Annual Academic Assessment Report Cover Sheet

Assessment reports are due the 1st Wednesday after the Fall Term

Email to: assessment@unlv.edu

Program Information:

<table>
<thead>
<tr>
<th>Program Assessed</th>
<th>Master of Architecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Architecture</td>
</tr>
<tr>
<td>College</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Alfredo Fernandez-Gonzalez</td>
</tr>
<tr>
<td>Assessment Coordinator</td>
<td>Glenn NP Nowak</td>
</tr>
<tr>
<td>Date Submitted</td>
<td>March 3, 2017</td>
</tr>
</tbody>
</table>

Contact Person for This Report

<table>
<thead>
<tr>
<th>Name</th>
<th>Glenn NP Nowak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>702-895-1076</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Glenn.nowak@unlv.edu">Glenn.nowak@unlv.edu</a></td>
</tr>
</tbody>
</table>

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.
What are the student learning outcomes? Please provide a numbered list.

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

- Which learning outcomes were assessed?

Learning outcomes were assessed in the spring through the following studio classes:
SLO-M. Arch #1: AAE712L, AAE714L,
SLO-M. Arch #2: AAE772L, ABS741
SLO-M. Arch #3: AAE772L, ABS741

Learning outcomes were assessed in the fall through the following studio classes:
SLO-M. Arch #1: AAE711L, AAE713L
SLO-M. Arch #2: AAE713L

SLO-M. Arch #4 has not been formally assessed.

The SLOs (student learning outcomes) for the School of Architecture M. Arch program were developed through an integrated look at the SPCs (Student Performance Criteria) used to evaluate student work for the program’s NAAB-accreditation (National Architecture Accreditation Board). By revising the school’s NAAB matrix (below) in 2016, the twenty-six criteria covered are translated into four main learning outcomes: critical thinking/representation, building practices/technical skills, integrative/comprehensive
solutions, and professional practice. Realms A through D in the matrix specifically translate into the SLOs for the M. Arch encompass:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Arch. Pre-professional Program</td>
<td>Critical Thinking Skills</td>
<td>Building Practices</td>
<td>Architectural Solutions</td>
<td>Professional Practice</td>
</tr>
<tr>
<td>M. Arch. Pre-professional Program</td>
<td>Representation</td>
<td>Technical Skills</td>
<td>Integration</td>
<td>Practice</td>
</tr>
<tr>
<td>M. Arch. Non-pre-professional Program</td>
<td></td>
<td>Architectural Systems</td>
<td>Design</td>
<td></td>
</tr>
</tbody>
</table>

UNLV School of Architecture

NAAB-SPC Matrix

- Professional Communication Skills
- Design Thinking Skills
- Investigative Skills
- Architectural Design Skills
- Ordering Systems
- Use of Precedents
- History and Global Culture
- Cultural Diversity and Social Equity
- Pre-Design
- Site Design
- Codes and Regulations
- Technical Documentation
- Structural Systems
- Environmental Systems
- Building Envelope Systems and Assemblies
- Building Materials and Assemblies
- Building Service Systems
- Financial Considerations
- Research
- Integrated Evals & Decision-Making Design Process
- Integrative Design
- Stakeholder Roles in Architecture
- Project Management
- Business Practices
- Legal Responsibilities
- Professional Conduct

<table>
<thead>
<tr>
<th>Program</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
<th>Flex</th>
<th>Non-Preprofessional Preparatory Studios</th>
<th>Fifth Year</th>
<th>Sixth Year</th>
<th>Flex</th>
<th>Summer AAD 600</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Arch. Pre-professional Program</td>
<td>Spring AAD 180 Fundamentals of Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. Arch. Pre-professional Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. Arch. Non-pre-professional Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY:**
- Light blue indicates exposure to SPC (e.g., introduction and review); documentation is expected.
- Dark blue indicates critical assessment of the SPC; evidence is required.

**NOTES:**
- Students pursue one of these two options

<table>
<thead>
<tr>
<th>Program</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
<th>Flex</th>
<th>Non-Preprofessional Preparatory Studios</th>
<th>Fifth Year</th>
<th>Sixth Year</th>
<th>Flex</th>
<th>Summer AAD 600</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Arch. Pre-professional Program</td>
<td>Spring AAD 180 Fundamentals of Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. Arch. Pre-professional Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. Arch. Non-pre-professional Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SPC expected to have been met in pre-professional or preparatory education:**

<table>
<thead>
<tr>
<th>Program</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
<th>Flex</th>
<th>Non-Preprofessional Preparatory Studios</th>
<th>Fifth Year</th>
<th>Sixth Year</th>
<th>Flex</th>
<th>Summer AAD 600</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Arch. Pre-professional Program</td>
<td>Spring AAD 180 Fundamentals of Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. Arch. Pre-professional Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. Arch. Non-pre-professional Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY:**
- Light blue indicates exposure to SPC (e.g., introduction and review); documentation is expected.
- Dark blue indicates critical assessment of the SPC; evidence is required.

