2020 Conditions and Procedures: Outcomes-Based Assessment Framework

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National Architectural Accrediting Board, Inc.

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2020 Conditions & Procedures Development

New process for development of 2020 *Conditions* & *Procedures*

- 3-year process with continuous research and input
  - Steering Committee:4 representatives each from ACSA, AIA, AIAS, and NCARB
  - Several public comment periods including sessions at ACSA meetings
  - ARForum19: 3-day meeting with full board of directors of ACSA, AIA, AIAS, NCARB, and NAAB plus presidents of NOMA and CCCAP

- Result: Revised focus within both *Conditions* and *Procedures*

2020 Conditions Philosophy

Greater focus

- Teaching/Learning Culture
- Attention to Diversity, Equity and Inclusivity (DEI) throughout the program
- Removal of prescriptive number of credit hours
- Assessment of Student Learning as appropriate to the program's context

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2020 Conditions Philosophy

Assessment

- Proxy for quality of architectural education
- Tool that helps a programs drive its priorities
- On-going to foster continuous program improvement
- Leads to improvements in student learning and program quality
- Framework for data-driven decision-making

2020 Conditions Philosophy

- Assessment fosters innovation and allows program to be distinct in their own ways
  - Establish **assessment measures** with **benchmarks**
  - Collect, analyze **data** and make **changes/improvements**
  - Provide **evidence** of compliance with Conditions
  - Part of a **continuous** improvement process

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What is *Evidence* in the 2020 Conditions?

- 2014 Conditions: evidence = *student work only*

- 2020 Conditions: evidence = presenting *documentation of compliance with a condition to support the narrative response*

When is *Evidence* due?

APR Requirements

- Programs are required to provide Narrative for each condition
- Programs are required 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

Student Criteria Overview

- **Evidence** is required for SC.1-4
  - Evidence that documents the content and assessment process of the program

- **Student work** is <u>only</u> required for SC.5-6
  - NOTE: More work needs to be collected by the program than previously expected

Program Criteria and Student Criteria

- PC and SC matrix is required

- All PC and SC need to be addressed throughout the accredited program but not every PC and SC needs to be assessed in every course

- Shared Values should be integrated and assessed in PC/SC, as appropriate

- NAAB does not evaluate student work product for any PC and SC.1-4

- Evidence for all PCs and SCs should be understood as documentation that provides substantiation for the program's assessment and continuous improvement processes

Program Criteria Overview

- 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, must include an assessment approach, assessment data and an indication of changes and improvements made over time

Outcomes Based Assessment

A Brief Overview

What is outcomes-based assessment?

- Collection of evidence of student learning based on outcomes
  - Student learning outcomes are statements that identify what students will know, be able to do or demonstrate at the end of a course or program
- Focus of outcomes-based assessment is the continuous improvement of student learning
- Helps identify whether teaching practices (courses, assignments, etc.) and program services, etc. are supporting program effectiveness by achievement of identified outcomes

Best Practices for Outcomes-Based Assessment

- **Involve internal and external stakeholders** in accordance with your current processes and governance structure
  - Identify assessment points (where outcomes are assessed)
  - Identify assessment measures and associated benchmarks
  - Collect and aggregate data
  - Review data and make improvements to the program
- **Use your resources**
  - Institutional assessment committee
  - Institutional research office
  - Colleagues in other departments
  - External assessment resources
- **Your assessment process** should answer
  - How do you know that your students are learning?
  - How well are your students achieving the learning outcomes?
  - How well is your program achieving its outcomes?
  - What changes/improvements have you made as a result of the assessment process?

