Annual Assessment Report 2023-2024

March Architecture

Department of Architecture

College of Environmental Design

CONTACT
Name of Program Assessment Lead Victor Jones
Name of Person Completing Report Victor Jones

DISCIPLINARY ACCREDITATION Yes

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

o   Our disciplinary accrediting agency has <u>required</u> learning outcomes, so we use them.

Other than the CPP Catalog and the Office of Assessment and Program Review website, where else are your SLOs published? Select all that apply.

- Department Website - provide URL: http://env.cpp.edu/arc/naab-accreditation
- Course Syllabi

ASSESSMENT ACTIVITIES IN 2023-2024

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2023-2024.** This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 11+

How many SLOs did your program assess this past year in 2023-2024?

- My program assessed SLOs in AY 2023-2024 (e.g., artifact collection, scoring, closing the loop, etc.).

Please list the SLOs examined

- SLO #1: SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.
- SLO #2: SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.
- SLO #3: SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project
- SLO #4: SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Student Learning Outcome (SLO): **SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected/Analyzed/Developed/Modified/Discussed assessment tools	• Artistic exhibition/performance (Direct) • Assignment/exam/paper completed as part of regular coursework (Direct) • Capstone product (e.g., project, senior thesis, etc.) (Direct) • Oral performance (e.g., presentation, defense, conference presentation, etc.) (Direct) • Portfolio/E portfolio of student work (Direct) • Thesis or dissertation (graduate-level only) (Direct) • Student survey/interview/focus group with self-reports of SLO achievement (Indirect) • Employer meetings/discussions/surveys/interview of student SLO achievement	• Used rubric or scoring guide • Scored exams/tests/quizzes • Used professional judgement (no rubric or scoring guide used)

Findings			
N of Artifacts	**Criterion Used**	**Goal Met**	**Eye-opening Result**
Entire curriculum	NOTED IN NAAB ANNUAL REPORT	Yes	MORE TECHNOLOGY BASED ASSESSMENTS NEEDED

Student Learning Outcome (SLO): SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected/Analyzed/Developed/Modified/Discussed assessment tools	• Artistic exhibition/performance (Direct) • Assignment/exam/paper completed as part of regular coursework (Direct) • Capstone product (e.g., project, senior thesis, etc.) (Direct) • Portfolio/E portfolio of student work (Direct) • Qualifying/comprehensive exam (graduate-level only) (Direct)	• Scored exams/tests/quizzes

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
3	DEPARTMENT ASSESSMENT CRITERIA	Yes	EXPLORE NEW AND INCLUSIVE WAYS TO TEACH P.P.

Student Learning Outcome (SLO): SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected/Analyzed/Developed/Modified/Discussed assessment tools	• Artistic exhibition/performance (Direct) • Capstone product (e.g., project, senior thesis, etc.) (Direct) • Oral performance (e.g., presentation, defense, conference presentation, etc.) (Direct) • Portfolio/E portfolio of student work (Direct)	• Used rubric or scoring guide • Used professional judgement (no rubric or scoring guide used)

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
Entire curriculum	DEPARTMENT ASSESSMENT BASED ON NAAB CRITERIA	Yes	HOW STUDENTS MIGHT BENEFIT FROM MORE FIELD WORK

Student Learning Outcome (SLO): SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected/Analyzed/Developed/Modified/Discussed assessment tools	• Artistic exhibition/performance (Direct) • Capstone product (e.g., project, senior thesis, etc.) (Direct) • Oral performance (e.g., presentation, defense, conference presentation, etc.) (Direct) • Portfolio/E portfolio of student work (Direct) • Student survey/interview/focus group with self-reports of SLO achievement (Indirect)	• Used rubric or scoring guide • Scored exams/tests/quizzes • Used professional judgement (no rubric or scoring guide used)

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
ALL 3RD YEAR AND CAPSTONE DESIGN STUDIOS	DEPARTMENT ASSESSMENT CRITERIA BASED ON NAAB REQUIREMENTS	Yes	HOW AI MIGHT IMPACT LEARNING OUTCOMES

IMPROVING THROUGH ASSESSMENT

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2023-2024? Select all that apply.

- Program/department faculty as whole
- A committee of program/department faculty
- Program/department assessment committee
- Advisory board(s): NAAB
- Persons or organizations outside the program: various professionals in the field
- Students

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2023-2024 so that others may learn from your experiences.
FACULTY ARE CONSISTENT IN SHARING THEIR SLO'S BY PUBLISHING THEM IN SYLLABI, ASSIGNMENT HANDOUTS, AND OTHER MISCELLANEOUS COURSE DOCUMENTS

Please share how the program triangulates various data sources to determine student success. Consider assessment findings, CPP's GI2025 markers, CSU Dashboard, CPP's Student Success Dashboard on Tableau, CPP's Graduating Senior Survey on Tableau, course evaluations, etc.
FACULTY RETREATS AND CURRICULUM COMMITTEE

Does the program offer a certificate or credential (e.g., teaching credential)?

- No

The most current assessment plan and curriculum matrix we have on file for your program may be found here. To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan - No

Curriculum Matrix - No

If you would like us to review other assessment documents such as your evidence (e.g., assignment, survey, interview questions etc.) or scoring rubric, please upload/provide them. (Select all that apply)

- Other: NAAB 2022 Annual Report