**NOTES:**
- Students pursue one of these two options
All studio courses utilize direct assessments of student learning. Each semester ends with a series of design reviews whereby faculty, architects, guest critics assess specific deliverables produced by each student. Analysis, drawings, models, written and verbal presentations are among the items critiqued by a panel of professionals with formal evaluations summarized by studio instructors. Amongst AAE711L, AAE712L, AAE713L, and AAE714L the learning outcome of critical thinking and representational skills (SLO-M. Arch #1) was primarily assessed through the studios’ service learning and community-design-based approach with numerous community stakeholders offering critical feedback on the quality of student work. Amongst AAE713L, AAE772L (and its co-requisite ABS741) learning outcomes of technical skill, and comprehensive building integration were addressed. (SLO-M.Arch #2 and #3). AAE772L is understood as the most comprehensive test of students’ abilities to demonstrate critical competence in architecture. These were assessed through students’ final presentations of design proposals and defense of their methods of analysis and conceptualization. Presentations were made to panels of design critics comprised of faculty, architects, and invited guests. The co-requisite course documents technical aspects of the studio project along with related research such as case studies. The reports are shared with design review panelists and kept with larger format presentation materials for accreditation purposes.

In preparation of the NAAB visiting team room, which must include examples of student work meeting the various SPCs of the matrix above, the faculty re-reviewed high- and low-pass work. On January 27, faculty pre-screened work from the last two semesters for assessment and accreditation purposes. On March 3, architects from the community were invited to provide an additional layer of assessment (a professional perspective). Work was assessed through direct surveying of student presentation boards for evidence of specific SPCs/SLOs. Rubrics for each project and all SLOs were filled out over a 5-hour period. The NAAB visit scheduled for March 18-22 2017 involves additional assessment of the program.

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.

N/A

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.

The Graduate M. Arch program assessment recognized the high-level of student engagement in research, scholarship and creative expression evidenced through multiple graduate-level studios that integrated national/international-level design competitions, local community partnerships, and/or funded
Courses AAE712L, AAE714L, and AAE772L were among those engaged in such high-level initiatives as the Department of Energy Solar Decathlon, The HUNDRED Plan with the City of Las Vegas and the Historic Westside Neighborhood, and the comprehensive design studio that sought to design a home for a woman veteran.

- What was learned from the assessment results?

One of the most exciting things learned in the assessment process came from conversations with students that helped organize the review of course outcomes. In coordinating the work for assessment, the student assistants were given a copy of the NAAB Matrix, and they explained that if all students received and understood the matrix (currently it is accessed almost exclusively by faculty) then more students would appreciate the “big picture” of their education and probably even take certain classes “more seriously”.

Additionally, several classes that were not originally intended to address learning outcomes related to “Professional Practice” in fact delivered significant educational experiences that integrated those areas of the discipline. It would make sense to document those experiences as formal components of the courses’ content. Many learning outcomes are achieved through non-studio courses in the M. Arch, and more could be done to assess student performance in those areas. Studios traditionally produce highly visual content that is conducive to sharing and critiquing as a group. Methods for sharing and discussing other mediums (written reports, exams, etc.) could be developed for program-wide assessment. While culminating experiences in the final (sixth) year of the program which are designed to foster creative exploration and research are assigned fewer student performance criteria (and by extension Student Learning Outcomes) than the more technically-intensive integrated design studio (fifth year); they could be assessed more for consistency of outcomes or student improvement from year to year.

- How did the program respond to what was learned?

The program is recognizing opportunities to foster multiple SLOs that may be inherent in the kinds of work various studios do each year. Through ongoing preparations for NAAB accreditation visit, the program will continue to respond to needs to deliver student-learning outcomes dedicated to professional practice by re-assessing work in classes where the SLO may be (unintentionally) covered. Also, the program may consider ways to assess all SLOs more frequently, more publically, and more collaboratively. The faculty is now interested in the idea of maintaining a permanent gallery space for student work. This would not only enable the assessment as described above (more frequent, public, and collaborative), but it would also celebrate the process of assessment.