Program Information:

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<th>Program Assessed</th>
<th>Master of Architecture</th>
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<tr>
<td>Department</td>
<td>Architecture</td>
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<td>College</td>
<td>Fine Arts</td>
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<tr>
<td>Department Chair</td>
<td>Director - Baird, Graduate Coordinator - Nowak</td>
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<tr>
<td>Assessment Coordinator</td>
<td>Assistant Director – Kemner, Grad Coordinator - Nowak</td>
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<tr>
<td>Date Submitted</td>
<td>Wed. Dec. 16, 2015</td>
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Contact Person for This Report

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| Email               | Glenn.nowak@unlv.edu    |

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.
School-wide Student Learning Objectives (SLO SoA)

**objective #1**
Students will demonstrate critical thinking in design proposals that:
- Identify and define a design challenge’s opportunities and constraints.
- Respond through the integration of relevant theory and method.
- Respond through the integration of relevant historical or technological knowledge.
- Respond through the integration of relevant interdisciplinary content.

**objective #2**
Students will be able to develop and communicate design and planning solutions that:
- Use fundamental knowledge consisting of visual literacy, precedents, spatial literacy, and ordering systems.
- Use systems and components of the built environment.
- Use programming
- Use Intra and Inter-disciplinary communication and collaboration.

**objective #3**
Students will be able to construct a critical framework that:
- Encompasses the built environment and cultural patterns.
- Which analyzes, interprets, and articulates trends and projects relevant design scenarios.

**objective #4**
Students will be able to:
- Be leaders and collaborators in the planning and design of the built environment.
- Demonstrate ecological literacy and understanding of natural processes.
- Identify and communicate strategies to optimize resource consumption.
- Identify and communicate strategies to achieve social, economic, and environmental sustainability.

Graduate Program Student Learning Objectives (SLO M. Arch)

**objective #1**
Students will demonstrate critical thinking and representational skills at a professional level, which includes:
- Communication through verbal, graphic, and multi-media presentations,
Use of precedents in rationalizing design decisions, and
Historical and cultural influences inherent in design processes

objective #2
Students will demonstrate technical skills and a knowledge of building processes that address:
Pre-design, site design, codes and regulations, and technical documentation,
Structural, Environmental, Building Envelope, and Service Systems,
Building Materials and Assemblies, and Financial Considerations

objective #3
Students will be able to develop comprehensive design solutions through:
Integrative design, which synthesizes a wide range of variables into a design solution,
Comprehending the importance of research pursuits to inform the design process, and
Developing professional project-based research and/or written thesis initiatives that address issues important to concentration areas/curricular subplans.

objective #4
Students will demonstrate an understanding of business principles for professional practice through a combination of courses and clinical internships, which focus on:
Understanding professional conduct, project management, and stakeholder roles, and
Learning business practices and legal responsibilities

Preface:
The 3-year Assessment plan was developed with the School of Architecture assessment coordinator in the spring, shared with faculty in the fall, discussed in the October faculty meeting, and a reminder for assessment materials was sent at the beginning of finals week. Only one class’ materials were submitted, thus ongoing (and increased) assessment efforts are required in the Spring. It may be noted that preparations for program accreditation and a director search are among factors that may have contributed to lack of participation. For all courses linked to specific learning outcomes, informal observations of accreditation materials and semester activities are reflected in the report, below.

3+ First Year Fall
In AAE 711L Graduate Design I, SLO1 and SLO2 are assessed. Both are assessed using students’ course assignments and content from oral and graphic presentations. Results show that students enter the beginning graduate design studio at varying levels of aesthetic ability, and integration of various architectural knowledge is difficult within the first semester of the program. The program is considering placing additional emphasis on assessing the integration of knowledge gained in candidates’ various undergraduate studies as a hallmark of our 3+ track (for students coming from programs outside of architecture). The program is also exploring ways to emphasize the public presentations/oral defenses
Emphasis of the public presentations was achieved through scheduling of the design defenses in the highly visible location of the Architecture Studies Library on the Friday of Final Review Week. Students in AAE711L were combined with students in AAE713L and AAE789. It is accepted that “vertical” classrooms/studios have great potential to reinforce collaborative learning. Specific benefits are as yet unclear. If the 3+ subplan in the M. Arch increases in enrollment, stand alone studios may be implemented, making focused assessments more achievable. The focus on fundamental design skills makes this course a candidate for sequencing in advance of other currently co-requisite classes. Specifically, AAE711L may be an ideal candidate course for scheduling in the summer as a preparatory course for the other 3+ First Year Fall Courses.

