2020 Conditions and Procedures: In-Depth Review of Program and Student Criteria

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National Architectural Accrediting Board, Inc.

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Major Changes in 2020 Conditions & Procedures

Multi-year process with continuous input from ACSA, AIA, AIAS, NAAB and NCARB resulting in:

- Shared Values of the Discipline and Profession

- Concept of Teaching/Learning Culture

- Attention to Diversity, Equity, and Inclusivity (DEI) in several areas

- Assessment of Student Learning embedded in the program's context

- Replacement of 36 Student Performance Criteria (SPC) with 8 Program Criteria (PC) and 6 Student Criteria (SC)

- *Conditions* and *Procedures* published at the same time.

- In *Procedures*, Plan to Correct replaces 2-year and 5-year IPRs

2020 Conditions

1. Context and Mission

2. Shared Values of the Discipline and Profession

3. Program and Student Criteria

4. Curricular Framework

5. Resources
   - Planning and Assessment

6. Public Information

Condition 1: Context and Mission

- Replaced "History" with "Context"
    - Purpose: to help NAAB and the visiting team to understand the specific circumstances of the school/department
        - Institutional context and geographic setting (public or private, urban or rural, size, etc.)
        - Multidisciplinary relationships

- Mission remains

- Summary paragraph and page limitation

Condition 2: Shared Values

- Shared Values were debated and agreed upon by all the collaterals
- Values need to be woven through PC and SC as appropriate

- Design
- Environmental Stewardship and Professional Responsibility
- Equity, Diversity, and Inclusion
- Knowledge and Innovation
- Leadership, Collaboration, and Community Engagement
- Lifelong Learning

Condition 4: Curricular Framework

- Change is intended to encourage programs to be **innovative**

  - Elimination of the required hours for General Studies, Professional Studies and Optional Studies

  - Gen Studies must meet the Regional Accreditors requirements

- Programs can shift hours and to explore possibilities to better support students within their own context.

Condition 5: Resources

Significant changes:

- Planning and Assessment needs to be ongoing and show results
    - External stakeholders need to be included
- Curricular Development strengthens the relationship with course assessment
- Social Equity, Diversity, and Inclusion needs demonstratable progress in meeting program's goals

Condition 6: Public Information

- 6.1 Statement on NAAB-Accredited Degrees

- 6.2 Access to NAAB Conditions and Procedures

- 6.3 Access to Career Development Information

- 6.4 Public Access to Accreditation Reports and Related Documents

- 6.5 Admissions and Advising

- 6.6 Student Financial Information

Condition 3: Program Criteria & Student Criteria

- "These criteria seek to **evaluate the outcomes of architecture programs and student work** within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation."

- Ongoing assessment is required to foster continuous program improvement.

Program Criteria Overview

- Program criteria take a holistic approach at how instruction and experiences contribute to students' knowledge acquisition and understanding.
- Students must be provided with substantially similar experiences to demonstrate achievement of each PC.
- Evidence of PCs can include both curricular and non-curricular content and activities.
  - Non-curricular content/activities should be noted on the matrix in the area where course titles are indicated.
- Each activity, whether curricular or non-curricular, used as evidence must include an assessment approach, assessment data and an indication of changes and improvements made over time.

Program Criteria: Evidence (Procedures, 3.5.1)

- **Primary Evidence for Program Criteria (PC).** The program will submit the primary exhibits as evidence for PC to the visiting team in an electronic format 45 days before the visit.

- Program Criteria should be evaluated holistically relative to curricular and extracurricular offerings and the students' experience of them. The program must provide a <u>narrative</u> description of how the program achieves each criterion. The program must also provide evidence that each criterion is <u>assessed</u> by the program on a recurring basis, and must summarize the <u>modifications</u> made to its curricula and/or associated program structures and materials based on findings from these assessment activities since the previous review.

- **Supporting Materials**: The program must provide supporting materials demonstrating that its objectives have been accomplished. These may include policy documents, individual course materials (e.g., syllabi) as well as documentation of activities occurring outside specific courses.

Student Criteria Overview

- Compared to the former SPC, Student Criteria take a broader and more holistic approach to cover critical material in a manner appropriate to the program's circumstances, mission and context.

- The SC represent specific levels of understanding and ability related to architectural practice that students are expected to attain as they progress through the program.

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Student Criteria 1-4: Evidence (Procedures, 3.5.2)

- These criteria will be evaluated at the **understanding** level.

- **Narrative**: A narrative description of how the program achieves and evaluates each criterion.

