

College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link:
https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

NOTES:

- **2016-2017 Yearly Assessment Reports** for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
 - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
 - Graduate programs must include one curricular map showing how courses map onto PLOs.
 - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.
- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.
- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or ceschwabenland@usfca.edu

Identifying Information 

Name of Program *

Architecture and Community Design

Type of Program *

Major ▼

College of Arts and Sciences Division *

Arts ▼

Name/Title/E-mail Address of Submitter *

Seth Wachtel/Associate Professor and Program Director/slwachtel@usfca.edu

Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback

Hana Bottger/hana.bottger@usfca.edu

Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

Yes

No

Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at

https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

Please upload a PDF version of your Yearly Assessment Report here: *

Please upload your program's PLO x Courses Curriculum map here (all file types allowed) *

Please upload your program's PLO x ILO Curriculum map here (all file types allowed)

If you would like to upload any other files (i.e. rubrics used to evaluate student work products, scripts/surveys/other indirect methods used to evaluate student work), you may upload them here. Please use descriptive file names (i.e. "SociologyAssessmentRubric").

**WARNING: This form currently cannot be saved once it is in-progress.
If you close out of the form before submission, responses will be **discarded**.**

Mission Statement 

Please type and/or copy-and-paste directly into the space below:

*

The Architecture and Community Design Program at the University of San Francisco combines an introduction to the disciplines of architecture, urban design, city planning, and landscape design with a strong emphasis on the social sciences and the humanities. The program draws from the university's diverse resources and faculty to form a unique interdisciplinary curriculum of study, which reflects the university's mission and commitment to building community toward a more just and humane world. The program emphasizes the critical role of analytical approaches and design strategies in negotiating between individual and collaborative acts of making, within the larger framework of political, social, and cultural issues. We create an environment where students engage with and learn from the city and surroundings through innovative architectural design and real world projects that make a significant difference in the lives of underserved communities. Through this process, students learn to become impassioned readers, interpreters, actors, and designers of their cities, institutions, and communities.

Program Learning Outcomes (PLOs)

Please type and/or copy-and-paste directly into the space below:

*

ARCD Major Program Learning Outcomes are organized into three categories:

A) understanding context (history, culture, community)

B) gaining technical skills and knowledge

C) exercising social responsibility (environmental as well as social justice)

1. Students will gain foundational knowledge of the historic development of architecture and cities and an overview of theories, analyses and criticisms related to historical buildings, landscapes and cities.
 2.
 - a. Students will gain an understanding of basic visual principles, concepts, and modes of architectural representation.
 - b. Students will learn to observe, analyze and represent the built environment.
 - c. Students will learn concepts of space planning, spatial and formal expression.
 - d. Students will obtain an understanding of structure and material in design and construction of buildings.
 - e. Students will understand the role of society and culture in the process of architectural design.
 3. Students will gain knowledge and understand the importance of using architectural skills to work with diverse communities both locally and internationally to create positive social change in the built environment.
 4. Students will gain knowledge and understand the various factors that affect the relationship of ecology and environment to cities and buildings.
-

Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

Please upload your PLOs to Courses Curriculum map here *

Please upload your PLOs to ILOs Curriculum map here *

**WARNING: This form currently cannot be saved once it is in-progress.
If you close out of the form before submission, responses will be **discarded**.**

Assessment Methods

Which of your Program Learning Outcomes did you assess during 2016-2017? *

2D

What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. *

- Published (Standardized) Test (e.g., Major Field Test)
- Class Tests & Quizzes with Embedded Questions
- Class Presentations
- Off-Campus Presentations (NGOs, clients, agencies, etc.)
- Research Projects Reports
- Case Studies
- Term Papers
- Portfolio
- Artistic Performances, Recitals & Products
- Capstone Projects
- Poster Presentations
- Comprehensive Exams
- Thesis, Dissertation
- Pass Rates on Certification or Licensure Exams
- Group Projects
- In-/Out-of Class Presentations
- Competency Interviews (e.g., oral exams)
- Simulations
- Juried Presentations
-

Other:

Brief description of student work products used to assess PLOs: *

Materials and Methods of Architecture (Projects and drawings)

What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? *

Review data to determine % of students meeting the PLO

Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").