In AAE 555 Enlightenment to the 20th Century, SLO3 and SLO4 are to be assessed. Both are assessed using an analysis of students’ exams and term papers. Results seek to illustrate differences in graduate vs. undergraduate learning as evidenced in student work within this cross-listed course. In response, the program shall explore alternate curriculum mappings and/or seek assessments of admissions evaluations relative to student learning to inform strategies for strengthening the program. Admissions evaluations may enable faculty to assess student ability through writing samples and NAAB matrices or other rubrics to determine graduate student placement in this class. There may be an ability to test out, or enroll in an alternate history course.

In ABS 521 Construction Technology I, SLO2 is to be assessed. Assessments will be attained through students’ class participation and project exhibition. Results seek to illustrate differences in graduate vs. undergraduate learning as evidenced in student work within this cross-listed course. In response, the program shall explore alternate curriculum mappings and/or seek assessments of admissions evaluations relative to student learning to inform strategies for strengthening the program. Admissions evaluations may enable faculty to assess student ability through NAAB matrices, IDP transcripts, or other rubrics to determine graduate student placement in this class. There may be an ability to test out, or enroll in an alternate technology courses. For example, some undergraduate students in Landscape Architecture or Interior Architecture + Design may take an undergraduate course in construction.

In ABS 541 Structures I, SLO2 is to be assessed. Assessments will be attained through students’ class participation and case study analysis. Results seek to illustrate differences in graduate vs. undergraduate learning as evidenced in student work within this cross-listed course. In response, the program shall explore alternate curriculum mappings and/or seek assessments of admissions evaluations relative to student learning to inform strategies for strengthening the program. For graduate students new to architectural academic work, structures (and other technical courses) often prove to be difficult for students in their first semester or first year of the program. In the undergraduate curriculum, students have nearly two years of collegiate architectural studies experience prior to emersion in a technical course. As such, considerations of alternative
sequencing may be explored.

3+ Second Year Fall
In AAE 713L Graduate Design III, SLO1 and SLO4 are assessed. Both are assessed using students’ course assignments and content from oral and graphic presentations/exhibitions. Results show that students can progress from minor/moderate emphasis to moderate/significant emphasis on a particular learning objective from one semester to another, and if that is desired, the onus is on the program to close the loop within the semester break or summer session timeframe. The program is considering placing additional emphasis (even if only ‘minor/moderate’) on assessing students’ analytical abilities within the design studios of the 3+ track. Additionally, the program may respond to assessment outcomes with alternative teaching objectives with respect to preparatory design courses.

Creating clearly identifiable experiences unique from AAE711L may be necessary for future assessments of AAE713L to evaluate previous learning objectives’ effects on student performance. Additional assessments of analytical abilities (learning objectives) may be attainable through increased pedagogical linkages to courses in the architectural history classes or other seminars in the discipline.

In ABS 532 Environmental Control Systems II, SLO2 is to be assessed. Assessments will be attained through students’ exams and case study analysis. Results seek to illustrate differences in graduate vs. undergraduate learning as evidenced in student work within this cross-listed course. In response, the program shall explore alternate curriculum mappings and/or seek assessments of admissions evaluations relative to student learning to inform strategies for strengthening the program.

For graduate students new to architectural academic work, structures (and other technical courses) often prove to be difficult for students in their first semester or first year of the program. In the undergraduate curriculum, students have nearly two years of collegiate architectural studies experience prior to emersion in a technical course. As such, considerations of alternative sequencing may be explored.