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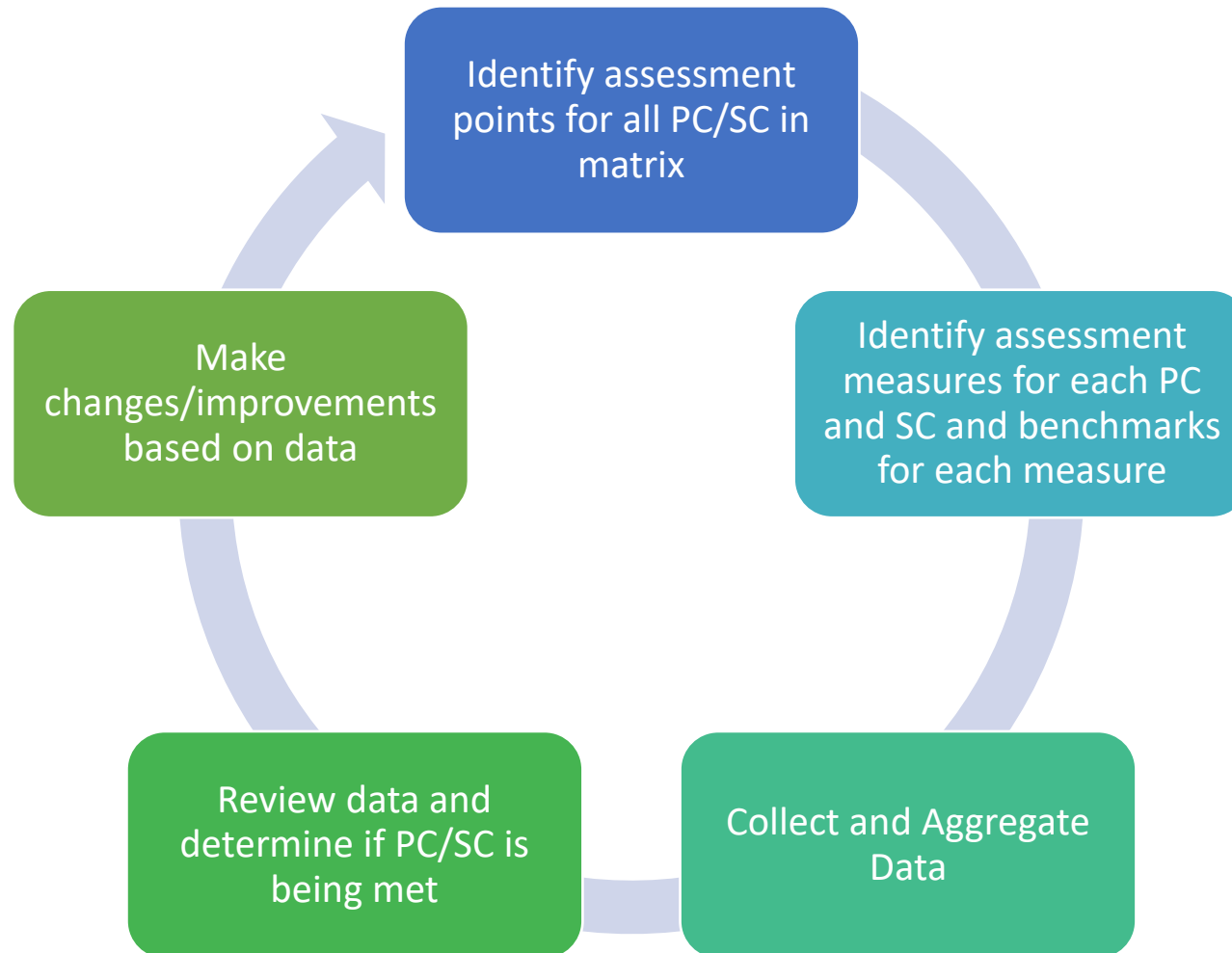
Cycle of Assessment

- Identify assessment points for all PC/SC in matrix
- Identify assessment measures for each PC and SC and benchmarks for each measure
- Collect and Aggregate Data
- Review data and determine if PC/SC is being met
- Make changes/improvements based on data

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Cycle of Assessment

Identify assessment points for all PC/SC in matrix

- Natural assessment points are likely already in use (key courses and co-curricular activities)

- Identify where PC and SC are ASSESSED
  - PCs may be assessed in required coursework, electives and co-curricular activities.
  - SCs *must* be assessed <u>within</u> the required coursework in the professional degree program
  - Every PC and SC does not need to be addressed in every course, but all PC and SC must be assessed throughout the curriculum.