Who evaluated the student work product? Check all that apply. *

FT faculty members who were not instructor(s) of the course(s)

FT faculty members who were instructor(s) of the course(s)

PT faculty members who were not instructor(s) of the course(s)

PT faculty members who were instructor(s) of the course(s)

Other:

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

FT faculty assessed student work products together

What indirect methods did you employ, if any?

- Student Survey
- Student Interview
- Focus Groups
- Reflection Sessions
- Reflection Essays
- Faculty Survey
- Exit (end of program) Survey
- Exit (end of program) Interview
- Alumni Survey
- Employer Survey
- Diaries or Journals
- Data from Institutional Surveys
- Curriculum/Syllabus Analysis
- Other:

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

As a broad overall assessment, all students answer the following three questions twice during their studies - once within the first semester, and once in the final semester before they graduate. Time shall be set aside in the ARCD 110: Architecture Studio 1 course for the first two questions, and in ARCD 100: Intro to Architecture & Community Design for the third question. As graduating seniors, the first two shall be answered again in ARCD 400SL: Community Design Outreach Studio and the third in ARCD 430: Professional Practice/Internship course.

1. Name and describe one of the most important considerations before beginning design.
2. Draw a sketch of the room you are in now, using whatever technique and mode of graphic expression you would like. (could be a floor plan or a perspective, for example)
3. Describe the role and responsibilities of the architect in a project, and in society.

Each of these activities will indicate the growth and development of socially responsible environmental designers, as well as provide a holistic assessment of our three broad Program Learning Outcomes.

The long-term plan is a multi-year student response to these three questions at the start and then the end of their studies in order to measure how much they have learned in the areas of our Program Learning Outcomes.

Attach survey/script/interview here as needed

**WARNING: This form currently cannot be saved once it is in-progress.
If you close out of the form before submission, responses will be discarded.**

Results

What were the direct data results? *

Each of the direct data results arise in specific contexts, informed by the synthesis of skills picked up over the students' full four years. Taken together, they show a steady increase in complexity and quality over the full program period. This is especially true in areas displaying incorporation of new techniques of analysis and graphic representation. The one area in which the quality does not seem to have changed significantly over the years is writing. With the introduction of a required Architectural Theory course, the prominence of writing as a formal product in the environmental design disciplines is emphasized. This is further supported by the Honors thesis project courses.

What were the indirect data results? (If applicable)

The "exit and diagnostic survey" was administered for the second time this academic year in a continuing effort to concisely track the three primary PLOs. The same questions were given to both the first-year and fourth-year students in order to establish a baseline with which to compare answers. The first-year written replies were understandably more idealistic and less nuanced than those of the seniors. The seniors' answers tended toward a purer focus on the fundamental points of architecture. Because the questions were general in focus and not fully contextualized in any particular class, the survey replies displayed a briefness of effort – the design sketches, while technically acceptable, were less imaginative than hoped and were generally void of people and context. The verbal replies ranged from very thoughtful answers to pat responses based on what the writer thought was expected.

How do you interpret these results? What do they mean? *

The brevity of response from both first and fourth year respondents was disappointing. Going forward we have adjusted the survey to key more directly to the course in which it is administered. We also plan to provide a fuller introduction to the students as to why the survey is being given.

Many seniors incorporated environmental and cultural sustainability issues into their survey responses. This is reassuring, since we have been trying to emphasize in the pedagogy that an integrated systems approach to design is equally important as technical knowledge and skills in any one area.

Many of our pedagogical messages are getting through, but we still need to help students synthesize the many aspects of environmental design, so that they can readily access and consider all they have learned when approaching each new problem. It is worth noting that ARCD majors are not expected to be fully formed practitioners by the time they graduate. Their introduction to architecture related fields should be complete, but their toolbox is merely fuller than when they came to us. It is also important to note that that each cohort of students develops a distinct culture and personality of their own, and this can express itself in distinct differences in group proclivity toward different aspects of professional training and theory.

