

2017-2018 Assessment Cycle ARTS_ Architectural Studies BS

Mission (due 12/4/17)

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 / VP and Program / Department Mission

Mission of College or VP-area

Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."

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.

Values:

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

Mission of Program / Department

Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."

We work to ensure that our graduates are prepared to:

1. Practice in a global economy;
2. Recognize the positive impact of design on the environment;
3. Understand the diverse and collaborative roles assumed by architects in practice and related disciplines;

4. Respect client expectations;
5. Advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities; and
6. Contribute to the growth and development of the profession.

Attachment (optional)

Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)

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

Assessment List

Goal/Objective	<p>The School of Architecture and Design will conduct an assessment of student outcomes with criterion that is based upon the conditions of our accrediting body, the National Architectural Accrediting Board (NAAB). The assessment will include consideration of the conditions outlined in Realm C of the 2014 Conditions for Accreditation, as published by the NAAB Inc.</p> <p>Realm C: Integrated Architectural Solutions is sub-divided into three areas:</p> <p>C.1 Research: Understanding of the theoretical, and applied research methodologies and practices used during the design process.</p> <p>C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate 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.</p> <p>C.3 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.</p> <p>Student ability to demonstrate competency in all three areas of Realm C (C.1, C.2, C.3) will be assessed through a review of student projects by a combination of School of Architecture and Design Faculty and AEC professionals. Specifically, three areas outlined in C.3 Integrative Design will be chosen for extensive consideration; Accessibility, Environmental Systems, and Structural Systems. Assessment of the three areas listed is expected to be at total Proficiency of 75% or greater.</p> <p>For more information on the strategies for assessing each area of Realm C, see the Program / Department Assessment Narrative on the Assessment Process.</p>				
Legends	<p>OO - Outcome/Objective (administrative units); PO - Program Objective (academic units); SLO - Student Learning Outcome/Objective (academic units);</p>				
Standards/Outcomes	<table border="1" data-bbox="386 1751 1516 1898"> <thead> <tr> <th data-bbox="391 1757 594 1791">Identifier</th> <th data-bbox="599 1757 1511 1791">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="391 1797 594 1856">NAAB-2014.II.1.1.C</td> <td data-bbox="599 1797 1511 1892">Realm C: Integrated Architectural Solutions. Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.</td> </tr> </tbody> </table>	Identifier	Description	NAAB-2014.II.1.1.C	Realm C: Integrated Architectural Solutions. Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.
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Assessment Measures			
	Assessment Measure	Criterion	Attachments
	Direct - Project	Student ability to make informed design decisions, graphically demonstrate their understanding of complex concepts and successfully integrate design considerations in the categories of Accessibility, Environmental Systems, and Structural Systems. Assessment of the three areas listed is expected to be at total Proficiency of 75% or greater.	ARCH_409_Final_Review_Evaluation_Form_Fall_2017.docx

Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

Assessment Narrative

The School of Architecture and Design will conduct an assessment of student outcomes with criterion that is based upon the conditions of our accrediting body, the National Architectural Accrediting Board (NAAB). This assessment plan, in particular, will address conditions outlined in Realm C of the 2014 Conditions for Accreditation, as published by the NAAB Inc.

Realm C: Integrated Architectural Solutions is sub-divided into three areas:

C. 1 Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.

C.2 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.

C.3 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.

Strategies for Assessment

The strategies employed for assessment of area C.1 Research are:

-Students' completion and submission of a Research Notebook, which would outline design process, theoretical position on the subject matter, precedent research, case-studies, analytical diagrams/studies, building system studies/assessments, and product/material/manufacture research.

The strategies employed for assessment of area C.2 Integrated Evaluations and Decision-Making Design Process are:

-Students' completion and submission of a Research Notebook, which would outline design process, theoretical position on the subject matter, precedent research, case-studies, analytical diagrams/studies, building system studies/assessments, and product/material/manufacture research. Theoretical positions will be outlined in the form of a Thesis Statement which will serve as the evaluative criterion for decision-making and evaluation of successful idea execution.