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Cycle of Assessment

Identify assessment points for all PC/SC in matrix

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

- **Note**: Pay attention to how the Shared Values are integrated and assessed in the PC/SC's

Cycle of Assessment

Identify assessment measures for each PC and SC and benchmarks for each measure

Direct Assessment

Direct assessment is when measures of learning are based on student performance or demonstrates the learning itself. Ex. scoring performance on tests, term papers, or the execution of lab skills. [1]

Indirect Assessment

Indirect assessments use perceptions, reflections or secondary evidence to make inferences about student learning. Ex. surveys of employers, students' self assessments, and admissions to graduate schools [1]

1. NILOA glossary https://www.learningoutcomesassessment.org/wp-content/uploads/2019/05/NILOA-Glossary.pdf

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Cycle of Assessment

PC.1

Assessment Measure 1 & Benchmark

Assessment Measure 2 & Benchmark

Assessment Measure 3 & Benchmark

SC.1

Assessment Measure 1 & Benchmark

Assessment Measure 2 & Benchmark

Assessment Measure 3 & Benchmark
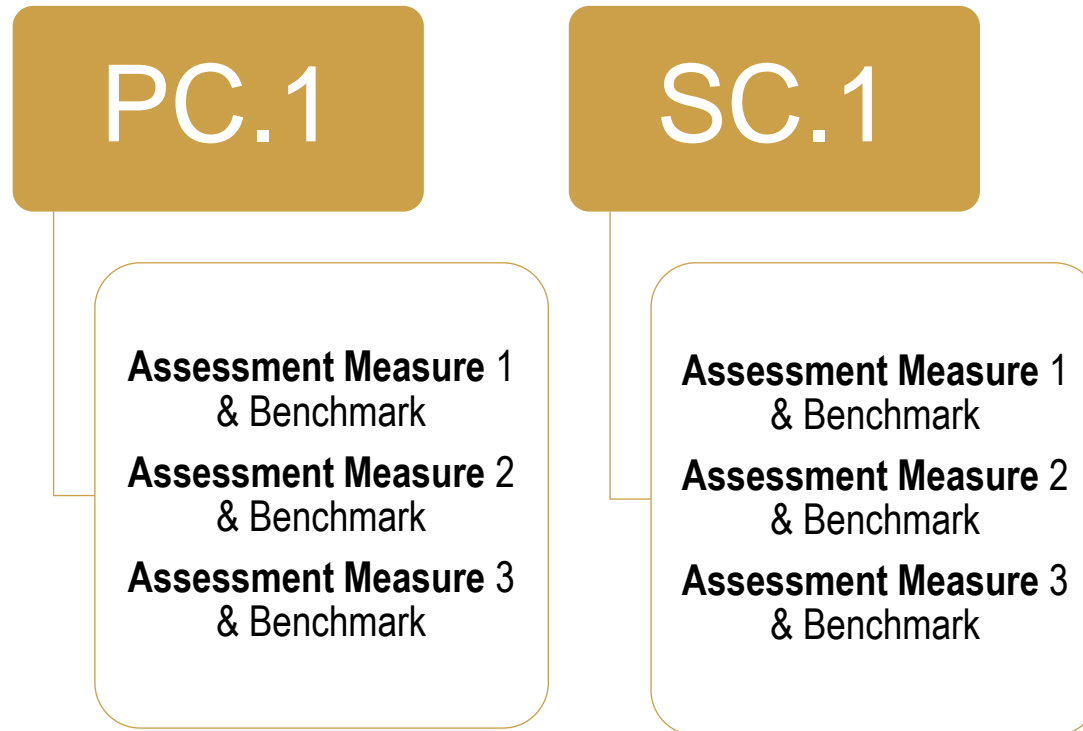
