



Preparing an electronic exhibit room

Why?

What?

How?

Do and don't

Tips

Ongoing support and resources

Why?

- Electronic exhibit rooms:
 - allow BOE members to review documents and other exhibits before arriving on site, gives BOE members more time to learn about an institution, and increases the BOE's familiarity with the unit's organization.
 - enable the BOE to access information expeditiously to spend more time reviewing the quality of the exhibits presented and less time determining what exhibits exist.
 - support and facilitate the continuous updating of information that is important to your unit.

What?

- Check the NCATE exhibit list at <http://www.ncate.org/Accreditation/ContinuousImprovementOption/tabid/648/Default.aspx> This list is for a continuing improvement visit for fall 2012 and beyond. There are other exhibit lists for TI and Initial visits.
- Cross-check with state expectations if the visit is joint or concurrent.
- Include anything else that shows the unit is meeting the standards.
- Make it available at the time of IR submission...at least 6-8 months prior to the onsite visit.



How?

PLANNING

- Form a team of Type-A folks who like details, nit-picking, and cross-checking.
- Decide on a platform: web?
- Clarity and ability to move easily is more important than appearance (but 1st impressions)
- Set up a site map (see organization next)
 - Anticipate what will go where.
- Decide on a uniform way to address documents. Then USE it. Insist on it!



How?

ORGANIZATION

- Organize by standard and element
 - <http://www.trinity.edu/departments/Education/ncate/index.html>
 - Clearly label and key to the standards all evidence in the electronic exhibit room.
- Cross-reference on the master list when an exhibit is used to meet more than one standard. Upload it as often as needed.
- Embed key exhibits as hyperlinks in the IR

Hyperlinked IR: University of LaVerne

- The DKE provides evidence of candidates' understanding of the most important concepts in child psychology and development. Passing the DKE with a score of 70% or better indicates that a candidate possesses the knowledge necessary to complete upper-division coursework at the University of La Verne. Results from these key assessments are included in the program's [2010 Biennial Report](#). The majority of candidates achieve a passing DKE score (average 80%) on their first attempt, demonstrating competency in foundational knowledge needed for successful completion of the program ([See Exhibit 1a.5.1](#)) These data indicate that candidates both on- and off-campus demonstrate comparable DKE performance. Few candidates (approximately 10%) require extended preparation through group study sessions, individual tutoring, and/or faculty counseling. Data show that all candidates either demonstrate the essential knowledge-base to continue in the program, or, are counseled into a more appropriate program of study based on their demonstrated strengths.



How?

DRILL DOWN to DETAILS

- Compile a list of all evidence in the exhibit room to distribute to the team. If evidence is located somewhere other than the electronic exhibit room, the list should indicate where to find it.
- Mark evidence that demonstrates the correction of previously cited weaknesses or areas for improvement to facilitate the work of the BOE team.



How?

Check, double check and back-up

- Highlight relevant elements in a large document or open to the particular page

<http://www.trinity.edu/departments/Education/ncate/index.html>

- Check the links often and from a variety of devices and browsers
- Back-up with a CD or flashdrive for each BOE member
- Some institutions create supplemental paper-based onsite exhibit rooms



DO and DON'T

DON'T

1. Give exhibits nicknames
2. Forget about or HIDE exhibits for the advanced programs

DO

1. Make them consistent from IR to exhibit list to document
2. Clearly label Advanced vs. Initial programs' exhibits



DON'T and DO

DON'T

3. Create more work than is necessary

DO

3. Link to data from Institutional Research, Student Information Systems, and Course Management Software

DO and DON'T

DON'T

4. Assume the BOE members understand local acronyms
5. Expect BOE members to remember all that is uploaded in the room

DO

4. Provide an online glossary
5. Create an online and paper master list and table of contents for reference and check-off.



Tips

- Drowning in exhibits is not a good strategy: be judicious in selection.
- Have someone visit the site who is NOT in your institution: A former BOE member? A humanities colleague? A P-12 partner?
- Convert documents to PDFs for stability
- Consider linking web pages and having PDFs in case of “change in address”
- Open docs in a new window



More Tips

- Consider adding an orientation to the exhibit room, the assessment system, and the course management software
- Password protect and email instructions to BOE members (like AIMS)
- Put passwords on the back of name tags



Further support and resources

- NCATE website
- Stories from the field
- Resource room at this conference
- Colleagues who completed a successful NCATE visit
- Webinar schedule online

Staff

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Questions?