentially harm the integrity of site visit in its entirety. If there is potential to be so, it is suggested that the Team Chair must quickly adjourn the session by giving statements such as '... all team members will carefully re-examine with new supporting materials', or '... team will re-visit this issue with fresh set of eyes' and etc.

4) Final review of the exhibit

The team members examine the relevant additional materials and supplements submitted by the program while continuing to review the exhibit to make the final decision. Team members together discuss the items deemed to be insufficient or not met to agree with the comments for the items. Decisions and comments incongruent among team members should

be subject to further discussion to resolve the difference.

- After having final meeting with faculty members, the team must conduct final review on criteria of concerns
- All team members must finalize reviews on criteria responsible for
- On criteria of which team members' opinion divides, all members of the team must join reviewing.

5) Team dinner at team room

Discussion may be continued over box dinner at team room.

- Team Chair must give announcement about general characteristics and contents of the confidential recommendation form.

6) Writing VTR (Visiting Team Report)

The findings and the result of the review of the members including the judgment and team comments on each item concerned should be consolidated and discussed to draft a VTR.

- Identify overall program characteristics, strength and weakness
  - Consensus is recommended way of finalizing decision, but the team should use time efficiently by taking vote for final decisions.
  - Team chair may opt to exclude observers in the discussion for the reason of confidentiality when a heated discussion is expected during the process of decision making.
  - Team chair may also decide to exclude observer in the finalizing review for all criteria if heated debate is expected during finalizing 'confidential recommendation' of following session
  - Upon the completion of a draft VTR, the summary of the accreditation visit on first page of the VTR must be prepared for the purpose of presentation to the program and the university. The first summary page must reflect team member's consensus
- ✘ If any criteria have judged as Areas of concerns or Not met without providing program's chance to give any defense, the team must provide final chance to do so for the program.

7) Confidential Recommendation of accreditation term

The visit team should complete a confidential recommendation of accreditation term before the team concludes the day.

- Only team members, excluding the observers, participate in the process of making the recommendation
- It must be noted to team members that it is not the final term decision but a recommendation to accrediting committee of the KAAB
- The chair should encourage each and every member to contribute in the process
- If it is found to be difficult to reach a consensus, the team chair may choose to take a vote for final term
- It is team chair's responsibility for the members to be aware of the importance of confidentiality and the significance of its implication when confidentiality is not maintained
- Ground for the recommended term should be provided in text and each and every member must sign

**Day 4**

1) Team Meeting with following

- The details of the final day's agenda must be acknowledged
- The protocols for exit meeting with the president / executives of the university and also for exit meeting with all members of the program must be acknowledge to team members
- The importance of eradicating all traces of data, all written notes, meeting materials in the team room must be acknowledge to team members

2) Report of the summary of the visit to the head of the program and faculty members

- Suggested to start by expressing of appreciation for the hard work to prepare for the accreditation visit

- Present the summary page with precise explanation review results on criteria Met, Not Met, and Causes of Concerns with grounds
  - There is no need to respond to faculty members' questions or reactions
  - Explanation of Follow-up process after the site visit
- ✘ Submitting summary page of the VTR is a sign of all review results are final and it is bound to be finalized without any further changes
- 3) Exit meeting with president and executives of the university
- Suggested to start by expressing of appreciation for the hard work to prepare for the accreditation visit
  - Present the summary page with precise explanation review results on criteria Met, Not Met, and Causes of Concerns with grounds
  - Provide ample chance to president to speak on his behalf, team members are refrained from expressing individual opinions
  - There is no need to respond to school members' questions or reactions
- 4) Team Room clean-up
- Destroy and eradicate all traces of data, all written notes, meeting materials in the team room
  - Sign and fill travel reimbursement form for team members
  - Instruct filling out evaluation form for team members as part of follow-up procedures
- 5) Exit Meeting with the all members of the program, including students, faculty members, staffs and all other related personnel
- Suggested to start by expressing of appreciation for the hard work to prepare for the accreditation visit
  - Present overall findings of program's strength, weakness and review results on criteria Met, Not Met, and Causes of Concerns with grounds
  - The members of the visit team may take turn to express personal impression and a word of encouragement
  - Suggested to leave the room as soon as possible without question and answer

6) Dispersion of the visit team

- The team members may have lunch together outside of the school vicinity without any program personnel present
- Importance of maintaining confidentiality of the review outcome should be emphasized
- Members should also be informed of the post visit procedure and calendar
- ✘ After the site visit, accepting any treatment of meal or transportation service offered by the program is strictly prohibited and it is against the site visit protocol

**1.2 Assessment on the Conditions and Criteria**

Accreditation Visit Team is responsible in the assessment of the all Conditions for accreditation.

**1.2.1 Allocation of the Assessment criteria**

The chair of a visit team is suggested to delegate the review criteria to be assessed to his/her team members, considering each member's expertise. The chair also collects and consolidates the questions generated during the review of an APR to them. The visit team must review vast amount of information and inspect facilities and other resources, of which the work load is too heavy to be done within the period of only 3 and 1/2 days allowed for the accreditation. The entire team members must work hard and efficiently to complete his/her responsibility within the given period of time.

In order to make an objective and unbiased decisions, the chair must delegate the responsibilities in such a way that team members can compensate each other with cross referencing his/her findings. The chair may consider if his/her member has a prior experience in participating in the accreditation visit in deciding appropriate items or load. The chair may allow observers to participate in the assessment but is recommended to use his/her discretion in determining the degree of participation. As observers are participating in the visit so that they can gain some experience before they are activated as an accreditation team member, it



is recommended to delegate them a minimum amount of responsibility. Also it is recommended that a member without prior experience seek advice from other members with prior experience or KAAB staff to carry out the task more effectively and objectively.

It is important that allocating conditions and criteria for reviewing among team members must be kept strictly confidential within the team. As visit progresses and certain concerned criteria get disclosed to school program, the school may overreact by giving blame for team member who is in charge for particular criteria. Also, the school program must be careful not blame any team members for any negative results on reviews. The program must be aware of the fact that all final judgement of each criteria is by consensus or result of the voting by the team members, not by individual opinion.

### **1.2.2 Assessment Process**

Assessment of each item according to conditions and procedures should be made not based on individual's assertion or opinion, but agreement and consensus of the team members. Members should present his findings to share with the other members, and the chair should create an environment in which all the members can fully discuss on the issues on hand in freely to draw a fair and justified conclusion. In case there is a disagreement among the members, members should present an objective and precise reasoning to support his/her assertion and/or persuade the other member to reach an agreement and/or a consensus. When an issue cannot be resolved easily, the team chair may choose to put the issue on a vote.

The program being reviewed should be provided sufficient opportunity to defend itself and to present additional material or document to justify its own claim during the whole process of the accreditation visit.

After completing VTR, team may find a criterion that has judged as Areas of concerns or Not Met without providing program's chance to defend, and it will be considered against proper procedure. However, not pointing out as Not Met for a criterion with ample ground will be

considered as even much critical error. Therefore, the team has to make careful judgement among following three choices. The first is to proceed to conclusion as is, or call up program representative immediately to provide a chance to defend, or revert it to 'Met'. While making one of these decisions, the team must weigh carefully on significance of the problem, and put priority in student's best interest in mind.