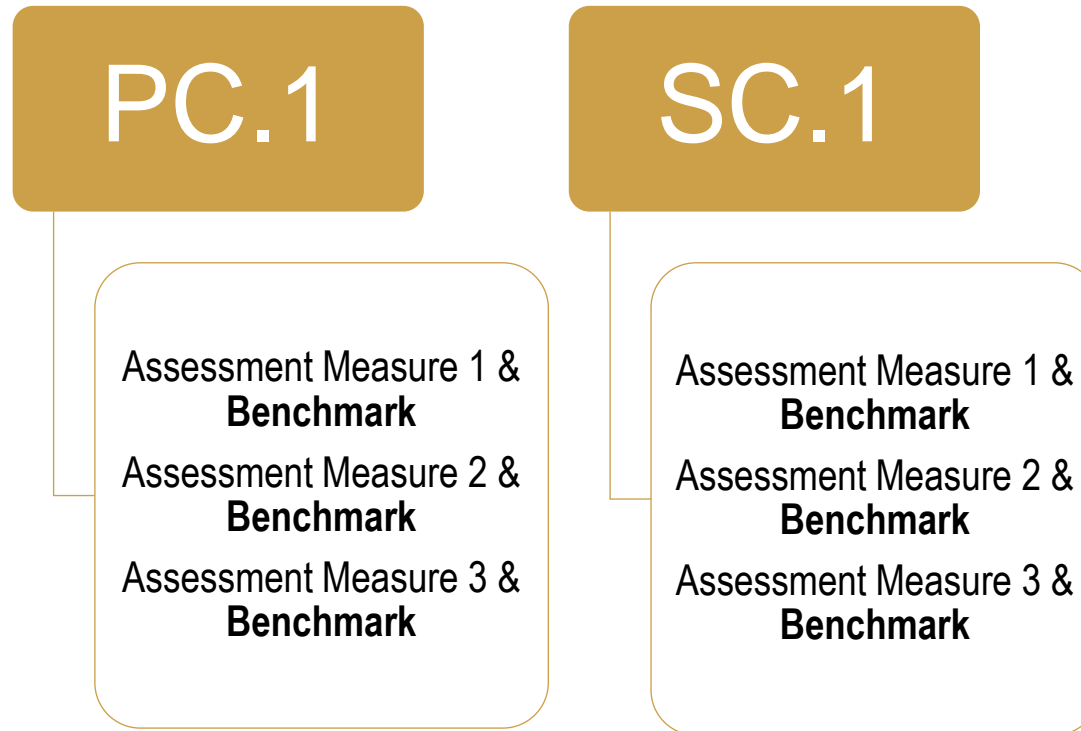**Sample evidence of identifying assessment measures might include:**

- Faculty meeting agenda/minutes/notes in which assessment measures are discussed and/or adopted

- Curriculum meeting agenda/minutes/notes in which assessment measures are discussed and/or adopted

Cycle of Assessment

PC.1

Assessment Measure 1 & **Benchmark**

Assessment Measure 2 & **Benchmark**

Assessment Measure 3 & **Benchmark**

SC.1

Assessment Measure 1 & **Benchmark**

Assessment Measure 2 & **Benchmark**

Assessment Measure 3 & **Benchmark**

Benchmark

A criterion-referenced objective performance data point that can be used for the purposes of internal or external comparison. A program can use its own data as baseline benchmark against which to compare future performance. It can also use data from another program as a benchmark [2]

Examples:

Agenda/minutes/notes from a faculty/curriculum meeting in which benchmarks for minimum student achievement are discussed and/or adopted

2. NILOA glossary https://www.learningoutcomesassessment.org/wp-content/uploads/2019/05/NILOA-Glossary.pdf

Cycle of Assessment

Collect and Aggregate Data

- For each PC and SC

  Student learning data is aggregated across curriculum (course assignments, projects, mid- and end-year surveys) and non-curricular activities to allow analysis.

