Presenters

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2020 Conditions & Procedures Development

New process for development of new Conditions & Procedures

• Nearly a 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

❖ Strong focus on

• Shared values (academia and practice)

• Diversity, equity and inclusivity
  • Condition 2: Shared Values: Equity, Diversity and Inclusion
  • Condition 3: PC.8 Social Equity and Inclusion
  • Condition 5: 5.5 Social Equity, Diversity and Inclusion

• Teaching and Learning Culture

Assessment
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 (**timing (!)**)
- Part of a **continuous** improvement process

Require programs to:

- **DESCRIBE**
- **DEMONSTRATE**
- **DOCUMENT**
Where to Start?

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)
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

• Programs are required to provide a narrative describing how and where they address all Values

• Values need to be woven through PC and SC as appropriate
  • Not every Value needs to be addressed in each PC and SC but holistically all need to be covered
Condition 3: Program & Student Criteria

• Focus on **ASSESSMENT** at the Program level

• Purpose of assessment is to foster **CONTINUOUS IMPROVEMENT**

• Assessment must be **ON-GOING**
  • Develop a Cycle of Assessment
  • Identify frequency for review of student learning outcome data
  • Involve stakeholders from inside and outside of the program/institution
  • Make changes to program based on data
Condition 3: Program & Student Criteria

Best practices for outcomes-based assessment

- **Stakeholder involvement** in accordance with your current processes and governance structure
  - Faculty, practitioners
  - 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?
Condition 3: Program & Student Criteria

What is **Evidence** in the **2020 Procedures**

• In the past, evidence has been interpreted to mean *student work only*.

• The **2020 Conditions** require programs to provide evidence of *student learning* for PC and SC, but only require *student work* for SC 5 Design Synthesis and SC 6 Building Integration

• Evidence for all PCs and SCs should be understood as documentation that provides substantiation for the program’s assessment and continuous improvement processes.
Condition 3: Program & Student Criteria

Evidence

• PC: Curricular and Non-Curricular activities that are part of the requirements for all; not all students have to have the exact same experience or course

• SC: Curricular activities ONLY; all students are required to take
  o SC.1-4 narrative and evidence (documentation and assessment)
    o No need (but can if want to) to provide student work
  o SC.5-6 narrative and evidence of assessment and student work
Condition 4: Curricular Framework

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

  • Elimination of the required hours for General Education, Professional Studies and Optional Studies
  • Gen Ed must meet the Regional Accreditors requirements

• Programs can shift hours and to explore possibilities to better support students within their own context.
2020 Conditions & Procedures RESOURCES

Accreditation Resources

In order to help you with accreditation, we have developed a number of resources and templates.

2020 Conditions and Procedures

- Guidelines to Accreditation
- Frequently Asked Questions
- APR Template
- APR-IA Template (Initial Accreditation)
- APR-C Template ( Candidacy)
- VTR Template
- PC and SC Matrix Template
- 2020 Conditions Q&A Webinar
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Email Questions to:
accreditation@naab.org
THANK YOU