It is prohibited to avoid giving 'Not Met' or 'Causes of Concerns' on an evaluating criterion because of unrelated other concerns. For instance, by considering '1.4 Guideline to Determination of Accreditation Term, 1) Deficiencies which may lead to Accreditation for 3 years', the team must not consider adjusting already determined 'Not Met' or 'Causes of Concerns'.

The program being reviewed, on the other hand, should respond actively in a positive way because it is impossible for the program to reconfirm or correct the result once the accreditation visit is concluded. It is not allowed to appeal on team's final assessments.

### **1.2.3 Determination of 'Well Met' or 'Not Met'**

Each individual item on the VTR is assessed by either 'Well Met' or 'Not Met'. There is no provision of rules and/or standards based on which decisions can be made. Decisions are made purely by review/assessment of the exhibit, document and information provided by the program as well as team members' judgment and discretion. The visit team, therefore, should make a fair and justified decision according to the assessment procedure.

It may be straightforward and easy to make decisions on some of the items. Since most of the items are rather complicated and the decision process of these items has to rely on the team members' subjective judgment, however, it is suggested to make a final decision based on consensus. Before the team makes a final decision, therefore, members of the visit team must fully comprehend and/or consider:

- the exact meaning of each items reviewed,
- the educational goal, characteristics, of the program and its

appropriateness,

- how the 'not met' items would affect the quality of the program,
- how it would affect the level of educational quality of the graduates,
- the level of significance of the decision in the development and improvement of the program

It is imperative that the team go through a hard and demanding process before it reaches a consensus to make a 'Not Met' decision. Since the program can appeal only for a factual and/or a procedural error, it is utmost important that the team must make every effort to go through a procedure of verification and confirmation. It should be remembered that the program being reviewed will also carefully observe and assess the visit team and its performance.

An observer may present his/her own opinion during the visit, however, he/she is not recommended to speak out in an official meeting with the faculty members of the program. Further he/she has no right to participate in the official decision making process or cast a vote. Team chair also may exclude observers' participation in official decision making meetings.

Programs make every effort to identify problems through a self assessment system of its own and resolve them to make a continued improvement. Therefore, a visit team may find an item that had 'not been met' at some point in the past but has improved to be satisfactory, or 'met'. In this case, the team must make its best judgment by taking into account the period of the item being unsatisfactory, how the program has responded to improve and the result it achieved

It should be mentioned that no matter how an item is excellent, that item cannot compensate the other items; that is, 'well met' items cannot offset any 'not met' item.

#### **1.2.4 Summary of Team Findings and Other Comments**

Summary of team findings consists of team comments on the overall process of the visit as well as the lists of the conditions/criteria well met and

conditions/criteria not met as well as causes of concern. Each item is assessed independently and a comment on the item evaluated, if any, will be written under the item. The comment must be based on factual findings. The program must respond to the comments and include it on the annual report to be submitted to KAAB. The improvement made on the item must be demonstrated in the next scheduled accreditation visit.

The visit team is not allowed to provide suggestion or advice to resolve any issues brought up during the visit. The program must demonstrate it is capable to deal with these issues in accordance to the educational goal of the program and characteristics. Further, the program may construe these suggestions or advice as those of the KAAB. They may confuse the program and it may significantly interfere with the program's intention and the ability to be creative to make an improvement. Comments must be specific and clear enough to convey the meaning accurately without any confusion. Comments also must be simple and straightforward. A comment can be added even if the decision on the item is 'met' and the program must respond to this comment.

### **1.2.5 Evaluating Criteria for Student Work Outcome of Student Performance Criteria**

#### **1) Complete Description of Student Performance Criteria**

The program must deliver complete description of their curriculum to foster student's ability in problem solving and creative design capability through satisfying each Student Performance Criteria by administering mandatory course works for all enrolled students.

#### **2) Preparing Documents and Student Work Display**

##### **(1) Architecture Program Report**

It contains description on how KAAB Conditions are met in conjunction with the goal of the program, on the bases of continuous self-assessment procedure by the educational program.

##### **(2) Curricular information and display of materials**

The display includes relevant course materials intended for desired

student work outcome and following items

- The relationship with the particular course work and pertinent student performance criteria, relative to overall curricular relationship
- Course syllabus
- Course materials, handout materials
- Documents showing purpose of student trip or visit to a site
- Grade results on a course work with supplements

(3) Student work outcome

Student works in display must be those from immediate past two semesters prior to the visit. Appropriate amount of sample works represents highest achievement and the lowest to meet the criteria.

**Rubric of Evaluation**

	Conditions for Accreditation Part 3 (Student Performance Criteria : SPC)	
Conditions for Accreditation	Program satisfies possessing curriculum to foster student’s ability in problem solving and creative design capability through satisfying 26 Student Performance Criteria consists of Critical Thinking in Architecture, Design, Engineering / Technology, Professional Practice.	
Evaluating Elements	<ol style="list-style-type: none"> <li>1. The APR consists of overview of program’s goal and methodology with structured curriculum, syllabus indicates study schedule of each criteria</li> <li>2. Educational program is set-up well ahead and there are proper evaluating tools for student works which are established with objective and transparent rules of management</li> <li>3. Educational outcome outlined at SPC is sufficiently acceptable by majority vote of the KAAB site visit team</li> </ol>	
Measure of Evaluation	Satisfactory	<ul style="list-style-type: none"> <li>• The APR reflects sufficient information and syllabus indicates study plans of each criteria</li> <li>• Educational program is set-up well ahead and there are proper evaluating tools for student works with objective and transparent rules of management</li> <li>• Educational outcome outlined at SPC is sufficiently reflected in student work and majority of KAAB site visit team agrees</li> </ul>
	Need Improvement	<ul style="list-style-type: none"> <li>• Only few part of evaluating criteria are met</li> <li>• There are portion of student works or some select studio’s work display some degree of deficiency</li> <li>• Educational intent and efforts invested are evident but majority of KAAB site visit team members agree to categorize as ‘Need Improvement’</li> </ul>

	<p>Not Satisfactory</p>	<ul style="list-style-type: none"> <li>• Only a part of evaluating criteria are met</li> <li>• There are some portion of student works or some select studio's work display serious deficiency</li> <li>• It is unclear that educational curriculum is set-up ahead of course and proper teaching materials are not readily evident</li> <li>• There are criteria that display continuous deficiencies regardless of previous site visit's critical comments on matching criteria</li> <li>• Educational outcome displays majority of KAAB site visit team members agree to categorize as 'Not Satisfactory'</li> </ul>
<p>Note on Evaluation and Precautions</p>	<ul style="list-style-type: none"> <li>• All educational outcome through course work must be administered through pre-organized curriculum. Therefore, course syllabus must display relevant educational contents set up in well advance</li> <li>• Evaluating site visit team members must be aware SPC's proper intentions and contents prior to site visit. Active exchange of opinions among team members are encouraged while evaluating student works</li> </ul>	

### 1.3 Guideline to Assessment of the Resources

Some quantitative standards are provided for assessment of the accreditation items related to resources in the 2010 version of the KAAB C&P, including section 2.5, human resources and operating system; 2.6, physical resources; and 2.7, information resources. These quantitative standards were deleted when the principle of the overall assessment method was changed into "outcome based" method in the 2013 revision of the KAAB C&P.

