Annual Academic Assessment Report Cover Sheet

Assessment reports are due the 1st Wednesday after the Fall Term
Email to: assessment@unlv.edu

Program Information:

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<td>Department Chair</td>
<td>DAVID BURN</td>
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<td>Assessment Coordinator</td>
<td>KEVIN KERR</td>
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Contact Person for This Report

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Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
- Which learning outcomes were assessed?
- How were they assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.
- What was learned from the assessment results?
- How did the program respond to what was learned?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.
Annual Academic Assessment Report for B.S. in Architecture

Student Learning Outcomes

Students will be able to:

(Foundations Learning Community - AAD 201, AAD 202, AAE 280, AAD 282 & AAD 267)
1. Understand and apply basic design principles;
2. Comprehend the fundamental principles present in relevant precedents;
3. Demonstrate understanding of the principles of natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design;
4. Produce models/prototypes through a variety of methods, decipher and represent drawing iconography; use digital tools for graphic communication skills; and develop writing skills;
5. Assess and collect needed information from appropriate primary and secondary sources (overlaps with UULO Inquiry and Critical Thinking);

(Third Year Learning Community - AAE 380, AAE 382, AAD 367, ABS 321, ABS 332, ABS 341 & ABS 440)
6. Identify problems, articulate questions or hypotheses, and determine the need for information (overlaps with UULO “Inquiry and Critical Thinking”)
7. Prepare and deliver effective oral presentations (overlaps with UULO “Communication”);
8. Collaborate effectively with others to share information, solve problems or complete tasks (Overlaps with UULO “Communication”);
9. Produce effective visual images using different media (overlaps with UULO “Communication”);
10. Examine and comprehend the fundamental principles present in relevant precedents and make informed choices about the incorporation and use of such principles to inform basic formal, organizational and environmental two- and three-dimensional designs;
11. Respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate and building orientation, in the development of a project design;
12. Produce designs that demonstrate an understanding of the basic principles and appropriate selection criteria for structural systems, passive environmental control systems (i.e., daylighting, ventilation, shading, solar heating and cooling), building envelope systems, and interior and exterior construction materials and assemblies;

(Fourth Year Capstone Experience - AAE 480, AAE 481, AAE 482, AAE 451, AAE 455, AAE 481, & ABS 332)
13. Locate appropriate precedents, document them, and derive underlying principles from them;
14. Make technically clear drawings, outline specifications and construct models illustrating the assembly of materials, systems and components;
15. Respond to evolving cultural, ecological and technological environments and identify in an
architectural context;
16. Demonstrate understanding of design building practices;
17. Identify environmental constraints and apply that knowledge to their design goals;
18. Identify problems, articulate questions, and use various forms of research and reasoning to
guide the collection, analysis and use of information related to those problems (UULO “Inquiry
and Critical Thinking”); and
19. Participate knowledgeably and actively in the public life of our communities and make
informed, responsible and ethical decisions in their personal and professional lives (UULO
“Citizenship and Ethics”).

Outcomes Assessed

All listed outcomes were assessed except for numbers 18 and 19, which are covered in Spring
semester courses.

Method of Assessment

For work done for studio courses, oral critiques of each students work were held, with SOA
faculty and members of the profession in attendance. For non-studio courses, assessment was
through graded projects and exams. The faculty of each Learning Community then met to review
examples of student work which met the Learning Objectives and discuss the results.

UULO Assessment

As noted in the numbered list of outcomes, elements of UULO Inquiry and Critical Thinking are
incorporated as Outcomes 5,6 and 18; Communication as 7,8, and 9, and Citizenship and Ethics
as 19.

Assessment Results

Foundation level

SLO1: The work presented showed a rich variety when it comes to the understanding of concepts
such as point, line, grids, surfaces and volumes. 2-dimensional and 3-dimensional spatial
thinking as well as the application of design principles such as organizing systems, proportional
systems, the human dimension, scale, light, transparency. Shade and shadow, and figure ground
were manifested.

SLO2: The students were introduced to origami techniques and asked to explore further the topic
by reading, watching videos and making objects in which they found a personal interest

SLO3: The work from the three projects demonstrated effective use of ordering systems such as
grids and the students ability to operate in 2 and 3-dimensional space.
SLO4: Many models were produced in Project 1 and Project 3. They demonstrated a wealth of experimentation with techniques and materials. Student work shows a clear understanding of drawing conventions such as plan, section and perspective.

SLO5: Referenced books in the library provided student access to relevant resources that directly pertained to concepts learned and the further explanation of them both theoretically and as applied. Some students went to the extent of looking at secondary sources. For AAD 201, students developed annotated bibliographies documenting use of primary and secondary sources.

Third Year Learning Community

SLO6: The student work assessed did not provide enough evidence to satisfy the requirements of this SLO.

SLO7: The student oral presentations need additional work.

SLO8: The “Precedent Study” and “Site Documentation” exercises effectively document compliance with this SLO.

SLO9: There is ample evidence of this SLO being met at different levels and in direct response to specific assignment requirements. This SLO was met with distinction.

SLO10: There was a diversity of solutions presented in the student work assessed. While several of the projects clearly demonstrated the comprehension and use of fundamental principles that inform designing, a few projects fell short with respect to what was expected vis-a-vis this SLO.

SLO11: This SLO is partially met.

SLO12: The “Combinatory Verbs” exercise (about formal transformations) is an excellent learning vehicle for this ALO.

Fourth Year Learning Community.

SLO 13: The study of 20th century communities based on models by Le Corbusier, Sejima, MVDVR, BIG and OMA is documented on line.

SLO 14, SLO 15, SLO 16 and SLO 17: The student work done for the ICCC competition demonstrated achievement of these outcomes.

Program Response

Foundation level
The studio coordinator is going to write the next semester's project assignments in a way which reduces the numbers of drawings, models, etc., required and places more emphasis on quality of each one. Other design principles will be incorporated into the curriculum. The need for process work will be emphasized further; possibly reducing grades if it is not presented. The history instructor is going to add a discussion of the grid as a way to layout the page in graphic design to the instructions for the research project in AAD 201 next fall.

Third Year Learning Community

It is recommended that the assignments for the Spring 2016 semester promote identification of specific problems/issues and the articulation of a clear position to address these problems/issues in a systematic way. In order to improve the quality of oral presentations, it is strongly recommended that students articulate their ideas in writing through the entire design process and particularly prior to their oral presentations. Site analysis and the criteria to recognize the uniqueness of “place” should be introduced earlier in the curriculum; it is recommended that special focus be given to this during the Spring semester. Using the “Combinatory Verbs” exercise as a vehicle to link classes within the Third Year Learning Community is encouraged.

Fourth Year Capstone Experience Learning Community

More work is needed to ensure that SLO's 18 and 19 are met in the Spring semester.