Evidence collected in spring & fall 2011
Report due March 30, 2012

**Directions:** Please complete a form for each of the programs within your department. This form was designed to provide a format for assessment reporting and should not be used to limit the amount of information provided. Each box that is attached to each of the sections is designed to adjust to varying lengths. If you have any questions, please contact Dr. Dan Bubb at x51506 or via email.

***Email form to [assessment@unlv.edu](mailto:assessment@unlv.edu) (Academic Assessment/UNLV)***

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**Program Information:**

<table>
<thead>
<tr>
<th>Program Information</th>
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<tbody>
<tr>
<td>Program</td>
<td>Bachelor of Science in Architecture &amp; Master of Architecture</td>
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<tr>
<td>Department(s)</td>
<td>School of Architecture</td>
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<tr>
<td>College</td>
<td>Fine Arts</td>
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<tr>
<td>Program Assessment Coordinator</td>
<td>Janet White</td>
</tr>
<tr>
<td>Report submitted by (include phone/email)</td>
<td>David Baird  895-0930  <a href="mailto:david.baird@unlv.edu">david.baird@unlv.edu</a></td>
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<tr>
<td>Date Submitted</td>
<td>3/30/2012</td>
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1. **Student Learning Outcomes for the program.** List the Student Learning Outcomes for the program. *Number for later reference.*

Upon completion of the BS in Architecture and the M. Arch, students should be able to:

1. communicate effectively in written, spoken, visual and digital modes;
2. conduct and apply research in relevant precedents and historic traditions, including global and multicultural societies;
3. demonstrate understanding of formal ordering systems;
4. design sites, facilities and systems that respond to site and climate;
5. design sites, facilities and systems which reflect basic life safety and accessibility issues;
6. understand the basic principles of structural behavior and system selection and environmental control system design;
7. understand the relationship between human behavior, the natural environment, and the built environment; and
8. understand the designer’s role in society and the means of carrying out that role through informed, responsible and ethical decision making.

Note: The BS in Architecture is not a terminal degree; the two-year M. Arch is required for licensing. Many of the learning outcomes are addressed only to the middle stage of development in the undergraduate program. The end stages are addressed in the Master’s program courses. The level of skill for certain of these will therefore differ at the B.S. and M. Arch. Levels (see different matrices in Assessment Plan.)

2. Planned assessments: Methods, Instruments and Analysis. According to the Assessment Plan for this program, what were the planned assessments to be conducted during the Spring & Fall 2011 Academic Semesters?

<table>
<thead>
<tr>
<th>Assessment Instrument (e.g., survey, exit exam)</th>
<th>Learning outcome(s) assessed (list by #)</th>
<th>Expected Measures (results that would indicate success)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Review of representative work for all levels in day-long review at end of semester using rubric</td>
<td>1-6</td>
<td>Expect all work to earn a score of at least satisfactory for all outcomes.</td>
</tr>
<tr>
<td>Portfolios of work reviewed at end of Lower Division undergraduate studies</td>
<td>1, 3-5</td>
<td>Expect portfolio quality to be such that all Upper Division places will be filled.</td>
</tr>
<tr>
<td>Performance in AAE 481 Architecture Place and Identity</td>
<td>7&amp;8</td>
<td>Expect 70% of students to earn grade of C- or higher</td>
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</table>
3. Results, conclusions and discoveries. What are the results of each planned assessment listed above? Is the outcome at, above, or below what was expected? What conclusions or discoveries do you draw from the results? Describe below or attach to the form.

Spring 2011 End-of-Semester Review
- 1, 2, 3, 5 & 6 are being met in a satisfactory manner, with rubric scores above 2 out of 3 for almost all students.
- Outcome 4 was below what was expected, with a rubric score of 1.84 out of 3. Significant schoolwide need to focus on design response to site and climate.

Portfolios of Work
Upper Division places in B.S. in Architecture were all filled as expected (Outcomes 1, 3-5),

Performance in AAE 481 Architecture Place and Identity
82 percent of students passed with a grade of C- or higher, well above the expected 70% (Outcomes 7 & 8).

4. Use of results. What program changes are indicated, and how will they be implemented? Include a description of who will review and act on the findings. If none, describe why changes are not needed.

Outcome 4: Additional effort will need to be made in design studios to ensure that students apply their classroom skills pertaining to site and climate to their design projects.

Changes will be reviewed by all faculty at end-of-semester review.

The M.Arch program received a 6 year accreditation in 2011, indicating that an independent board felt that in general things were satisfactory in the program.
5. Progress. Describe program changes that have been recommended in past reports. What progress has been made since the recommendation?

The 2010 report indicated that an intensive research effort would be added to the third year design studio. This was done in Spring of 2011 with excellent results. The students produced a book of their research results, then applied those results to their design project. This year’s end-of-semester review found that this learning outcome is now being met satisfactorily.

More integration of 3rd year studio projects with structures and ECS classes was also called for. This was also implemented, with the Structures professor teaching a section of the 3rd year studio. Structural models were required as well as framing diagrams. This integration will continue this year with a common design project for the studio and a structures class. The end-of-semester review found that this learning outcome is now being met satisfactorily.