- Programs should not provide raw data (i.e: individual completed rubrics, exams, portfolio reviews, etc).

Cycle of Assessment

Review data and determine if PC/SC is being met

For each PC/SC:

- Data is analyzed based on your assessment plan
- Data is reviewed by the program to determine whether the program-set benchmarks are met.
- Faculty should review the results of the analysis to actively participate in the improvement process
- ***Note****: not all PC/SCs must be reviewed each year. The assessment plan should identify the cadence of assessment*

Cycle of Assessment

Make changes/improvements based on data

Action Plan

- Maintain
- Develop
- Revise

Documentation/Examples of evidence

- Agenda/minutes/notes from faculty and curriculum meetings where changes and improvements were discussed and/or adopted.
- Evidence might also include revised assignments, projects and or assessment instruments.

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Re-Assess PC/SC Matrix

- As changes are made to the program, assessment points may shift throughout the curriculum

- Each program is a system, so changes to one course may inadvertently affect another.

- As assessment points change, be sure to update your matrix to ensure your records are accurate

Cycle of Assessment

- Challenge the **content**
  - Does what we are teaching align with the PC/SC? Are we teaching the right thing?
- Challenge the **assignment**
  - Does this assignment test the skills we are intending to teach? Is it appropriate for the level of the students?
- Challenge the **assessment instrument**
  - Is our instrument measuring what we are teaching? What we expect the students to learn?
- Challenge the **benchmark**
  - Is our benchmark too low?
  - Is our benchmark too high? Is it realistic for students to achieve this benchmark at this point in the program?
- Challenge the **course sequencing**
  - Are students building and practicing these skills throughout the course sequence?
- If you challenge all these elements AND you cannot find a disconnect, try asking "why" to get to the root cause….

Case Studies

Case Study 1: Student Criteria

The faculty of ABC program identified assignments in ARC 305 and ARC 512 as the courses where Student Criteria X is assessed with standardized rubrics in the final projects for the course. Students are assessed based on three levels of achievement (exceeds expectations, meets expectations, needs improvement). The rubrics are aggregated to determine what percentage of students achieve meets or exceeds expectations. The program set the benchmark of 75% of all ARC 305 students achieving meets or exceeds expectations and 80% of students achieving meets or exceeds expectations in ARC512. In the 2018-2019 academic year, 78.8% of students in ARC 305, and 82.2% of the student in ARC 512 achieved meets or exceeds expectations in this area on the final project.

Assessed in the Curriculum (Course Number)	Assessment Type	Assignment	Benchmark	Assessment Results	Changes/ Improvements
ARC 305	Standardized rubric	Final studio project	75% of students achieve meet or exceeds expectations	41/52 (78.8%) students received meets or exceeds expectations on HSW measure.	
ARC 512	Score on term paper	Final term paper	80% of students achieve score of 80 / 100 or higher	37/45 (82.2%) received score of 80 or higher.	

Case Study 1: **What should the program do?**

A. Nothing, no further review and discussion is required.

B. The program should meet as a faculty and determine whether their assessment measures are supporting the outcome and whether the benchmarks were set appropriately

C. The Program Director should raise the benchmark

Case Study 1: What should the program do?