The strategies employed for assessment of area C.3 Integrative Design are:

-Review of final thesis statement, site plan, roof plan, floor plans, building sections, wall sections, building elevations, structural diagrams, digital renderings and notebook by School of Architecture and Design faculty, Architects and other allied professionals. Assessment focuses on only three (3) considerations per year of the eight (8) considerations listed under area C.3 Integrative Design.

Expectations

The department expects to exceed the minimum conditions as outlined in Realm C of the 2014 Conditions for Accreditation, as published by the NAAB Inc. The department expects to receive the longest accreditation period (without visitation) awarded by the NAAB to competent accredited schools of architecture. Student ability to make informed design decisions, graphically demonstrate their understanding of complex concepts and successfully integrate design considerations in the categories of Accessibility, Environmental Systems, and Structural Systems is expected to be assessed at a total Proficiency of 75% or greater.

Initiatives and Improvements

The department has identified the Research Notebook as tool for both assessment and improvement of desired outcomes as it pertains to area C.2 and are brainstorming ways to facilitate its effectiveness in these regards.

Plan for Students Learning Outcomes and Operations

The department uses past assessments to identify areas for improvement, to evaluate/improve the number of student projects assessed as "competent" and brainstorm strategies for increasing learning outcomes.

Sharing of Data related to Assessment and Student Outcomes

The department will share assessment results (in paper or digital format) with the appropriate bodies within the department and college via departmental/college meetings at both the beginning and end of each assessment cycle.

Results & Improvements (due 9/15/18)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for The School of Architecture and Design will conduct an assessment of student outcomes with criterion that is based upon the conditions of our accrediting body, the National Architectural Accrediting Board (NAAB). The assessment will include consideration of the conditions outlined in Realm C of the 2014 Conditions for Accreditation, as published by the NAAB Inc. Realm C: Integrated Architectural Solutions is sub-divided into three areas: C.1 Research: Understanding of the theoretical, and applied research methodologies and practices used during the design process. C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate 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. C.3 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. Student ability to demonstrate competency in all three areas of Realm C (C.1, C.2, C.3) will be assessed through a review of student projects by a combination of School of Architecture and Design Faculty and AEC professionals. Specifically, three areas outlined in C.3 Integrative Design will be chosen for extensive consideration; Accessibility, Environmental Systems, and Structural Systems. Assessment of the three areas listed is expected to be at total Proficiency of 75% or greater. For more information on the strategies for assessing each area of Realm C, see the Program / Department Assessment Narrative on the Assessment Process.

Goal/Objective	<p>The School of Architecture and Design will conduct an assessment of student outcomes with criterion that is based upon the conditions of our accrediting body, the National Architectural Accrediting Board (NAAB). The assessment will include consideration of the conditions outlined in Realm C of the 2014 Conditions for Accreditation, as published by the NAAB Inc.</p> <p>Realm C: Integrated Architectural Solutions is sub-divided into three areas:</p> <p>C.1 Research: Understanding of the theoretical, and applied research methodologies and practices used during the design process.</p> <p>C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate 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.</p> <p>C.3 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.</p> <p>Student ability to demonstrate competency in all three areas of Realm C (C.1, C.2, C.3) will be assessed through a review of student projects by a combination of School of Architecture and Design Faculty and AEC professionals. Specifically, three areas outlined in C.3 Integrative Design will be chosen for extensive consideration; Accessibility, Environmental Systems, and Structural Systems. Assessment of the three areas listed is expected to be at total Proficiency of 75% or greater.</p> <p>For more information on the strategies for assessing each area of Realm C, see the Program / Department Assessment Narrative on the Assessment Process.</p>
Legends	OO - Outcome/Objective (administrative units); PO - Program Objective (academic units); SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