- **Self-Assessment**: Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis, with a summary of the <u>modifications</u> the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review.

- **Supporting Materials**: Supporting materials demonstrating how the program accomplishes its objectives related to each criterion. Organize the supporting exhibits in the format specified by the NAAB and include the following for each course associated with the student learning outcome:

    a) **Course Syllabus**. The syllabus must clearly articulate 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.

    b) **Course Schedule**. The schedule must clearly articulate the topics covered in the class and the amount of time devoted to each course subtopic.

    c) **Instructional Materials**. The supporting materials must clearly illustrate the instructional materials used in the course. These may include a summary of required readings, lecture materials, field trips, workshop descriptions, and other materials used in the course to achieve the intended learning outcomes.

Student Criteria 5-6: Evidence (Procedures, 3.5.3)

- These criteria will be evaluated at the **ability** level.

- **Narrative** (same as SC.1 – SC.4)

- **Self-assessment** (same as SC.1 – SC.4)

- **Supporting Materials.** (same as SC.1 – SC.4)

- **Student Work Examples**: The program must collect <u>all passing student work</u> produced for the course(s) in which the learning outcomes associated with this criterion are achieved within one year before the visit, or the full academic cycle in which the courses are offered. The visiting team will evaluate approximately 20 percent (no less than three, no more than thirty examples) of the student work collected in this time frame, selected by the NAAB at random before the visit. The program may self-select additional student work, up to 10 percent, for the visiting team to review.
  - 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. The student lists provided must comply with FERPA rules.

Submitting Student Work

- PC and SC.1-6: Evidence of Student Learning
  - Aggregated data that has been analyzed and fed back into the program
  - Examples of program improvement
- SC.5-6: Additional Evidence of Student Learning
  - Projects/work produced by students required

Q: *Can programs submit student work as evidence for PC and SC.1-4?*

A: PC and SC.1-4 require evidence of student learning (aggregated data) and program improvement (changes). Examples of student work cannot be used to replace or supplement this evidence; however, an example of student work can be submitted in addition, as an **illustrative example** of aggregated data and programmatic changes.

Teams are not obligated to review the student work for PC or SC.1-4. If the team reviews the work and it suggests issues with the program's ability to meet the minimum requirements of the 2020 NAAB Conditions, the program should be prepared to respond to those issues.

When is Evidence Due?

APR Requirements

- Programs are required to provide Narrative for each condition
- Programs are required to provide Documentation/Evidence to support the narrative for conditions 1, 2, 4, 5 and 6.

45 Days in Advance of the Visit

- Video Tour for VSV
- Documentation/evidence to support the narrative in APR for Condition 3: Program and Student Criteria. Student work is only required for SC 5-6.

During the Meetings of the Visit

- Condition 4.3 - student files: consistent with FERPA

Transitioning to 2020 Conditions

Three possible approaches:

1. Map the existing coursework to PC and SC as a core and expand outward

2. Look at the Shared Values as impacted by your program's and institution's mission and look with a new eye at possibilities
   - Weave the Shared Values through to PC and SC

3. Reflect on your own program's existing assessment processes to determine where changes need to be made to meet NAAB Conditions

1. Existing Courses Mapped to PC and SC

Existing Required Courses
Arch 100   Introduction to Architecture
Arch 101   Introduction to Environmental Design
Arch 120, 121   Visual Communication
Arch 230, 231, 232   Architecture & Cultural History
Arch 280, 281   Design Fundamentals Studio 1, 2
Arch 360, 361, 362   Building Tectonics 1, 2, 3
Arch 380, 381, 382   Architectural Design Studio 1, 2, 3
Arch 467   Building Structures
Arch 480, 481, 482   Architecture Design Studio 4, 5, 6
Arch 511   Pro-Thesis Seminar
Arch 530   Contemporary Architectural Theory
Arch 540   Professional Practice I
Arch 541   Professional Practice II
Arch 560   Advanced Architectural Technology
Arch 580, 581, 582 Architectural Design Studio 7, 8, 9
Arch 584   Design Development Studio
Arch 585   Design Thesis
Arch 586   Integrated Systems