The results have FT and PT faculty working together to propose some curricular changes.

Closing the Loop

"Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change: Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought."

--9 Principles of Good Practice for Assessing Student Learning: American Association for Higher Education

Purpose: In the current field of higher education today, Assessment of student learning is seen as a critical tool to assist in the mission of student centered education. It is a way for faculty and the other university constituents involved in learning to use data driven results to bring about needed curricular or programmatic changes to improve student outcomes.

In the previous section, you have analyzed the data to get some critical insights into student learning. This section is for our way forward, and touches upon a few core areas:

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement? *

- Revision of PLOs
- Changes in pedagogical practices
- Revision of program course sequence
- Revision of course(s) content
- Curriculum Changes (e.g. addition and/or deletion of courses)
- Modified program policies or procedures
- Designed measurement tools more aptly suited for the task
- Improved within and across school/college collaboration
- Improved within and across school/college communication
- Revised student learning outcomes in one or more courses
- Modified rubric
- Developed new rubric
- Developed more stringent measures (key assessments)
- Modified course offering schedules
- Changes to faculty and/or staff
- Changes in program modality of delivery
- Other:

Description of the Proposed Changes (as checked above): *

- a. Changes in pedagogical practices – The materials and methods course has been changed from a design studio to a lecture/lab based course with written quizzes as well and graphic and physical modeling requirements.
 - b. Revision of program course sequence – The first major design studio, Housing, will occur one semester later in the course sequence to follow after the material and methods course. The expectation is that this shift will better prepare students with the knowledge base to better understand and apply concepts in the studio course.
 - c. Design measurement tools more aptly suited for the task – revisit the format and delivery of the survey so that students feel supported to provide more thorough and thoughtful answers. One option it to let them take the survey home as an assignment.
 - d. Improved within and across school/college collaboration – providing more opportunities for students to collaborate on projects with students outside of ARCD. The expectation is that this would facilitate the practice of exercising quick resourcing of their skills and knowledge in a contextually rich setting.
 - e. Revised student learning outcomes in one or more courses – ongoing, but greater emphasis to instructors to build in interaction points or assignments across concurrent courses.
-

Amendments to your assessment plan: If, in course of conducting current assessment, you felt a need to amend the assessment plan itself for future assessments, please discuss it here in a few sentences: *

As mentioned above, the content of a studio based course will remain the same, but the course delivery will be reconfigured to a lecture/lab style. Further, this course and the one following, will be flipped in sequence, enabling critical prerequisite content to be learned in proper order.

This form was created inside of Faculty & Staff DonsApps.