These guidelines are prepared in order to keep programs from the confusion that may be caused during the initial and continuing accreditation visits, and to be utilized as a reference by a program preparing an accreditation visit.

#### 1) KAAB C&P 2.5. Human Resources and Operating System

A visit team assesses the points (1) and (2) below in order to qualitatively evaluate an appropriate level of the human resources and operating system to carry out a successful professional degree program that can attain the goal of the program.

- (1) In case of a continuing accreditation visit, have the respective resources have been maintained as before or improved compared to

the last accreditation visit?

- (2) In case of an initial accreditation visit,
- Is the teaching load of undergraduate and graduate combined for full time faculty members seem appropriate?
  - Does program utilize design studio coordinator positioned for each year level?
  - Is there a system(s) established to effectively operate a class, such as coordinator and coordinate meeting and/or committees?
  - Is there sufficient number of full time professors enough to offer appropriate level of one to one counseling for enrolled students?
  - Have one to one interactive tutorial format established for studio classes?
  - Is tutoring time of minimum 40 minutes per student a week set up for design studio classes?
  - Is the class hour per credit unit appropriate for studio classes?
  - Does the program have sufficient number of staff members enough to support all the administration work required?

## **2) KAAB C&P 2.6. Physical and Information Resources**

A visit team assesses the points (1) and (2) below in order to qualitatively evaluate an appropriate level of the physical resources to carry out a successful professional degree program that can attain the goal of the program.

- (1) In case of a continuing accreditation visit, have the physical and information resources been maintained as before or improved compared to the last accreditation visit?
- (2) In case of an initial accreditation visit,
- Is a studio class divided into a smaller group of adequate number of student per instructor?
  - If a studio class is not divided into a small group as mentioned above, is there any potential problem associated with the operation of the studio?

- Does each and every student in a studio have sufficient space to carry out an individual project and to have a class?
- Is the studio space available to use all the time for students?
- Is a model shop with adequate kinds and number of equipment available? Is the shop equipped with safety regulations and a staff(s) for safety?
- Does the program make an effort to improve the physical environment requested by the students?

A visit team assesses the points (3) and (4) below in order to qualitatively evaluate an appropriate level of the information resources to carry out a successful professional degree program that can attain the goal of the program.

(3) In case of a continuing accreditation visit, have the information resources been maintained as before or improved compared to the last accreditation visit?

(4) In case of an initial accreditation visit,

- Is the accessibility to the library of students' prime use adequate?
- Does the library have adequate amount of books in the relevant professional field? (more than 5,000 kinds in the field)
- Is there alternative source of information other than the library which is easily accessible?
- Does the program provide sufficient amount and supply of periodicals and architectural journals up to date?
- Are books and other information resources provided reflects what students are requesting?

### **3) Providing Guideline and Relevant Information for Human, Physical and Information Resources**

Due to a recent shift on emphasizing outcome based assessment, all quantitative standards on human, physical, and information resources were replaced with qualitative measure. However, programs preparing initial accreditation can be effectively assisted by quantitative guideline.



For school programs in need of quantitative reference, the KAAB provides relative quantitative data from already accredited programs of the nation through the KAAB website. Any school programs in need of concrete quantitative reference for resources can use information provided at programs' discretion.

#### **1.4 Guideline to Determination of Accreditation Term**

An accreditation visit team, as a result of a visit, prepares a confidential recommendation of accreditation term to submit to KAAB. A decision should be made based on quantitative evaluation, mainly based on student work outcome. It is not recommended to make any decision on the basis of the evaluation of physical resources of the program

Term of accreditation signifies that the students who received a professional degree from an accredited program within the term of accreditation have completed an appropriate education required by the KAAB conditions and procedures. The term also implies that the deficiencies identified during the visit should be sufficiently improved within the said term.

The guideline for determination of term of accreditation is provided to warrant a minimum level of equity and consistency in determining the term of accreditation among different teams. This guideline is not compulsory. Rather it is provided as a reference material. It should be remembered that the guideline provided here represents only a small segment of all possible cases. A visit team must deliberate the quality of the program reviewed based on the findings and in accordance with the KAAB conditions and procedures to make a fair and justified decision.

The program is not allowed to raise an objection or appeal.

Deficiency identified that may be considered to determine terms of accreditation as follows

##### **1) Deficiencies which may lead to “Accreditation for 4 years (3 years for Initial Accreditation)”**

- (1) A specific criteria of condition received a decision of “not met” or “cause of concern” for three (3) consecutive times.
- (2) Six (6) or more criteria among twenty six (26) section 2.9 of the KAAB C&P, Student performance criteria, received a decision of “not met”.
- (3) Three (3) or more items, including either “KAAB C&P section 2.3, Degree and Curriculum” or “KAAB C&P section 2.9, Student Performance Criteria”, among the following 9 items received a decision of “not met”.
  - a. KAAB C&P section 2.1 KAAB Perspectives on Architectural Education (One or more “not met” decision on any of the five perspectives under this subject make this section “not met”)
  - b. KAAB C&P section 2.2, Self Assessment System
  - c. KAAB C&P section 2.3, Degree and Curriculum
  - d. KAAB C&P section 2.4, Student Information
  - e. KAAB C&P section 2.5, Human Resources and Operating System
  - f. KAAB C&P section 2.6, Physical and Information Resources
  - g. KAAB C&P section 2.7, Financial Resources
  - h. KAAB C&P section 2.8, Research Development
  - i. KAAB C&P section 2.9, Student Performance Criteria (This category is considered “not met”, if five (5) or more accreditation items are “not met”)

**2) Deficiencies which may lead to “Accreditation for 3 years (2 years for Initial Accreditation)”**

- (1) A specific criteria of condition received a decision of “not met” or “cause of concern” for four (4) consecutive times
- (2) Ten (10) or more criteria twenty six (26) section 2.9 of the KAAB C&P, Student performance criteria, received a decision of “not met”.
- (3) Three (3) or more items, including either “KAAB C&P section 2.3, Degree and Curriculum” or “KAAB C&P section 2.9, Student Performance Criteria”, among the 9 items as enumerated under the provision in 1.4. 1) (3) above, received a decision of “not met”.

**1.5 Field Action Guideline for Unexpected Incidents**

The conduct of accreditation site visit of the KAAB must be based on

cooperative efforts between school program and site visit team. All visit agenda must be pre-arranged on agreement and performed under strict protocol and prescribed procedures (guideline). Nonetheless, the site visit team may encounter following unexpected incidents which affects normal operation of site visit. The team must be prepared with Field Action Guideline to minimize any disturbance caused by unexpected incidents during site visit.