PC.1   Career Paths
- Arch 100   Introduction to Architecture
- Arch 540   Professional Practice
PC.2   Design
- Arch 480, 481, 482   Architecture Design Studio 4, 5, 6
- Arch 580, 581, 582 Architectural Design Studio 7, 8, 9
PC.3   Ecological Knowledge and Responsibility
- Arch 101   Introduction to Environmental Design
- Arch 560   Advanced Architectural Technology
PC.4   History and Theory
- Arch 230, 231, 232   Architecture & Cultural History
- Arch 530   Contemporary Architectural Theory
PC.5   Research and Innovation
- Arch 511   Pro-Thesis Seminar
PC.6   Leadership and Collaboration
- *??? Opportunities for all degree students*
PC.7   Learning and Teaching Culture
- *Quarterly review of syllabus statements with students*
- *Annual survey revised for additional questions*
PC.8   Social Equity and Inclusion
- Arch 530   Contemporary Architectural Theory
- Fridays@ 4 required lecture series for all students

SC.1   Health, Safety, and Welfare in the Built Environment
- Arch 560   Advanced Architectural Technology
- *Designing for Wellness elective needs to be required*
SC.2   Professional Practice
- Arch 540   Professional Practice I
SC.3.   Regulatory Context
- Arch 541   Professional Practice II
SC.4   Technical Knowledge
- Arch 360, 361, 362   Building Tectonics 1, 2, 3
- Arch 560   Advanced Architectural Technology
SC.5   Design Synthesis
- Arch 582 Architectural Design Studio 9
SC.6   Building Integration
- Arch 586   Integrated Systems

1. Map Existing Courses to Matrix, B.Arch.

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1. Map Existing Courses to Matrix, 2-Yr M.Arch.

	Preparatory Education	BA/BS COURSES								Year 1 — Fall				Spring				Year 2 — Fall				Spring				Non-Curricular Activity							
Shared Values																																	
Design																																	
Env. Stewardship & Professional Respon.																																	
Equity, Diversity & Inclusion																																	
Knowledge & Innovation																																	
Leadership, Collab. & Community Engmt.																																	
Lifelong Learning																																	
Program Criteria																																	
PC.1 Career Paths												X													X								
PC.2 Design										X				X																			
PC.3 Ecological Know. & Respon.	X					X														X													
PC.4 History & Theory	X	X			X																												
PC.5 Research & Innovation																		X				X											
PC.6 Leadership & Collaboration	X						X																			X							
PC.7 Learning & Teaching Culture	X						X																										
PC.8 Social Equity & Inclusion	X			X																X						X							
Student Criteria																																	
SC.1 HSW in the Built Environ.												X				X																	
SC.2 Professional Practice												X				X																	
SC.3 Regulatory Context												X				X																	
SC.4 Technical Knowledge									X				X						X				X										
SC.5 Design Synthesis																		X				X											
SC.6 Building Integration																		X	X			X	X										

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2. Start with Mission and Shared Values

- How do the program's mission and the NAAB Shared Values interface?

- How do you see the future of the discipline?

- Look with new eye at possibilities

- Weave the Shared Values through to PC and SC
  - See what needs to be maintained, developed, or revised

2. Translate Values to Matrix, B.Arch.

2. Translate Values to Matrix, 2-Yr M.Arch.

3. Reflect on Current Processes

Reflect on your own program's existing assessment processes to determine where changes need to be made to meet NAAB Conditions

- Reflect on your current assessment and program review processes

- What kind of student learning assessment data do you currently collect?
  - Does it relate to the Program Criteria or Student Criteria? Can it be used to satisfy the NAAB PCs and SCs?

- If you need to add assessment points
  - Do you have existing courses and projects that align with the PCs and SCs?
  - How might your assessment approaches (outcomes, assessment measures, grading rubrics, etc.) be adjusted to better align with the PCs and SCs?

- What is your current program review/assessment timeline?
  - Can the Program and Student Criteria be assessed using this timeline?

Next Steps?

Identify and fill curricular and assessment gaps

- For any Program Criteria (PC) or Student Criteria (SC) that are not well addressed
    - Add course content (PC or SC)
    - Add co-curricular activities (PC only)

- For any PC/SC that is not assessed
    - Add assessments within required courses (PC or SC)
    - Add assessments into co-curricular activities (PC only)

Sample Completed Matrix: B.Arch.

Each course column header is labeled "Course Title" and "Course #". Non-Curricular Activity columns are labeled "Activity Name".

