Student Learning Outcomes

Students will be able to:

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);
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;
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 student’s 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 student’s ability to operate in 2 and 3-dimensional space.
SLO4: Many models were produced in Project 1, Project 2 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.

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SLO6: The student work included a research book and site analysis that met this SLO.

SLO7: The student oral presentations need additional work. Presentations were practiced in class before presenting to “clients” in AAE 382.

SLO8: The “Precedent Study” and “Site Documentation” exercises effectively document compliance with this SLO. All research done is collaborative.

SLO 9: There is ample evidence of this SLO being met at different levels and in direct response to specific assignment requirements. While the emphasis is on digital media, hand drawn sketches and models were also presented to “clients”.

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 design, a few projects fell short with respect to what was expected vis-a-vis this SLO.

SLO11: This SLO is met with distinction. Site analysis was a major part of the projects in both sections of AAE 380 and 382. One section produced a book on the site including a photo essay.

SLO12: This SLO was primarily met through the construction technology class, in which students analyzed how buildings are put together with drawings and mock-ups.

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SLO 13: The study of 20th century communities based on models by Le Corbusier, Sejima, MVDVR, BIG and OMA is documented online. This year, water and irrigation precedents were added to the studies.

SLO 14: Work done in the design-build studio section was particularly relevant to this SLO. The urban studio will meet this SLO in the Spring semester.

SLO 15, SLO 16 and SLO 17: The student work demonstrated achievement of these outcomes,
particularly the film “inFLUX” done by the urban studio.

SLO 18: This was met by the work in AAE 455, in which students prepared annotated bibliographies, thesis statements and research papers, as well as in the research for the film done in the urban studio.

SLO 19: Students have been very involved with city officials and Downtown entities in the making and evaluation of the film “inFLUX”; the city has funded part of the urban design studio. In the Spring semester design professionals will be involved in a workshop for this studio. Students are also involved with the Solar Decathlon project.

**Program Response**

Foundation level

The studio coordinator changed the work flow and reduced the numbers of drawings, models, etc., required to place more emphasis on quality of each one. The need for process work was emphasized further; grades were reduced if it was not presented. The goal is to strengthen what we have for next year, rather than make further changes.

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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 order to improve the quality of oral presentations, it was strongly recommended that students articulate their ideas in writing through the entire design process and particularly prior to their oral presentations. One section of Studio required written statements of design intent. Site analysis and the criteria to recognize the uniqueness of “place” should be introduced earlier in the curriculum; as was recommended in the prior report, special focus was given to this during the Spring semester. It is recommended that the Construction Technology and Studio reviews be held at the same time as the projects are linked.

Fourth Year Capstone Experience Learning Community

SLO’s 18 and 19 are being met now, primarily in the Spring semester. We feel we are on track with all the SLO’s for fourth year.