

## 2016-2017 Assessment Cycle ARTS\_Architecture M in Arch

### Mission (due 1/20/17)

#### University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

#### University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

#### University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

#### College / Department / Program Mission

##### College Mission

*Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."*

Mission: The College of the Arts prepares students to be creative, critical and responsive professionals through our fine arts, design and performance programs. We serve our students and communities by means of collaborative, experiential, innovative, and globally relevant learning opportunities and partnerships.

Vision: The College of the Arts seeks to create a bridge between the arts and cultures of the world and the unique context and traditions of Acadiana.

1. Values:

2. We are passionate about delivering exceptional teaching and mentoring, supported by faculty research and creative activity.
3. We foster individual as well as collaborative initiatives in the arts, among the arts, and with other disciplines.
4. We encourage teaching and learning rooted in traditional approaches and integrating evolving concepts and technologies.
5. We strive to attract, build and celebrate a diverse body of students, faculty and staff.
6. We enhance the cultural, civic and artistic environment of Lafayette, Acadiana, and all of Louisiana through community engagements of students, faculty and alumni.
7. We seek to achieve the highest standards of professionalism in all that we produce.

##### Department / Program Mission

*Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".*

##### MISSION STATEMENT

The mission of the School of Architecture and Design is to cultivate student-centered educational program curriculums in architecture, industrial design, and interior design. We seek this through a student-focused pedagogy based in learning that is responsive to the material, technological, cultural, and societal environments. We strive to integrate community-based research and scholarship that engages the community and ultimately improves the public good.

Vision: To further the University's evolution as a distinctive institution recognized as a catalyst for transformation -of students, faculty, staff, Acadiana, Louisiana, and the globe -through its engagement in research, scholarship, creativity, and the enhancement of our unique culture.

Values: UL Lafayette's core values reflect the principles in which we believe and to which we aspire as we collaborate and persist toward the fulfillment of our mission.

1. Access, opportunity and success for all students as we synergistically partner with them in their development as globally responsible, productive citizens.
2. An informed appreciation for and desire to contribute to our culturally-rich and unique community, which simultaneously embodies a progressive spirit of creativity, a dedicated work ethic, a resilient value for family, and a robust joie de vivre.
3. The creation and dissemination of knowledge that elevates the stature of our community of scholars and contributes to the betterment of our world.
4. Civility and integrity in all of our interactions to promote a collegial, diverse and healthful learning environment.
5. Engagement of all our stakeholders in our pluralistic quest to fulfill our mission.
6. Stewardship that demonstrates an appreciation and respect for all the resources that we can impact, and which have been entrusted to us.
7. Commitment to open communication and constructive dialogue to foster a shared understanding of our progress, challenges and accomplishments.

## Assessment Plan (due 1/20/17)

### Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

#### Assessment List

Goal/Objective	ARCH509 NAAB 2014 SPC criteria as a rubric for evaluation	
Legends	SLO - Student Learning Outcome/Objective (academic units);	
Standards/Outcomes	<b>Identifier</b>	<b>Description</b>
	<b>NAAB-2014.II.1.1.A-1</b>	Professional Communication Skills: Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.
	<b>NAAB-2014.II.1.1.A-2</b>	Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.
	<b>NAAB-2014.II.1.1.A-3</b>	Investigative Skills: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.
	<b>NAAB-2014.II.1.1.A-4</b>	Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.
	<b>NAAB-2014.II.1.1.B-2</b>	Site Design: Ability to 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.
	<b>NAAB-2014.II.1.1.C-2</b>	Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.
	<b>NAAB-</b>	Integrative Design: Ability to make design decisions within a complex

	<b>2014.II.1.1.C-3</b>	architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.	
Assessment Measures			
	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Attachments</b>
	Direct - Capstone Assignment	Masters <or. Thesis project completion and evaluation y team and instructors	509_Final_review_Rubric.pdf

## Results & Improvements (due 9/15/17)

### Results and Improvement Narratives

#### Assessment List Findings for the Assessment Measure level for ARCH509 NAAB 2014 SPC criteria as a rubric for evaluation

Goal/Objective	ARCH509 NAAB 2014 SPC criteria as a rubric for evaluation	
Legends	SLO - Student Learning Outcome/Objective (academic units);	
Standards/Outcomes	<b>Identifier</b>	<b>Description</b>
	<b>NAAB-2014.II.1.1.A-1</b>	Professional Communication Skills: Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.
	<b>NAAB-2014.II.1.1.A-2</b>	Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.
	<b>NAAB-2014.II.1.1.A-3</b>	Investigative Skills: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.
	<b>NAAB-2014.II.1.1.A-4</b>	Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.
	<b>NAAB-2014.II.1.1.B-2</b>	Site Design: Ability to 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.
	<b>NAAB-2014.II.1.1.C-2</b>	Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

	<b>NAAB-2014.II.1.1.C-3</b>	Integrative Design: Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.			
Assessment Measures	<b>Assessment Measure</b>		<b>Criterion</b>		
	Direct - Capstone Assignment		Masters <or. Thesis project completion and evaluation y team and instructors		
Assessment Findings	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Direct - Capstone Assignment	Has the criterion Masters <or. Thesis project completion and evaluation y team and instructors been met yet? Met	ARCh509_16 has met requirements established with the following criteria: 46% earning High Pass 50% earning Pass 4% earning Low Pass		- Assessment Process: Goals / Outcomes / Objectives changed: Criteria has been updated form the NAAB 2009 Student Performance Criteria to the NAAB 2014 Student Performance Criteria. Rubric has been updated to correspond to the updated criteria.

## Reflection (Due 9/15/17)

### Reflection

#### 1) How were assessment results shared in the unit?

*Please select all that apply. If "other", please use the text box to elaborate.*

Distributed via email

Presented formally at staff / department / committee meetings (selected)

Discussed informally

Other (explain in text box below)

Results were presented and discussed at the December retreat

**2) How frequently were assessment results shared in the unit?**

Frequently (>4 times per cycle)  
Periodically (2-4 times per cycle)  
Once per cycle (selected)  
Results were not shared this cycle

**3) With whom were assessment results shared?**

*Please select all that apply.*

Department Head (selected)  
Dean / Asst. or Assoc. Dean  
Departmental assessment committee  
Other faculty / staff (selected)

**4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?**

Much higher percentage of High Pass students and lower number of Low Pass students.

**5) What has the unit learned from the current assessment cycle?**

We have established methods and procedures that are successful for our criteria.  
Going forward we have an updated criteria set that should drive further clarity on our evaluation process..

## Attachments