



Your Questions Answered: 2021 Visits under 2020 *Conditions*

NAAB

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Introduction

- Current Situation and Next Steps
 - Impact of COVID-19 on programs (online, studio work)
 - NAAB monitoring and making decisions with a mindful approach
- How can NAAB support programs seeking accreditation?
 - Asking Questions
 - Webinars
 - Resources
 - NAAB Newsletter
- Responding to Programs' Questions
- Questions/Comments

Evidence

Question

Do we need copies of exams to demonstrate evaluation of learning?

Answer

For SC.5 and SC.6, programs are required to include copies of graded student exams. For all other SCs and PCs, a program can include student work to demonstrate compliance, but it is NOT required nor expected.

Question

Will we need to provide PowerPoint PDFs for each lecture?

Answer

It is up to the school how they choose to provide this evidence. Lecture material is required but its format is up to the school.

Student Work for SC.5 and SC.6

Question

We would like to count both the final studio and a previous core studio for SC.5 & SC.6. If we can't get the past work from these students, could we show this year's work from the same level?

Answer

The school first determines which courses satisfy which requirement. In general, the requirement for student work is for a year's worth of classes (not a longer period as in the 2015 *Procedures*) or the full academic cycle in which the courses are offered. Work from fall 2019 through spring 2020 is appropriate as is work from winter 2020 through fall 2020, so long as all the courses that the school says they use to satisfy SC.5 and SC.6 have been taught in that timeframe. The preference is that the work for both SC.5 and SC.6 come from the same group of students. For this first cohort of schools having visits in 2021, and given the COVID-19 situation, NAAB is not requiring this.

Student Work for SC.5 and SC.6

Question

We are expected to provide student work examples for SC.5 and SC.6. In the case of student group projects where 2 or more students are working on a single project how does NAAB expect this work to be presented and identified if it is done by multiple authors?

Answer

Each student in the group must have received a passing grade for the class; if one student did not, that project should not be selected. There needs to be a description of what the individual students did (how did the students divide up the work).

Evidence for SC.5 Design Synthesis

Question

	Course X	Course Y
Student A	SP 2020	FA 2018
Student B	SP 2020	FA 2017
Student C	SP 2020	Did not attend UK for undergrad

If both Course X and Course Y are used to satisfy SC.5, do we need to show student work examples from Course Y? If so, how are we to collect this from Student C?

Answer

Student C would not be on your list for either Course X or Course Y.

Collection of Student Work

Question

Can we have more details on the process that will be used to determine how NAAB will select students whose work must be reviewed in courses that will be used to meet SC.5 and SC.6? - For example, how will group work be considered in the selection of work, i.e. will the work of 1 group be selected for review or the work of an individual student who worked in a group? - Additionally, if one member of a group fails the course, does this eliminate the work of the whole group or only the contribution of that individual student?

Answer

The list provided to NAAB for its selection will only contain names of the students who have passed all the classes used as evidence for SC.5 and a separate list of all the students who have passed all the classes used as evidence for SC.6. If several courses are used to satisfy the SC, the class lists from each course must be aligned so that a random selection process will collect the work of each student selected in all classes that are used to meet the SC.

Shared Values & Criteria

Question

If we want to use exam questions as evidence of measuring student knowledge, is it correct that we would not need completed exams or even blank exams with no answers, but might extract a particular exam question?

Answer

You cannot extract a particular exam question as evidence to demonstrate student knowledge of a Program Criteria or Student Criteria. You could highlight the questions to make it easier for the team to find, but the entire exam is required. If however, you are tracking particular questions over various courses or before and after curricular changes were made in a course as part of how the program is assessing, making changes and then reassessing its curriculum, then tracking the results of particular questions would be one way of doing so.

Shared Values & Criteria

Question

Could you clarify how a program should address similar topics in Sections 2 and 3 (*Shared Values of the Discipline and Profession*, and *Program and Student Criteria*)? Do we cover the Approach & Long-Range Planning in Section 2 vs. Specifics of how the curriculum, structure & other experiences ensure that students meet intended outcomes in Section 3?

Answer

Shared Values of the Discipline can include items/activities within the entire school or department. *Program and Student Criteria* only include items that all students within the accredited program share. The program needs to address the culture and activities within the school/department as they relate to the Values and can be broad in nature. Answers within *Program and Student Criteria* are more detailed and are related to the Values. So while activities (curricular or non-curricular) are optional or opportunities for students can be addressed in the Values, PC and SC must show that all students in the professional degree have had that experience.