Criteria	Y1 Fall	Y1 Sp	Y2 Fall	Y2 Spr	Y2 Spr	Y3 Fall	Y3 Fall	Y3 Fall	Y3 Spr	Y3 Spr	Y3 Spr	Y4 Fall	Y4 Fall	Y4 Fall	Y4 Spr	Y4 Spr	Y4 Spr	Y5 Fall	Y5 Fall	Y5 Fall	Y5 Spr	Y5 Spr	Y5 Spr	NC	NC	NC	NC
Shared Values																											
Design			X			X																					
Env. Stewardship & Professional Respon.						X			X																	X	
Equity, Diversity & Inclusion											X						X								X		
Knowledge & Innovation																X			X					X			
Leadership, Collab. & Community Engmt.																		X			X						
Lifelong Learning														X													X
Program Criteria																											
PC.1 Career Paths								X			X																
PC.2 Design			X									X															
PC.3 Ecological Know. & Respon.										X		X						X								X	
PC.4 History & Theory		X		X																							
PC.5 Research & Innovation													X								X			X			
PC.6 Leadership & Collaboration																X							X				
PC.7 Learning & Teaching Culture					X																	X					
PC.8 Social Equity & Inclusion	X														X										X		
Student Criteria																											
SC.1 HSW in the Built Environ.													X										X				
SC.2 Professional Practice													X				X										
SC.3 Regulatory Context													X				X										
SC.4 Technical Knowledge							X			X		X			X												
SC.5 Design Synthesis																		X			X						
SC.6 Building Integration												X			X												

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Program Criteria

- **PC.1 Career Paths**—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

- **PC.2 Design**—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

- **PC.3 Ecological Knowledge and Responsibility**—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

- **PC.4 History and Theory**—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

- **PC.5 Research and Innovation**—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

- **PC.6 Leadership and Collaboration**—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

- **PC.7 Learning and Teaching Culture**—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

- **PC.8 Social Equity and Inclusion**—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

PC.5 Research and Innovation: Examples

- **PC.5 Research and Innovation**—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Narrative & Self Assessment
- How do you **Address** Research and Innovation throughout the program? (**Narrative**)   - Programs need to include how they define research specific to their program context.   - Programs need to make the case that every student in the degree program has substantially similar experiences for specific activities to count
- Examples of Curricular Activities   - Research methods class   - Materials research and testing class   - Coursework development research in conjunction with a firm   - Examples of Non-Curricular Activities   - Competitions   - Design-build
- How do you **Assess** Research and Innovation throughout the program? (Should match the **PC/SC Matrix**)   - How frequently does the program assess Research and Innovation? (What is the **Assessment Plan**?)   - Programs should provide documentation of where they are in the process of improvement. For example, if changes are currently under consideration by a university committee, the program should provide the agenda/notes to document the process

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PC.5 Research and Innovation: Examples

- **PC.5 Research and Innovation**—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Self Assessment (Cont.) and Supporting Materials

- Examples of Assessment Measures (Aggregated data)

  - Examples of Curricular Assessment
    - Course content graded assignment aggregated at the course level
    - Assessment by firm of student work

  - Examples of Non-Curricular Assessment
    - Awards
    - Feedback from jury/reviewers

- Analysis of aggregated data for your assessment measures
- What changes have been made to the approach to Research and Innovation based on the data gathered above? (**documented in Supporting Materials**)
  - How has the program decided to maintain, develop, or revise its approach?
- **Supporting Materials**: should document the changes the program has made.
  - Course syllabi
  - Course schedule
  - Instructional Materials may include: lecture materials, required readings, meeting notes

PC.8 Social Equity and Inclusion: Examples

- **PC.8 Social Equity and Inclusion**—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Narrative & Self Assessment

- How do you **Address** Social Equity and Inclusion throughout the program? (**Narrative**)
  - Programs need to make the case that every student in the degree program has substantially similar experiences for specific activities to count

    - Examples of Curricular Activities
      - Required Courses
      - Required elective courses

    - Examples of Non-Curricular Activities
      - Required community design projects
      - Study abroad
      - Lecture series

- How do you **Assess** Social Equity and Inclusion throughout the program? (Should match the **PC/SC Matrix**)
- How frequently does the program assess Social Equity and Inclusion? (What is the **Assessment Plan**?)
- Programs should provide documentation of where they are in the process of improvement. For example, if changes are currently under consideration by a university committee, the program should provide the agenda/notes to document the process

PC.8 Social Equity and Inclusion: Examples

- **PC.8 Social Equity and Inclusion**—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Self Assessment (Cont.) and Supporting Materials

- Examples of Assessment Measures (Aggregated data)

  - Examples of Curricular Assessment
    - Course content graded assignment aggregated at the course level

  - Examples of Non-Curricular Assessment
    - Lecture series: student surveys with questions related to lecture topics
    - Study abroad: student surveys with questions related to experience