#### **1.5.1 Field Action Guideline for disturbance caused by sever disagreement**

The KAAB site visit review process is based on principles of 'peer-review'. Therefore, reviewer and reviewee are bound to show respect to each other and require diligent communication. However, due to difference in point of views sometimes heated debate do occur between two parties. In rare incidence, it may turn into arguments or it could be taken as an offensive act or attitude toward any sides. Before it elevates to a degree that it could disturb the integrity of the site visit outcome, following guideline must be utilized.

- All team members must be always aware of the fact that until the VTR is drafted to be disclosed, the review is ongoing and never display conclusive remarks on any reviewing issue. Especially when there seems to be some heated debates, it is important that the team members must always use future tense such as '... all team members will carefully re-examine with new supporting materials', or '... team will re-visit this issue with fresh set of eyes' and etc., must not spend too much time on any particular issue and move on.
- All personnel from the school program must show respect to any team member's task of reviewing. If any questions rise, it is best to resolve any issues at hand immediately by asking team members or team chair.
- The program personnel must be aware of the fact that designated KAAB staff member on site is there to help with any questions or take suggestions in regard to review procedures.

Regardless of above guideline and precaution, some arguments or similar incident could develop into a degree that site visit cannot continue further. In this case, following guideline must apply.

- By formal request from any team members or personnel from the program, site visit could be temporarily suspended by team chair's decision.
- If temporary suspension occurs, as a part of effort to investigate the cause of the problem, the team chair may request to have separate meetings with any personnel who deemed related to the incident. After the necessary meetings with successful mediation by the team chair, the team chair may declare that the site visit resumes to normal operation.
- Otherwise, following steps must be taken
  - (1) If it is determined that the cause of temporary suspension is given by the school program and requires further action, the team chair can issue 'Warning for Early Termination of Accreditation Visit' and bring it to attention of Head of the Program and Chief Academic Officer of the Institution (President) or its representative. At the same time, the Chair must give a least half day of cooling period, during which school program may take formal action to alleviate the incident. The school program may;
    - A. request a meeting with team chair to discuss ways to resolve the incident by accepting team chair's term,
    - B. raise a formal appeal on ground of procedural error,
    - C. do nothing (accepting 'Early Termination of Accreditation')
  - (2) If temporary suspension is determined to be caused by the visit team resulting dismissal of (a) team member(s) is carried out by the team chair, the team chair must request a meeting with head of the program and top administrative official to discuss option to terminate site visit. At this point, team chair must acquire institution's consent to resume site visit. Also, team chair may declare termination of the visit if he/she finds sufficient causes to do so.
  - (3) If issues are resolved, team chair may declare cancelation of 'Warning for Early Termination of Accreditation Visit', by issuing notice to school officials and resume site visit process. If Early Termination of Accreditation occur after team chair's declaration, the follow-up procedure (KAAB C&P 4.3.7) must be conveyed to school program by team chair.
  - (4) If termination of the visit is declared, the team members must quickly organize team room and destroy any working notes and etc. to leave

school. The visit team must disperse right after leaving school vicinity.

### **1.5.2 Field Action Guideline for disturbance caused by natural disaster or accident**

During site visit, natural disaster or unavoidable accidents involving team members could seriously disturb normal visit procedure. Following guideline should be utilized to minimize any further damage to school program or the team.

- On event of serious accident, the team chair must temporarily suspend the visit process and call for immediate meeting with head of the program and staff member of the KAAB on site to discuss whether to further suspend the visit or not. It is best to take next action by consensus.
- In order to resume visit process, the team chair must acquire school program's consent. The team chair may declare termination of the visit if he/she finds sufficient causes to do so.
- If Early Termination of Accreditation occur after team chair's declaration, the follow-up procedure (KAAB C&P 4.3.7) must be conveyed to school program by team chair.
- If termination of the visit is declared, the team members must quickly organize team room and destroy any working notes and etc. to leave school. The visit team must disperse right after leaving school vicinity.

### **1.6 Protocol of Accreditation Visit**

The protocol of accreditation visit is compulsory and must be observed by all the visit team members. Violation to the protocol may construe a serious procedural error and may defame the character of the KAAB. Violation of the protocol may be reflected on the programs assessment of the visit team.

**When and if a violation to the protocol takes place**, team chair must immediately convene a meeting, without the member who violated the protocol, to discuss the means how to resolve the issue on hand and draft of a report to KAAB.

The visit team chair must emphasize the importance and significance of the protocol through an orientation to prevent such an unfortunate incident.

**1) All team members must be aware of the 'KAAB Site Visit Guideline' and utilize it**

Team members must review the Site Visit Guideline in advance and must follow the procedure on it.

**2) All the proceeding and information is confidential**

All the information and document obtained during and before the visit must kept confidential. It is breach of trust to disclose any such information or document.

**3) Responsibilities allocated to the team members must be kept confidential**

School programs are very sensitive about the visit and its proceedings. Revelation of the responsibilities allocated to each team member may induce an acute reaction of the program and causes a serious damage to the ingenuous intention of the accreditation visit. Especially the observer nominated by the program should not cause the damage the fairness of the visit by attempting to communicate with the program.

All tasks will be allocated to enable all review criteria to be check more than by two members. The final decision is made always by the team, rather than by individual member. All members must be aware of it and behave so during the visit.

**4) Authoritative and/or unilateral attitude is prohibited**

Accreditation process of the KAAB is not a unilateral evaluation but a two-way peer evaluation carried on in collaboration with the program to be reviewed. A successful accreditation should allow the program reviewed as much opportunity to present its own case and defend itself. Team members, therefore must not be authoritative but maintain a humble and positive attitude to encourage communication with the program. Team members should bear in mind that the program is also assessing them constantly.

**5) Work as a team with no individual agenda**

Each members of the team must aware that he/she is a part of the team and behave accordingly withholding his/her personal agenda. He/she must stick to the time table, withhold individual outing, and should not act unpredictably.

**6) A team member should not advance a resolution**

The visit team should not attempt to advance any suggestion or resolution to the program however trivial one it may be. The program may construe any given suggestion or advice as a resolution provided by KAAB. Such act may confuse the program may significantly interfere with the program's intention and the ability to be creative to make own resolution. Further it may affect negatively in the future by demeaning the decision of the other visit team on an item of a similar nature.

**7) Emotional expressions or reactions must not be demonstrated**

It is important for team members to be aware that an accreditation visit also assesses the ability of the program reviewed to improve the quality of the program by rectifying the negative items identified through its own assessment system. It is not desirable to react acutely to the deficient items in an emotional or authoritative attitude, or neglect them in an indifferent manner.

**8) Team members should not be bowed to dignity**

Visit team must apply the same standard in an assessment of a program with a high reputation as it does in a program with a lesser degree of reputation. It is disallowed to ignore or tolerate deficiencies because of the reputation of a program.

**9) Personal phones must be turned off**

Team members must keep his/her personal phone off during the visit. Team chair is suggested to allow his/her members a break time once in a while so that they can make their phone calls.

**10) No picture should be taken during the visit**

Picture taking is, in principle, not allowed during the visit. Taking a picture for private purpose may make the program uncomfortable because the

program would want to keep their sensitive materials confidential. The team chair may allow to take a picture in a designated time in a limited area.