Syllabi for PCs and SCs

Question

For the courses we've identified that satisfy the PCs and SCs, what exactly is required of the syllabi? For example, if we have 4 sections of 1 course, are we to provide the full syllabus for each section, or will a representative example suffice? Also, should these syllabi follow the same graphic template? Finally, if the same course is used to satisfy several PCs or SCs, do we need to submit duplicate copies of the syllabus?

Answer

The syllabus for each section must be provided (they do not have to follow the same graphic template, but must all contain the information that NAAB requires). If all sections use the same syllabi (same project, same topics, same grading rubric, etc.), one syllabi would suffice. Because all the material provided for each PC and SC need to be grouped together, syllabi need to be provided for each PC and SC that they are intended to satisfy.

Privacy

Question

Do we have to make student work anonymous (for digital files or team room, i.e. marked with low pass)?

Answer

Student work is no longer to be marked as high pass or low pass.

Question

How can we make student work and student lists compliant with FERPA?

Answer

FERPA allows schools to disclose these records, without consent, to accrediting organizations.

Format of Student Work

Question

The format of student work collected and exhibited (team room) can be either physical (printed drawings and models) or digital (including photos of models). Is this up to us to decide?

Answer

It is up to the program as stated in the syllabus as to what is the required format and the methods used in teaching each class. Whatever format is required for students' final work presentation is what needs to be in the team room. It is anticipated that due to universities teaching remotely in spring 2020, that work from that quarter or semester will most likely be digital.

Student Assessment Examples

Question

If a required course was taught in Spring 2019 and again in Spring 2020 but disrupted this year, can student assessment examples (like exams) from Spring 2019 be used to illustrate the quality of the course in a typical semester (For example, written exams in building science and technology or history that were given in Spring 2019 that may not be given this semester because of the limitations of remote learning)?

Answer

NAAB understands that the pandemic impact in spring 2020 meant that coursework might have had to be adjusted at the beginning of the quarter or the middle of the semester. A clear understanding of that change would be worthwhile. Only student work is required for SC.5 and SC.6, but for all SCs an explanation of the change in the methods of assessment (e.g., tests, project assignments), and the relative weight of each assessment tool used by the instructor(s) to determine student performance for spring 2020 is important.

Pass/Not Pass Grading Option

Question

For schools that have allowed students to opt for Pass/Not Pass grading for all courses, including required courses, are there any anticipated problems to watch for in preparing materials for review?

Answer

The program should have a clear rubric for Pass/Not Pass as it relates to letter grades and this should be made clear to the students on the syllabus or revised syllabus. NAAB requires that the syllabus clearly articulates student learning outcome objectives for the course, the methods of assessment (e.g., tests, project assignments), and the relative weight of each assessment tool used by the instructor(s) to determine student performance.

Syllabi for APR Submission

Question

For the APR that is due in early fall, should schools provide the original syllabi for all courses and/or the amended syllabi that were required when we went to remote learning?

Answer

The narrative and self assessment required for each SC can address how the program addressed changes required by going to remote learning. The syllabi are supporting materials to the narrative and assessment. Generally if coursework only changed due to the method of teaching, due to the pandemic NAAB has waived the requirement for substantive change that normally would be required for such a change. However if the content of the course changed, it would be helpful to see both the original and the amended syllabi.

Accreditation Decisions for Fall 2019 Visits

Question

For those programs currently awaiting board decisions regarding their 2019 fall visits, when will decisions be sent?

Answer

Accreditation decisions will be sent within 14 calendar days following the April 30, 2020 board meeting.

Revised Accreditation Visit Timeline due to COVID-19

Questions

- If programs feel that the COVID-19 disruption has affected its teaching to such an extent that a Spring 2021 visit is not advisable, will there be a process to request an extension?
- How will timelines for accreditation be impacted by the interruptions and changes in teaching protocols caused by the pandemic?
- If team visits due to the pandemic have to go online, will they?
- Will the September 7 deadline for APR submissions hold?

Answers

- Section 6 Special Circumstances in the 2020 *Procedures* outlines the procedure to request a postponement of a regularly scheduled visit.
- The NAAB is monitoring the pandemic and discussing a variety of options for visits and hopes to identify a sustainable approach early this summer.

Questions?