- Analysis of aggregated data for your assessment measures
- What changes have been made to the approach to Social Equity and Inclusion based on the data gathered above? (**documented in Supporting Materials**)
  - How has the program decided to maintain, develop, or revise its approach?
- **Supporting Materials**: should document the changes the program has made.
  - Course syllabi
  - Course schedule
  - Instructional Materials may include: lecture materials, required readings, meeting notes

Student Criteria

- **SC.1 Health, Safety, and Welfare in the Built Environment**—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

- **SC.2 Professional Practice**—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

- **SC.3 Regulatory Context**—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

- **SC.4 Technical Knowledge**—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

SC.2 Professional Practice: Examples

- **SC.2 Professional Practice**—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Narrative & Self Assessment

- How do you **Address** Professional Practice throughout the program? (**Narrative**)
- How do you **Assess** Professional Practice throughout the program? (Should match the **PC/SC Matrix**)
- How frequently does the program assess Professional Practice? (What is the assessment plan?)
- Examples of Assessment Measures (Aggregated data)
  - Assignment grading scores
  - Case studies assessment rubric and aggregated results
  - Test scores
  - Grade distribution
  - End of course surveys
- Analysis of aggregated data for your assessment measures
- What changes have been made to the approach to Professional Practice based on the data gathered above? (**documented in Supporting Materials**)
  - How has the program decided to maintain, develop, or revise its approach?

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SC.2 Professional Practice: Examples

- **SC.2 Professional Practice**—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

- **Supporting Materials**: should document the changes the program has made.

Supporting Materials
• Course syllabi • Course schedule which may document: guest lectures – such as practitioners, accountants, bankers, E & O insurance reps, Licensing Advisors • Instructional Materials may include: required readings, lecture materials, field trips, workshop descriptions, and other materials • Resources – library, software, web resources, specific resources (Arch. Handbook of Prof. Practice, AIA Documents, etc.) NCARB/ACSA scholars program resources (videos)

- Programs should provide documentation of where they are in the process of improvement. For example, if changes are currently under consideration by a university committee, the program should provide the agenda/notes to document the process

Student Criteria

- **SC.5 Design Synthesis**—How the program ensures that students develop the **ability** to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

- **SC.6 Building Integration**—How the program ensures that students develop the **ability** to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

SC.6 Building Integration: Examples

- **SC.6 Building Integration**—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Narrative & Self Assessment

- How do you **Address** Building Integration throughout the program? (**Narrative**)
- How do you **Assess** Building Integration throughout the program? (Should match the **PC/SC Matrix**)
- How frequently does the program assess Building Integration? (What is the assessment plan?)
- Examples of Assessment Measures (Aggregated data)
    - Assignment grading scores
    - Case studies assessment rubric and aggregated results
    - Test scores
    - Grade distribution
    - End of course surveys
- Analysis of aggregated data for your assessment measures
- What changes have been made to the approach to Building Integration based on the data gathered above? (**documented in Supporting Materials**)
    - How has the program decided to maintain, develop, or revise its approach?

SC.6 Building Integration: Examples

- **SC.6 Building Integration**—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

- **Supporting Materials**: should document the changes the program has made.

Supporting Materials
- Course Syllabus   - Grading rubrics   - Course Schedule   - Instructional Materials may include: lecture materials, required readings, reference materials   - Student Work   - Digital and Physical Models   - Design Development/Building construction drawings such as Floor Plans, Structural Plans, Wall and Roof Sections showing systems, Mechanical Electrical Layouts, Energy Studies analysis, Code compliance analysis, Building performance measures and calculations

- Programs should provide documentation of where they are in the process of improvement. For example, if changes are currently under consideration by a university committee, the program should provide the agenda/notes to document the process

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Resources on the NAAB Website
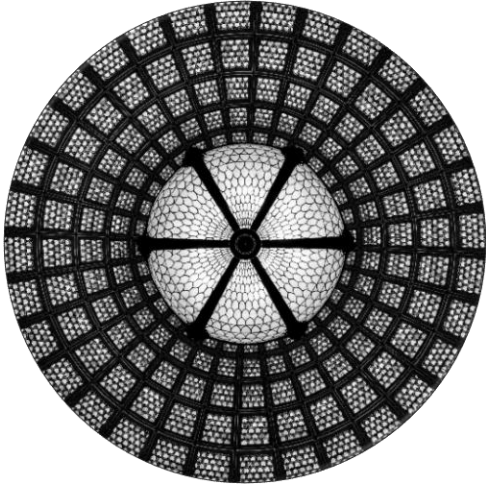
Guidelines to the Accreditation Process

April 27th Outcomes-Based Assessment Framework Training

Questions?

Email Accreditation@naab.org