Flexibly Scheduled
In AAD600 Clinical Internship, SLO M.Arch4 is assessed. Assessments are made through observations of student internship experience records. Recent shifts in internship assessment at the national level have prompted movement away from purely indirect measures of assessment: basic time quantity requirement and employer survey. Now observations are made through industry-standardized measures. Results show that the program can collect more data on alumni pass rates on the Architect Registration Exam in order to identify potential needs for more specific learning outcomes.

Data on UNLV licensure within Nevada is available, and as a means of assisting students’ in their realization of learning objectives’ end results, this semester was the beginning of a collaborative effort between the architectural internship course and the Nevada State Board of Architecture,
Interior Design, and Residential Design to facilitate discussions about the processes associated with students’ paths toward licensure. Additionally, students and graduates of the program will be recognized as they fulfill their professional requirements and are sworn in as licensed architects in the state. The semester is shorter than the typical reporting period with the national program that oversees internship requirements: NCARB IDP. Thus, having students engage early in the program and frequently throughout it remains a consideration for how to best support students’ professional goals as they relate to this topic.

4+2 First Year Fall
In AAE 771L Graduate Architecture Studio V, SLO M. Arch 1, 2, and 3 are assessed. All are assessed using students’ course assignments and content from oral and graphic presentations/exhibitions. Results show that student work improves when engaged in group projects. As a major focus of this academic year is developing students’ ability to integrate elements of comprehensive design, additional specificity in a course rubric to address individual abilities within a team structure may be needed. The culminating project was primarily done through individual student efforts. A range of abilities were evident, and since architecture is such a collaborative effort, it is possible individuals may not always demonstrate highest levels of design integration. Rubrics may also need to establish clear minimum standards (ex. like the International Building Code = minimums)

In AAE770 Research Methods, SLO M.Arch3 is to be assessed. Assessments will made through evaluations of student course assignments and term papers. Anticipated results point to students’ understanding of multiple research methods within the architecture industry but not research specifically informing the design process. In response, the program may increase emphasis on integrating the course with a larger learning community, which includes a design-oriented studio.

Course activities included presentations by concentration coordinators (representing various sub-plans and research areas available to M. Arch candidates as they progress through the program). There may be the ability to further connect students’ interests with their potential faculty advisors through integrating sub-plan-specific assignments in the course and/or sharing feedback, course deliverables, exercises with concentration coordinators.

4+2 Second Year Fall
In AAE 789 Architecture Research Studio, SLO M. Arch 1 is assessed using students’ course assignments and content from oral and graphic presentations/exhibitions. Results have shown that increased emphasis on analytical skills is required. In response, the program has devoted a greater proportion of the semester to analyses of site, program, precedents, client, and cultural influences on the design process.

In a effort to emphasize analysis in the design process, this course developed a studio report documenting students’ literature reviews, case study analysis, and research as preparatory to the design process and complementary to the design critique. Twelve students produced over 400 pages chronicling their collective and individual design processes. Additionally, student self-
assessments were collected to further aid the process of closing the loop for students to recognize and appreciate if and when learning outcomes met the learning objectives.

In AAE 660 Issues in Contemporary Urbanism, SLO M. Arch 4 is to be assessed via course assignments and class participation. An anticipated result is that the courses taught by non tenure/tenure-track faculty may require additional guidance in data collection, direct measures, and collaborative assessment.

This course continues to be a popular class amongst high achieving students. The work could be celebrated more (ex. through reviews similar to studio design work) and a formal assessment may provide opportunities to adapt certain teaching strategies to other parts of the curriculum.

All assessments were to take place after final design reviews and before final grades were due in the fall semester. Continued assessments of these classes can occur as needed in the future. Additional assessments of spring courses will be planned for the spring semester, again between reviews and exams.
## Masters of Architecture

### ASSESSMENT POINTS - FALL CURRICULUM

#### SCHOOL OF ARCHITECTURE (SOA)-WIDE STUDENT LEARNING OBJECTIVES (SLOs)

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#### GRADUATE M. ARCH SLOs

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* See Summary Report