**11) Offering of any favors by the program is not allowed**

No convenience of any kind can be requested or offered to team members during the visit.

**12) No imploring for a job or no scouting for a position**

Team members are not allowed to discuss about job opportunity until the final accreditation decision is made and published. Also prohibited is a scouting offer by team members to any student and/or personnel of the program.

**13) No gift or entertainment should be accepted**

Team members are not allowed to accept any favor, present, and/or service from the program. It is a violation of KAAB accreditation protocol. KAAB is responsible for all the meals of the team members during the visit.

**14) No special favor even at the conclusion of the visit**

Offering convenience, including lunch and/or transportation, after the conclusion of accreditation visit is a violation against the KAAB protocol. Also it is recommended to restrain him/herself from communicating with the program after the conclusion of visit.

**15) Cooperate with the team and support team chair**

A team chair is the most experienced expertise in accreditation and the leads the accreditation team. Team members should follow his/her leadership. Members also must work for the team rather than for his/her individual agenda.



## **2 Guideline to Program Operation and Management**

### **2.1 Duplicated (Repeated) registration of a studio class and Rule of prerequisite class**

Studio class is the prime subject in architectural education. It is a class that requires consolidated knowledge and skills in many diverse areas. Another character of a studio class is that the overall flow of these knowledge and skills should develop gradually in stages.

Accordingly, a program should offer studios designed for gradual development of such knowledge and skills of the students. The program should make it a rule that students should be encouraged to take studio classes in such an orderly manner designed for gradual development of the knowledge and skills; and also should be restrained from registration in an advance studio class without completing the prerequisite studio.

Nevertheless, a program may allow an exception for a student who is considered to absolutely need to register two studios at the same time or register in a studio class out of order due to untimely return after a leave of absence, failure to get a credit, transfer/change of major, and/or shortage of credit units. In this case, it is absolutely necessary, in order to maintain the quality of the program, for the program to demonstrate a special record and outcomes of the student in question for confirmation and evaluation of the visit team.

### **2.2 Operating a studio in summer(winter) semester**

In case a program offers a seasonal semester during a summer or winter vacation, the studio offered must conform to a regular studio in every aspect. In case that a program decides to operate a joint studio with other program(s), it is strongly suggested that the other program that operates the studio must be a KAAB accredited program. It is also required to demonstrate that the student in question sufficiently satisfied the requirement of the SPC or student performance criteria.

### **2.3 Education/curriculum management system**

KAAB accredits a program as a unit. A program therefore must prove that all the students, including transfer/change of major students, have successfully completed, without failure and through the courses designated as requirement courses, the education that sufficiently satisfies the requirements of the SPC, before they graduate.

If a student satisfies some of the requirements through one or more elective courses, a matrix to show the relationship between elective course(s) and the SPC must be maintained for each and every student in question to prove that each and every one of them successfully satisfied all the requirements designated by SPC.

If a student who is claimed to satisfy the requirement of the SPC by taking an elective course, even if the course later was changed into a required course, it should be proved for each and single individual separately that he/she successfully satisfied the requirement of the SPC.

In case that a student who is claimed to satisfy the requirement of the SPC by taking a course which had been switched back and forth between elective and required, closed or newly opened, it should be proved for each and single individual separately that he/she successfully satisfied the requirement of the SPC by means of, for instance, a substitute course, or a course reinforced to meet the requirement of the respective SPC requirements.

Especially, for the students who transferred in, changed his/her major into architecture, for each and every one of them separately, it should be proved that the course of the other program for which the credit units were recognized by the program is indeed equivalent in its contents and number of hours to the respective course offered in this program; and, it must be fully demonstrate that the program maintains a structured monitoring system to manage these students.

## **2.4 Guideline for operation of a program with plural study courses**

### **(1) Plural study courses that admit students with no declaration of major**

Some programs operate a 4-year program and a 5-year program combined together offering either 4-year bachelor degree 5-year professional degree. Students are admitted without declaration of either 4 or 5-year programs. The students may choose to declare for their major when they advance to second, third, or fourth year. Some of them may change their major after their initial decision. There should be no further transfer allowed when they advance to fifth year or into a professional degree program.

A combined program should classify each course with clear names, such as “department”, “track”, “major”, or “study program”, and establish definite rules and regulations for each course and operate each course under the respective rules and regulations. In any case, the degree names of these courses must be different from an accredited professional degree. In any case, an official process such as transfer, or change of major, is required with these actions and the record of the process must be maintained.

For undergraduate programs, KAAB accredits only the five-year professional degree program, and only the students in that program are recognized. Although a 4-year program is not the subject of KAAB accreditation, all the shared curriculum must be considered as a part of 5-year professional degree program.

### **(2) Plural study courses that admits students with declaration of major**

In the programs that operate plural study courses such as a 4-year architectural engineering program, an architecture-related program, a 5-year professional degree program; and admit students separately for each different study courses, transfer/change of major of students is carried out according to the established rules and regulations within the school program.

Subject of KAAB accreditation is only the 5-year program and only the students graduated with 5-year professional degree. Naturally, all the graduates including those who transferred from other 4-year programs must prove that they

successfully satisfied the requirements of the SPC.

All the students' record regarding transfer from or to 4-year program must be maintained as record of proof.

**(3) Programs operating a separate 4-year program within a 5-year professional degree program**

A program that established a plural study courses to operate a separate 4-year program within a 5-year professional degree program must abide by the established rules and regulations of the program. KAAB accredits only the 5-year program and the transfer to and from the 4-year program must be official and the process must be recorded to be maintained as record of proof.

Only the students' outcomes of the 5-year program are the subject to the evaluation of the KAAB accreditation, but the curriculum before the separation must also conform to those of the 5-year professional degree.

Degrees offered to the graduates of each study course must be clearly distinguished from one another. Examples of the names of degree offered may be:

- Bachelor of Architectural Studies, or (Bachelor of Art/Science/Engineering in architecture)
- Bachelor of Architecture (Professional, 5 year Degree)

**(4) Operating a 5-year program in conjunction with graduate program**

There are programs that operate a 5-year program in conjunction with graduate school with 4 1/2 years for bachelor of architecture degree and additional 1 1/2 year for graduate degree. Students who are committed to take this conjunction program must be abided by the pre-established rules and regulations governing these students and all the record of such student must be documented and maintained. The rules and regulations must include a provision that stipulates curriculums of the last semester of the 5-year program must be completed at the graduate school. Violation of this provision may serve the case to withdraw the KAAB accreditation.

### 3 Note on Preparation of the Team Room

Below guideline is supplement to the KAAB C&P '4.3.6 Responsibility of the Program for Visit'.

#### 3.1 Site Visit Team Room

Team chair must examine the visit team workroom in advance to confirm if all the necessary materials required as speculated in the KAAB C&P 4.3.6 are properly prepared or have a concrete plan to prepare them. The team chair may discuss the details with the person in charge of preparation over the phone or any other means available and make an inspection on the day before the visit commences on Saturday. If the preparation is found to be insufficient, it is the team chair's responsibility to request the responsible person for correction or further preparation of supplementary materials as well as the deadline to complete the additional preparation.