Google Forms

Program Learning Outcomes X Courses	PLO1 1. Students will gain foundational knowledge of the historic development of architecture and cities and an overview of theories, analyses and criticisms related to historical buildings, landscapes and cities.	PLO2 2. a. Students will gain an understanding of basic visual principles, concepts, and modes of architectural representation. b. Students will learn to observe, analyze and represent the built environment. c. Students will learn concepts of space planning, spatial and formal expression. d. Students will obtain an understanding of structure and material in design and construction of buildings.	PLO3 3. Students will gain knowledge and understand the importance of using architectural skills to work with diverse communities both locally and internationally to create positive social change in the built environment.	PLO4 4. Students will learn about the various factors that affect the relationship of ecology and environment to cities and buildings.	PLO5 5. Students will be introduced to the concepts and methods of civil and structural engineering.
Courses or Program Requirement	I=Introductory, D=Developing, M=Mastery	Course	I=Introductory, D=Developing, M=Mastery	Course	I=Introductory, D=Developing, M=Mastery
MAJOR REQUIREMENTS IN BOLD TYPE					
ARCD 100: Intro to Architecture & Community Design (2)	I	ARCD 100		ARCD 100	I
ARCD 101: Architecture History I (2 units)	I	ARCD 101		ARCD 101	I
ARCD 102: Architecture History II (2 units)	D	ARCD 102		ARCD 102	
ARCD 104: Fabrication Lab (1 units)		ARCD 104	I	ARCD 104	I
ARCD 110: Architecture Studio I (4 units)	I	ARCD 110	I	ARCD 110	
ARCD 120: Architecture Studio II (4 units)	I	ARCD 120	D	ARCD 120	I
ARCD 150: Architectonics I (2 units)		ARCD 150	I	ARCD 150	
ARCD 151: Architectonics II (2 units)		ARCD 151	I	ARCD 151	
ARCD 203: Architecture History III (2 units)	D	ARCD 203		ARCD 203	
ARCD 204: Architecture History IV (2 units)	D	ARCD 204		ARCD 204	
ARCD 220: Landscape Architecture Studio (2 units)		ARCD 220	I	ARCD 220	I
ARCD 230: Architecture Studio III (4 units)	D	ARCD 230	D	ARCD 230	D
ARCD 240: Materials & Methods of Architecture (formerly ARCD 240: Computer-Aided Design and Drawing I (4 units))		ARCD 240	D	ARCD 240	D
ARCD 250: Computer-Aided Design and Drawing I (4 units)		ARCD 250	I	ARCD 250	
ARCD 270: BIM and Applications (2 units)		ARCD 270	D	ARCD 270	D
ARCD 300: Computer-Aided Design and Drawing II (2 units)		ARCD 300	D	ARCD 300	
ARCD 310: Introduction to Construction Materials (4 units)		ARCD 310	D	ARCD 310	D
ARCD 312: Environmental Control Systems (4 units)		ARCD 312	D	ARCD 312	D
ARCD 320: Sustainable Design (4 units)		ARCD 320	D	ARCD 320	D
ARCD 322: Sustainable and Equitable Design (4 units)		ARCD 322	D	ARCD 322	D
ARCD 325: Introduction to Landscape Architecture (2 units)	I	ARCD 325	D	ARCD 325	D
ARCD 340: International Projects (2-4 units)	D	ARCD 340	D	ARCD 340	D
ARCD 345SL: International Development & Community		ARCD 345SL		ARCD 345SL	D
ARCD 348SL: International Outreach Immersion (SL) (4		ARCD 348SL		ARCD 348SL	D
ARCD 350: Architecture Studio V (4 units)	D	ARCD 350	D	ARCD 350	D
ARCD 360: Introduction to Structural Engineering (4 units)		ARCD 360	D	ARCD 360	D
ARCD 370: Construction Innovation Lab (2-4 units)		ARCD 370	D	ARCD 370	D
ARCD 372: Engineering, Design and Testing (2-4 units)		ARCD 372	D	ARCD 372	D
Learning (4 units)	M	ARCD 400SL	M	ARCD 400SL	M
ARCD 401: Architectural Theory and the Written Word (4	M	ARCD 401		ARCD 401	M
ARCD 410: Portfolio Lab (2 units)		ARCD 410		ARCD 410	
ARCD 430: Professional Practice/Internship (4 units)		ARCD 430		ARCD 430	M
ARCD 498: Thesis Preparation Seminar (2 units)	M	ARCD 498	M	ARCD 498	M
ARCD 499: Honors Thesis Seminar (2 units)	M	ARCD 499	M	ARCD 499	M
		ARCD MAJOR REQ'TS OUTSIDE ARCD CURRICULUM			
		MATH 107: Calculus for the Liberal Arts or MATH 109: General Calculus		MATH 107 or MATH 109	
		PHYS 100 w/Lab or PHYS 110 w/Lab or PHYS 130 w/Lab		PHYS 100 w/Lab or PHYS 110 w/Lab or PHYS 130 w/Lab	I

Institutional Learning Outcomes X Program Learning Outcomes	PLO1	PLO2	PLO3	PLO4	PLO5
Institutional Learning Outcomes					
1. Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.	x		x		
2. Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.	x	x	x	x	
3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.	x	x	x	x	x
4. Students communicate effectively in written and oral forms to interact within their personal and professional communities.	x	x	x	x	x
5. Students use technology to access and communicate information in their personal and professional lives.		x		x	x
6. Students use multiple methods of inquiry and research processes to answer questions and solve problems.	x	x		x	x
7. Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world.	x		x		