A. Nothing, no further review and discussion is required.

B. **The program should meet as a faculty and determine whether their assessment measures are supporting the outcome and whether the benchmarks were set appropriately.**

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Assessed in the Curriculum (Course Number)	Assessment Type	Assignment	Benchmark	Assessment Results	Changes/ Improvements
ARC 305	Standardized rubric	Final studio project	75% of students achieve meet or exceeds expectations	41/52 (78.8%) students received meets or exceeds expectations on HSW measure.	**Continue to collect data** **Reassess in 2022**
ARC 512	Score on term paper	Final term paper	80% of students achieve score of 80 / 100 or higher	37/45 (82.2%) received score of 80 or higher.	**Review final term paper assignment, grading rubric and course content** **Review sequencing to ensure skills are practiced**

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Case Study 2: Student Criteria

The faculty of ABC program identified an assignment in ARC 305 as the point where Student Criteria X is assessed with standardized rubrics in the final projects for the course. Students are assessed based on three levels of achievement (exceeds expectations, meets expectations, needs improvement). The rubrics are aggregated to determine what percentage of students achieve meets or exceeds expectations. The program set the benchmark of 75% of all ARC 305 students achieving meets or exceeds expectations and 80% of students achieving meets or exceeds expectations in ARC512. In the 2019-2020 academic year, 68.8% of students in ARC 305, and 71.1% of the student in ARC 512 achieved meets or exceeds expectations in this area on the final project.

Assessed in the Curriculum (Course Number)	Assessment type	Assignment	Benchmark	Assessment Results	Changes/ Improvements
ARC 305	Standardized rubric	Final studio project	75% of students achieve meet or exceeds expectations	41/52 (68.8%) students received meets or exceeds expectations on HSW measure.	
ARC 512	Score on term paper	Final term paper	80% of students achieve score of 80 / 100 or higher	32/45 (71.1%) received score of 80 or higher.	

Case Study 2: **What should the program do?**

A. Nothing, no further review and discussion is required.

B. The program should meet as a faculty and determine whether their assessment measures are supporting the outcome and whether the benchmarks were set appropriately.

C. The Program Director should lower the benchmark.

Case Study 2: What should the program do?

A. Nothing, no further review and discussion is required.

B. **The program should meet as a faculty and determine whether their assessment measures are supporting the outcome and whether the benchmarks were set appropriately.**

C. The Program Director should lower the benchmark.

Assessed in the Curriculum (Course Number)	Assessment type	Assignment	Benchmark	Assessment Results	Changes/ Improvements
ARC 305	Standardized rubric	Final studio project	75% of students achieve meet or exceeds expectations	41/52 (68.8%) students received meets or exceeds expectations on HSW measure.	**Faculty made changes to content in ARC 305 to better address the outcome**
ARC 512	Score on term paper	Final term paper	80% of students achieve score of 80 / 100 or higher	32/45 (71.1%) received score of 80 or higher.	**Faculty revised assignment for ARC 512 to more directly address the outcome**

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ABC Program's Continuous Improvement

ABC program had identified ARC 305 as the course where Student Criteria is assessed with standardized rubrics in the final project for the course. Students are assessed based on three levels of achievement (exceeds expectations, meets expectations, needs improvement). The rubrics are aggregated to determine what percentage of students achieve meets or exceeds expectations. In the 2018-2019 academic year, 78.8% of students in ARC 305, and 82.2% of the student in ARC 512 achieved meets or exceeds expectations in this area on the final project. The program set the benchmark of 75% of all ARC 305 students achieving meets or exceeds expectations and 80% of students achieving meets or exceeds expectations in ARC512. Since the benchmark was met, the program reviewed the data at the annual curriculum meeting and decided to continue to collect data without changes to the process to develop a longitudinal trend line.

In the 2019-2020 academic year, 68.8% of students in ARC 305, and 71.1% of the student in ARC 512 did not meet the benchmarks, based on the data faculty made the changes identified on the assessment plan.

Assessed in the Curriculum (course number)	Assessment type	Assignment	Benchmark	Assessment results	Changes/Improvements after 2018-19	Changes/Improvements after 2019-20
ARC 305	Standardized rubric	Final studio project	75% of students achieve meet or exceeds expectations	41/52 (78.8%) students received meets or exceeds expectations on HSW measure. Benchmark met	**Continue to collect data.** **Reassess in 2022**	**Faculty made changes to content in ARC 305 to better address the outcome**
ARC 512	Score on term paper	Final term paper	80% of students achieve score of 80 / 100 or higher	32/45 (71.1%) received score of 80 or higher. Benchmark not met	**Review final term paper assignment, grading rubric and course content.** **Review sequencing to ensure skills are practiced**	**Faculty revised assignment for ARC 512 to more directly address the outcome**

Case Study 3: Program Criteria, Non-Curricular

Program LMN has had a long-standing practice of setting up a station where students can leave usable material for other students to use. Yet at the end of the semester, a large amount of material is thrown in the trash.