- A visit team workroom must be secured for assessment of the exhibit of student work outcomes, materials and document, and free discussion. The room also must be well equipped, sound proof, and well ventilated. The team chair should discuss with the program to prepare the work room and confirm the preparedness.
- Workroom must be secured with a lock which is controlled by the team. A digital door lock is preferred over regular key system so that digits on the lock can be changed for security reason. Lock and chain for bike is also acceptable.
- The program should be notified that access for logistics such as room cleaning, fill up of supplies, messengers carrying document are strictly controlled by the team chair. Should any breach of this notification takes place, the program must be warned and, depending on the seriousness of an incidence, the accreditation visit may be terminated early depending on the outcome of the team meeting regarding the incidence.
- All the outcomes of the student work must be displayed for ease of review in the workroom. Samples of the student work with the high-pass works and the low-pass works must be displayed with clear and easy to understand marks. It may be prudent to display the outcomes with high-pass works on vertical surface while to keep the outcomes of low-pass works at a place inside the room.

- It is strongly recommended to prepare the team meeting table and the student work display in the same room, because team meeting is always directly related to the exhibit and exhibit should be readily available. Conservation of resources and space is another reason. If the situation does not allow to have all at one space, outcomes related to elective courses and the faculty members may be displayed in another space, provided that the condition is discussed with the team chair in advance.
- It should be mentioned that excessive amount of display in a large room may hinder the review and assessment efficiency. It may also be too costly for the program in terms of time and efforts to set up.

### **3.2 Exhibit of Students Work**

Display of student outcomes takes a large portion of the exhibit and programs must be creative to demonstrate the characteristics of the program through the exhibit. Programs must use its best discretion to decide display method, range, and quantity as well as documents and presentation, with which the program can convincingly persuade the visit team.

- It is strongly suggested that the display of students' outcomes be limited to the visit team workroom. Since the outcomes are displayed with a clear indication of the highest and lowest graded works, access to the team room must be strictly controlled to protect individual student's personal information. It is also necessary because team members should be able to review the outcomes constantly and at all times while closed discussions of the team continue through the whole process of accreditation visit.
- All the student work outcomes displayed in the team room must be identified with student's name. However, the name and other personal identification must be covered or deleted when they are open to public viewing after the accreditation visit is over. It is also recommended the students' work with lower grades not to be displayed in public.
- Programs may open the exhibit to the public to celebrate its own successful conclusion of the accreditation and to make the best opportunity to promote itself.
- For design studio works, displaying all works are not required but best to use sampling methods. If there are 1~2 studio sessions under one studio class, it

would be appropriate to sample 2~3 works per studio session, and for 3~4 studio sessions would sample 1~2 works per studio session. It would be best to sample 1 works per studio if there are more than 5 studio sessions.

- It is recommended to display on vertical surface for high-pass works. All other grade sample (low-pass) works must be within easy reach in the room. It would be best to tag each work samples with actual grade. Also, it is highly recommended to furnish traces of design work progresses of various stages with the sampling end result.
- Although the principle in methods of student work display is at program's disposition, it is recommended to consult with team chair about methods of display in advance to minimize any confusion for the visit team.

### **3.3 Rules and guideline for storing student work outcome**

Student works in display must be those from immediate past two semesters prior to the visit. Student works of other periods must be stored within the school as outlined in the KAAB C&P '4.3.6 Responsibility of the Program for Visit (3) Student work Outcome', and during the visit, the team may request to confirm it.

The main purpose of checking student works of accreditation term period is to confirm program's continued carry out of stated educational curriculum since last site visit rather than to evaluate level of accomplishment on students of particular period. It will be physically unfeasible to evaluate level of works of all student works since last visit, but the team will focus on works in display.

- Student work samples since last visit of following amount must be stored as record. For lecture courses, 3 to 4 samples each of mid to final term examination sheet with questions and answers, and about more than 50% of outcome of student works in digital format enough to indicate contents of course work for design studio class.
- The stored works of past periods since last visit can be much useful to the team when the works in display of past 'two semesters' are not satisfying due to absence of particular teaching staff or other temporary concern within the program.

In case the program fails to present stored student works since last visit period,

following procedures must have taken by the program in advance, before reporting to team chair.

- Malfunction of the digital storage device must have gone through data recovery service to retrieve data before the site visit.
- If digital storage device is lost, the program must have tried its best to recollect work samples by asking students, as much as possible.
- At the time of above incident occur, the program must have reported to KAAB office for the record.

If the team learn that none of the past work samples other than stored works in team room are kept by the program, the team must take following procedure.

- Check whether the program has performed sufficient actions to recover sample works as listed in above guideline
- Interview students or student representatives to confirm program's stated curriculum is carried out
- The team must leave a record of this incident in visiting team report clearly.

If school program were unable to present the stored student works of past years, it clearly signifies the fact that the program has failed a portion of accreditation procedure. Any disadvantage the program might face by this is entirely up to the program. Through annual reporting, the KAAB may perform periodic inquiry on this issue from next year and on.

### **3.4 Qualification guideline for Preparation Director**

As the site visit process being the pinnacle of entire accreditation process, ultimate result of accreditation term decision depends solely on the quality of the site visit. Therefore, in order to successfully prepare, there are immense amount of work needs to be done, and the program need to constantly make strategic decisions among array of options to choose from for years. In addition, the team members have to make critical decisions for the program during such a limited time frame of just few days at the team room. Therefore, there is no doubt that efficient communication between the team and the program is critical, and contents prepared at the team room will play instrumental role toward the visit result.



For above reasons, the counterpart to the visit team, the person who is in charge of actual preparation of the team room (Preparation Director, in many cases not necessarily matches with Head of the Program) must be able to not only represent program's ingenuity and its contents, but also need to possess sufficient understanding of entire accreditation process and its purpose.

Therefore, the KAAB recommends following qualification guideline for nominating Preparation Director of the 'site visit preparation' for the best result.

- Faculty member who has at least 5 years served as full time (or equally qualified as) faculty position of the program.
  - ⊗ Having experience as full time (or equally qualified) position in other professionally accredited program can be counted to fulfil 5 year minimum requirement
- Faculty member who has experience of being a visit team member or an observer for twice or more.
- Have not served as Preparation Director or Head of the program at previous site visits to the school program.

The reason for not recommending same personnel to become Preparation Director in a row is to prohibit giving unfair burden to designated faculty member of the program. By following the guideline above, the site visit will run with much expertise and based on much knowledge, which will lead to best result for the program.

Since the concept of the accreditation site visit is based on continuous quality monitoring in nature, the program must have sustainable way of operating at its best, without relying too much on few limited faculty members' performance or particular aids.

## 4 Q&A

### 4.1 Questions on the major agenda of an accreditation visit.

Q1 What do I do in the entrance meeting and what do I have to prepare?

As enumerated in the 1.1 of this guideline, agenda of the entrance meeting includes: self introduction of the team members including experience and major interest of the members; and to discuss and understand the formality of the visit. Further role and responsibility of each member are assigned in this meeting based on each member's expertise and personal interest with assurance of mutual consultation and coordination.