	Identifier	Description			
	NAAB-2014.II.1.1.C	Realm C: Integrated Architectural Solutions. Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.			
Assessment Measures	Assessment Measure	Criterion			
	Direct - Project	Student ability to make informed design decisions, graphically demonstrate their understanding of complex concepts and successfully integrate design considerations in the categories of Accessibility, Environmental Systems, and Structural Systems. Assessment of the three areas listed is expected to be at total Proficiency of 75% or greater.			
Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Project	Has the criterion Student ability to make informed design decisions, graphically demonstrate their understanding of complex concepts and successfully integrate design considerations in the categories of Accessibility, Environmental Systems,	Assessment of student ability according to the Realm C Goals and Objectives revealed proficiency in all three areas of Realm C. Direct - Project assessment was conducted according to C.3 Integrative Design under the criterion of Accessibi	SACS_Assessment_Matrix_for_LIVETEXT_Final_2017_Final_.xlsx	- Assessment Process: Continuous monitoring: The department has identified the Research Notebook as a tool for both assessment and improvement of desired outcomes as it pertains to area C.2 and has implemented course requirements for Writing and Documentation of Process and Decision Making. These course requirements will undergo continuous

		<p>and Structural Systems. Assessment of the three areas listed is expected to be at total Proficiency of 75% or greater. been met yet? Met</p>	<p>lity, Environmental Systems, and Structural Systems. Criterion for Accessibility were assessed at 19.51% Mastery and 62.20% Proficiency. Criterion for Environmental Systems were assessed at 14.63% Mastery and 53.66% Proficiency. Criterion for Structural Systems were assessed at 24.39% Mastery and 64.63% Proficiency. Total course proficiency was met with 19.05% Mastery and 58.73% Proficiency; a total</p>	<p>cycles of monitoring and improvement with the ultimate goal of facilitating effectiveness and the overall goals outlined above under Expectations. - Assessment Process: Targets / Criteria for Success changed: The department expects to exceed the minimum conditions as outlined in Realm C of the 2014 Conditions for Accreditation, as published by the NAAB Inc. The department expects to receive the longest accreditation period (without visitation) awarded by the NAAB to competent accredited schools of architecture. - Assessment Process: Goals / Outcomes / Objectives changed: The department used past assessments and identified</p>
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			<p>of 77.78%. Criterion was met.</p>		<p>several key areas for improvement. Strategies for increasing learning outcomes are being implemented via the Research Notebook in the form of continuous student writing and reflection on the design process and how design decisions are made.</p> <p>- Assessment Process: Results Discussed / Shared: The department will share these assessment results (in paper or digital format) with the appropriate bodies within the department and college via departmental/ college meetings at the end of this assessment cycle.</p>
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Reflection (Due 9/15/18)

Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?

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

Distributed via email (selected)

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

Discussed informally (selected)

Other (explain in text box below) (selected)

Assessment results will be shared at the winter Faculty Retreat, taking place in December of 2018.

2) How frequently were assessment results shared?

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 (selected)

Departmental assessment committee

Other faculty / staff (selected)

4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

Due to the number of possible assessment areas included in Realm C.3 Integrative Design, faculty decided to limit assessment areas to three criterion per cycle, rotating so that each is covered over a three-year period. As such, the category of Structural Systems saw an increase in Proficiency of 13.37% and a decrease in Mastery of 5.17% from the 2015 Assessment Cycle. Despite the slight decrease in Mastery, the numbers still show significant gains in competency in the area of Structural Systems. Review of assessment results has been helpful in identifying areas for improvement in specific categories listed under Realm C.3

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

Due to the number of possible assessment areas included in Realm C.3 Integrative Design, assessment areas were limited to three criterion per cycle, rotating so that each is covered over a three-year period. This assessment loop will be closed after next year's assessment. Review of assessment results has been helpful in identifying the Research Notebook as the mechanism for monitoring student engagement in the design process and student documentation of decision making. Regular writing assignments have been incorporated into the Research Notebook and course to both improve writing standards and assess student engagement and documentation of decision making. These regular writing assignments have also aided students in crafting thoughtful, intentional design goals throughout the Comprehensive Integrated Design Studio.

Attachments (optional)

Upload any documents which support the program / department assessment process.