The faculty are working with student studio representatives to revise the student handbook and incentivize the students to consistently recycle and reuse materials and to lower the amount of material that gets thrown out.

A student survey was conducted to gather information on why the students do/do not take advantage of the recycling station. An analysis of the survey ranked the reasons in order of times mentioned. The group decided that certain materials were banned from use in the studio.

Case Study 3: **What should the program do?**

A. Nothing, no further review and discussion is required.

B. The faculty and studio representatives should track the use of the banned materials.

C. The faculty and studio representatives should set a baseline of amount of material thrown out and establish a benchmark goal and track waste over several terms.

D. The Program Director should initiate fines to studios that don't meet the benchmark to pay for the waste disposal.

Case Study 3: What should the program do?

A. Nothing, no further review and discussion is required.

B. The faculty and studio representatives should track the use of the banned materials.

C. **The faculty and studio representatives should set a baseline of amount of material thrown out and establish a benchmark goal and track waste over several terms.**

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Narrative and Evidence for other Conditions

- Conditions 1, 2, 4, 5 and 6 all require the description of an approach to satisfying the condition AND

- Evidence of a continuous process that assesses the approach, collects and uses data to improve the approach and outcomes
  - Data should be aggregated
  - Should look different from that presented to satisfy the PC/SCs

Case Study 4: 5.2.2 Planning And Assessment

From the *2020 Conditions*:

"The program must demonstrate that it has a process for continuous improvement that identifies key performance indicators used by the unit and the institution.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success."

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Case Study 4: **Narrative**

As part of the institutional strategic plan, University XYZ identified on-time graduation rate as a measure of program success. The Office of Institutional Research generates a dashboard that reports this indicator and disaggregates the information by college and program.

Year	B.Arch. Program	College of Arch. & Planning	University
2019-2020	80.2%	74.6%	53.4%
2018-2019	78.5%	76.2%	52.6%
2017-2018	77.6%	75.8%	52.9%

Case Study 4: What are the Program's Next Steps?

What are the program's next steps?

A. Analyze data

B. Review student grades for capstone project

C. Establish benchmark based on institutional requirements

D. Send out student satisfaction survey

E. A and C

F. B and D

G. A–D

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Case Study 4: What are the Program's Next Steps?

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D. Send out student satisfaction survey

E. **A and C**

F. B and D

G. A–D

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Case Study 5: 6.3 Access to Career Development Information

From the *2020 Conditions*:

"The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans."

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Case Study 5: **Narrative**

In 2017, University Career Center has established "Career Clusters" and assigned a specially trained career center employee to oversee this area. Architecture is part of the Architecture and Design career cluster. Each term, the Architecture and Design cluster hosts workshops focused on helping students to develop their career goals and the tools they need to achieve them. In 2018, the A&D cluster began hosting an annual career fair, with an average of 15-20 firms who come to campus to interview students. This career fair was added in response on low satisfaction rates with the career cluster.

Case Study 5: Condition 6.3

Year	Architecture students satisfied or very satisfied with career development services
2020	85%
2019	73%
2018	70%
2017	60%

Since the creation of the career cluster, student satisfaction has increased significantly and is fast approaching the program-set benchmark of 90% satisfaction with career development services. In 2021, the cluster has added AAA (Ask Alumni Anything) an evening where alumni return to campus to answer questions from current students about their careers and life immediately after graduation.

Questions?

Email Accreditation@naab.org

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