Also, members share and discuss the questions identified during the review of the APR and supplementary materials to conduct the visit efficiently and successfully.

Accordingly, you have to prepare the up-to-dated KAAB C&P mailed to you, APR, and your question and notes on review of the APR.

Q2. Why are the meetings with full-time professors and invited (adjunct) professors separated?

A Both meetings are significant because they provide with valuable opportunities to observe and identify the merits and demerits of the program and to detect the overall atmosphere.

Full-time professors and adjunct professors have a slightly different position. The former may be a little bit more defensive because they are directly responsible for the process and result of the accreditation process while the latter may have more critical view point because, very often, some of them are alumni of the program and may dearly aspire to improve the reputation of the program while some others may have more balanced view points because of their outside experience. It may be easier for the latter group to speak out their honest and frank opinion without the presence of the former group.

Q3 How do I deal with the issue if and when I found a deficiency in physical resources during the tour of the facilities?

A. You better not make the decision right away based on your observation, especially on a quantitative standard on the physical resources. It is advice that you make a note of it and make a final decision qualitatively at the last meeting considering that if the deficiency significant to affect the overall quality of the education the program offers.

Q4 How important is it to observe a studio, lecture, and/or seminar? Is it a must to do that?

A It is significant because the observation, even though it may be very brief, provides the visit team with an opportunity to confirm the contents, detect the class attitude, and feel the atmosphere. (although it may be suspected to be staged)

It is recommended, however, the observation should be conducted discreetly not to interfere with the class in process. A discrete observation in a group of 1 or 2 is recommended.

Depending on the situation members may be selected to participate in the observation of an appropriate class and/or members may voluntarily select a class of his like.

Q5 What is the purpose of the meeting with graduates of the program and (alumni) practitioners?

A. It is an opportunity to monitor their impression on, merits and demerits of the program on the program from graduates' points of view that have practical experience after they graduated.

It may be a good idea to invite a practitioner who hired a graduate(s) and listen to his/her points of view which may provide an entirely different point of view, if possible at all.

Q6 When is the best time to start to draft the VTR?

- A. By the beginning of the third day of the visit, you may have a pretty good idea about the program as a whole and some information and data you acquired during the first two days. It may be prudent to make your own decision and to start to draft comments on the accreditation items of your responsibility.

It may be noted that all members should get together and to begin to go over with each and every item on the VTR for the first draft. It is an arduous process to go through to draft a VTR, which requires a great deal of hard work, heated discussions and arguments. An objective and articulate judgment, right attitude, mutual cooperation and perseverance may help to expedite the process, which is, many times, continues until very late night and possibly to the next morning.

- Q7 Why is it important to make decisions on the accreditation items before the conclusion of an accreditation visit?

- A. It is important to make all the decisions at the visit team workroom where all the backup materials of your discussion and argument to make the decision exist in the room. All the team members must participate in the decision making process and there will be hardly another chance for all the members to get together once the visit is over.

Also the decisions should be made before the team leaves the campus because the team should notify the decision to the program before they leave the campus. The programs should be assured that all the decisions are made with the presence of all the proofs and materials necessary to make a credible decision. Further they should be assured that the decisions will not be changed after the conclusion of the visit.

- Q8 Why should visit team must leave the campus as soon as the accreditation visit is concluded?

- A. The final decision on the term of accreditation is made long after the accreditation visit is over. It means that the entire accreditation process is not

over with the conclusion of the visit. Therefore, the team should make the best effort to avoid any chance to act which may be misconstrued as interference, misbehavior, or misconduct. It is best therefore to leave the campus as soon as possible and try to avoid any chance to encounter with any personnel of the program.

It is strictly prohibited to take any convenience from the program including lunch or transportation after an accreditation visit is concluded.

#### **4.2. Questions related to SPC**

Q1. There is no set objective standard in assessing the SPC's. How can you warrant equity on the decisions made by different individuals with different backgrounds and of diverse characters and standards of measurement?

A. It is imperative to make a qualitative assessment on SPC's because of the inherent nature of the SPC's and accreditation itself and it is true that individual members of a visit team does make assessment with the same standards. KAAAB C&P, however, established a procedure where each and every member of a visit team discusses and makes their argument to defend his/her own assessment and persuade others, all on an equal level, until they reach a consensus. This procedure may not prove to be a fair and just method decisions on an equal level all the time but have produced an acceptable result so far.

The five members of a visit team represent the three institute members of KAAB and KAAB itself. All of them are experts in accreditation with experience in either education or practice, or both. As a member of a visit team, It should be trusted that he or she, as an honorable member of a visit team must do his/her best to make an objective and unprejudiced assessment.

Q2 What do you do when you, as a member of a visit team, found that a criterion is claimed to have met with a proof that a report or quiz/exam shows nothing but a copy of the contents of the criterion itself?

- A. It may be difficult to be accepted as a proof to satisfy the requirement of the respective criterion because SPC's requires minimum standards.

It may be recognized as a part of students' outcome. However, assessment of the criterion should be assessed positively only with a confirmation of adequate teaching material and a proof that the course was offered in all sincerity. If it is assessed that the teaching of the course is believed to have no depth at all, it should be assessed negatively.

It may be construed that the educational objective or goal of the program or the teacher in charge is not clear or the respective criterion was not clearly comprehended. The criterion may be identified as either "not met" or "cause of concern", and a comment must be made on VTR to request a positive improvement.

- Q3 What is the general rule and examples of display of design studio outcomes?  
or

A design studio course is divided into several numbers of studios. If this is the case, is it necessary to put up the students' outcomes representing each and every studio and all three possible grades, best, good, and poor?

- A. If a design studio course with the same educational goal and course contents is divided into several section studios, sampling representing each section does not help greatly to understand the contents of the studio.

Therefore, the rule of the thumb is to display the examples of the best grade and the worst grade of a "design studio course", not each studio. Number and types of project is up to the program. It may be prudent, however, that the display well represents the contents of the project and characteristics of the program.

KAAB advocates undemanding but efficient a display that samples the course eloquently but without a great deal of expense in terms of time and money. A program is suggested to prepare and keep all the projects and related materials in a digital format to accommodate an occasional request for supplementary materials or samples by a visit team.

Q4 . A content of a course does not coincide with the indication on SPC matrix provided by the program, how should I assess that particular criterion?

- A. Student matrix to show the relationship between the SPC and the curriculum is a tool to help the team perform the assessment effectively, that is, it is just a guideline. Therefore, an error on a tool or the matrix does not constitute a reason to assess the course in question is insufficient or not met.

The visit team, in this case, is obliged to find if the criterion was met by any of the other course. If the criterion was indeed met by any other course, the criterion in question may be assessed as being “met”. At the same, however, it may reveal that either the program does not fully comprehend the SPC and/or its own curriculum, or the program’s self assessment system is not sufficient or operation with deficiency. If this is the case, it may constitute a reason to make a comment in that effect.

Q5 Is it true that requirement in SPC must be satisfied only through a “required course”?

- A. No. It should be mentioned, however, that it is easier for all students to achieve a consistent and uniform educational outcome if a criterion is offered as a required course or the likes.

