

# 2017-2018 Assessment Cycle ARTS\_Architecture M in Arch

## 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.

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.

#### 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."*

#### 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.

#### 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	To have all students of the Masters project demonstrate, through their project, passing mastery of the six student performance criteria for this class (below: A-1, A-2, A-3, A-4, B-2, C-2)								
Legends	SLO - Student Learning Outcome/Objective (academic units);								
Standards/Outcomes									
Assessment Measures	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Attachments</th> </tr> </thead> <tbody> <tr> <td>Direct - Capstone Assignment</td> <td>Final presentation before a jury and evaluation on the six student performance criteria for this class (above: A-1, A-2, A-3, A-4, B-2, C-2)</td> <td>509_Final_review_Rubric.pdf</td> </tr> </tbody> </table>			Assessment Measure	Criterion	Attachments	Direct - Capstone Assignment	Final presentation before a jury and evaluation on the six student performance criteria for this class (above: A-1, A-2, A-3, A-4, B-2, C-2)	509_Final_review_Rubric.pdf
	Assessment Measure	Criterion	Attachments						
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#### 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 Measure: Direct - Capstone Assignment

Criterion: Final presentation before a jury and evaluation on the six student performance criteria for this class (above: A-1, A-2, A-3, A-4, B-2, C-2)

Students design a thesis project while leading their own team of consultants including the faculty of record, 2 other graduate level faculty from the School of Architecture and Design, a program specific faculty member from another department and a professional architect. The semester culminates with a final review where the students present their project before their team and a number of other reviewers.

The review team fills out a rubric defined by the above listed SPCs on a scale of High Pass - Pass - Low Pass - No Pass. Our goal is to have all students pass the class (low pass or above) and the majority of students to pass with at least a "Pass" (80%).

After evaluation of the data collected through these review rubrics the co-faculty members begin a discussion that makes its way to a faculty meeting where our performance and possible strategic adjustments are discussed. Typically adjustments are made by the co-faculty before the following year.

## Results & Improvements (due 9/15/18)

### Results and Improvement Narratives

**Assessment List Findings for the Assessment Measure level for To have all students of the Masters project demonstrate, through their project, passing mastery of the six student performance criteria for this class (below: A-1, A-2, A-3, A-4, B-2, C-2)**

Goal/Objective	To have all students of the Masters project demonstrate, through their project, passing mastery of the six student performance criteria for this class (below: A-1, A-2, A-3, A-4, B-2, C-2)				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes					
Assessment Measures	<b>Assessment Measure</b>		<b>Criterion</b>		
	Direct - Capstone Assignment		Final presentation before a jury and evaluation on the six student performance criteria for this class (above: A-1, A-2, A-3, A-4, B-2, C-2)		
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 Final	There were 14 students	ARCH509_17__Student_performance.pdf	- Assessment Process:

		<p>presentation before a jury and evaluation on the six student performance criteria for this class (above: A-1, A-2, A-3, A-4, B-2, C-2) been met yet? Met</p>	<p>originally enrolled in the class. Three students withdrew from the class. Of the 11 students who completed the course this the performance outcomes by SPC A1: 45% High Pass, 45% Pass, 9% Low Pass; SPC A2: 55% High Pass, 27% Pass, 18% Low Pass; SPC A3: 55% High Pass, 27% Pass, 18% Low Pass; SPC A4: 45% High Pass, 18% Pass, 36% Low Pass; SPC B2: 45% High Pass, 18% Pass, 36% Low Pass; SPC C2: 45% High Pass, 27% Pass, 18% Low Pass, 9% No Pass; SPC C3: 27% High Pass, 45% Pass, 18% Low Pass, 9% No Pass</p>	<p>Continuous monitoring: Over the past few years we have refined a "prescriptive path" for students who have been identified as at risk for having trouble completing the thesis studio. There are two ways students are flagged for this path. The first way they are flagged is at the time of application to the program. If a student is flagged at this time the faculty begin a discussion about that student that will continue throughout their time in the program and will allow greater awareness of the students progress through the program. The other way students are flagged for this path is</p>
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					by failing, or by withdrawing from the thesis studio. The prescriptive path has allowed for a more nuanced tracking of students who struggle with the broad independence that is required to successfully complete the thesis studio and provides a series of key prescriptive requirements that keep the students focused on the core requirements to demonstrate mastery and to ultimately be successful in completing the thesis studio.
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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

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

Discussed informally

Other (explain in text box below)

**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

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.**

We had no students not pass this course but three students who were in danger of not passing the class withdrew before the deadline and have decided to retake the course in 2018. While we didn't have any students fail the class we did have three who were either not adequately prepared to do so or met individual adversity during the semester that prevented them from performing at a level where they were likely to pass the course. This is positive in the sense that the gate internal to the class which we set up adequately managed the students progression before they reached a point where they could not take steps to do adequately in the course; but the students were also likely not quite adequately prepared at the time of entry to this course. The success of the internal gate demonstrates the success of the first half of the changes we made. They second set of changes we made was to a more narrowly described prescriptive path for these students where the open ended components of their project were limited so that they could focus on the core competencies that are required to successfully pass the course.

**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.**

The internal gate implemented in ARCH509 has allowed us to identify students who are not in a position to pass the course at a time when we can intervene to reach an outcome that is adequate for both the ultimate success of the student and the standards of the course . Over the past three years we have also refined a prescriptive path for students who either come into the graduate program conditionally or do not meet with success their first time taking ARCH509. The prescriptive path is designed to more narrowly described a path through ARCH509 for students who are in need of a more structured environment where the open ended components of the project are limited allowing a focus on the core competencies that are required to successfully pass the course. The outcomes of the 2017 ARCH509 course demonstrate

a greater awareness of the students who are likely to struggle in ARCH509 and a clear methodology to give these students support to a number of different points in their graduate career.

**Attachments (optional)**

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