KAAB does not suggest or recommend any particular curriculum, courses, quantitative standards required to satisfy the SPC’s, in order not to encourage programs from establishing a uniform or standardized curriculum. Therefore, programs must be able to establish the best and creative curriculum and educational method according to its educational goal and characteristics of the program.

The KAAB accreditation assesses the educational system of a program if the system facilitates the students to satisfactorily achieve the minimum level of the requirement of the SPC before they graduate.

Q6 What is the best means to reconcile the differences on the interpretation and application of SPC among the members of a visit team?

- A. You must seek arbitration of the chair of the team. The chair is well seasoned with much experience in similar precedents and it is the responsibility of the members to cooperate and be abided by to the chairs arbitration.

It is encouraged to respect the majority opinion/decision as it is in all decision making meetings, although an opinion of an individual's may not be neglected. If the discussion reached a dead lock and it is not possible to reach a consensus, chair may choose to vote or arbitrate the difference. It is strongly recommended that the method to resolve the difference or dead lock situation was decided during the orientation in the day -1.

Q7 What is the best means to reconcile the differences on the interpretation and application of SPC between the visit team and the program?

- A. The team must deliver its interpretation to the program to provide them with a sufficient opportunity to explain its own interpretation. This is a very important procedure to narrow the gap between the team and the program.

In case that the difference cannot be resolved with the program even after the effort of the two parties, the visit team has no duty to make the program understand or persuade them. It is suggested for the visit team to make the best assessment possible based on the interpretation of the program with a brief comment in that effect.

Q8 What is the range of the practical use of the annotations provided in this guideline?

- A. The annotations are provided to help the program who prepares an accreditation as well as the visit team to understand the meaning. They are by no means comprehensive and exclusive and meant to be intentionally vague and ambiguous leaving a room to creative interpretation. They meant to be used as a reference, not as a bible. It is not meant to be a substitute to the SPC's.



### 4.3. On Accreditation Visit

Q1 Is period of 4 days of accreditation visit considered too lengthy?

A. No. it is not. A visit team must perform so many tasks within the period, such as assessment of educational outcome, physical and other resources and other various conditions necessary to support and maintain a professional degree in architecture program. Further they have to have long meetings to assess, discuss, and make various decisions.

Most experienced accreditation experts believe that the designated period of 4 days is not sufficiently long enough to carry out the tasks especially the scrutiny of the student outcomes. In order to expedite the process, it is strongly recommended for team members to prepare themselves thoroughly in advance to make the visit effective.

Agenda such as, tour of the facilities, meeting with the university president, and meetings over dinner, may appear to be unnecessary. However, the agenda is very important because they facilitate opportunities to understand the overall conditions and situations of the program reviewed. Meeting over dinner, for instance, provides members opportunities to discuss their findings during the day in more casual atmosphere.

Currently, a study is under way to reduce the length of the accreditation visit period of a continued accreditation visit, as the cycle of the KAAB accreditation is repeated over a period of time.

Q2 What do I should do when I need an additional material or supplementary explanation from the program?

A In general, you are recommended to request the program for them as soon as possible to facilitate the assessment of the visit team. It is an integral part of accreditation to raise the level of understanding of the operation of and/or backgrounds of the program through casual conversation and/or communication with professors of the program.

It is desirable to make the request through your team chair, however, if the request is considered to be related to specific accreditation items assigned to you but you do not want the program to know that you are the one who is responsible in that particular (many times, cumbersome and sensitive) issue, especially when the team wants to keep the responsibilities assigned to each member confidential. Depending on the situation, you can assist your chair by making the request by yourself and report the result to your chair.

Such request may be repeated during the visit period whenever necessary if it is important to do so and if time allows. It is the chair's responsibility to make these decisions.

Q3 Since it takes a great deal of time for tedious but seemingly unnecessary agendas such as observation of class, tour of facilities, meeting with graduates and the likes. Can these agenda be omitted to allow more time for assessment of students' outcomes?

A The KAAB accreditation agenda consist of compulsory items important to understand the overall conditions and situations of the program being reviewed, which has significant influence on the operational backgrounds and current status directly or indirectly.

These items have a great influence on making an overall assessment on the quality of the program from a general point of view. Also the process represents one of the characteristics of accreditation method of a program that offers a professional degree in architecture, and is indispensable to confirm the importance of the conditions necessary for education of professionals in architecture

Other international accreditation agencies, including the Canberra Accord signatory members, practice their accreditation based on a similar agenda, which serves as one of the constituents to maintain equivalency among them.

Q4 What is the responsibility of an observer? Is an observer requisite member of an accreditation visit team?

A. No. an observer is not a requisite member of an accreditation visit team. Experience as an observer is very important for team that prepares for an accreditation. The system of observer also helps KAAB to train experienced candidates of accreditation team members. KAAB advocates the system to enhance the transparency in the accreditation process.

Scope of participation of an observer in the accreditation is decided by the chair of the team. Although it is the chairs prerogative, a usual practice is to have an observer participate in the accreditation process with a limited responsibility or help other team members as an assistant. In any case, however, an observer should be a silent participant in any meetings with the program. An observe may participate in the usual team meetings to discuss and may offer his/her opinion. He/she is, however, discouraged or restricted to express or his/her view in the discussion or an official decision making process of an issue of serious and sensitive nature.

Since an observer is not directly responsible in the result of an accreditation, his/her assessment may prove to be objective and therefore be useful in the accreditation process. When it is proved that an observer is prejudiced or consistently cross the line or excessively aggressive, chair may choose to disqualify him/her as an observer.

Observers may not participate in the meeting to discuss and decide a confidential recommendation in order to keep the decision confidential.

An accreditation may be carried out without participation of an observer depending on the situation.

Q5 Is it a requisite to display and assess the research outcomes of professors?

A. No. It is not a requisite and is not stipulated on the KAAB C&P. Program may choose to display them and be reviewed by the visit team, but they are not considered a part of assessment.

Professors' outcome displayed for review may, however, help the visit team to assess whether their influence to the operation of the program positively or not.

Q6 How different is a continuing accreditation from an initial accreditation?

- A. There is no difference in procedure as stipulated in the KAAB C&P. For a continuing accreditation, however, the program must respond to the items pointed out in the previous accreditation visit and the visit team must assess them in addition to all the other routines.

The visit team may be able to encourage the program to develop a specialized character of its own in their curriculum through an overall assessment.

Q7 What options does a chair of a visit team has in dealing with his member, if and when he or she does not agree with the intents of accreditation and/or refuses to comply with the direction of the chair.

- A. When and if a member of a visit team is considered to have caused an enormous trouble to the entire accreditation process, or to violate the protocol of an accreditation seriously, chair may give him a warning that he will be responsible for the result caused by his mal behavior.

Any such violation against the established protocol may serve as a basis for official appeal of the program to the KAAB. It may defame the KAAB and interfere with accreditation business, which will lead to incur a serious mistrust on KAAB. The chair must impose a sanction to the member whose dogmatic words and action interfere with the accreditation process.

When and if the member does not show any sign of improvement and continues a misbehavior even after the warning of the chair, the chair may disqualify him/her immediately on his own discretion.



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