NAAB National Architectural Accrediting Board

Plan to Correct for Continuing Accreditation

2020 Conditions and Procedures

Institution	**University of Arkansas Fay Jones school of Architecture + Design**
Name of Academic Unit	Department of Architecture
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☒ **Bachelor of Architecture** Track: 157 semester undergraduate credit hours ☐ **Master of Architecture** Track: Track: ☐ **Doctor of Architecture** Track: Track:
Year of Previous Visit	2023
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Administrator	John Folan AIA, LEED AP BD+C Head and Professor Department of Architecture
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Peter MacKeith, Assoc. AIA Dean and Professor Fay Jones School of Architecture + Design
Chief Academic Officer of the Institution	Dr. Terry Martin Provost and Vice Chancellor for Academic Affairs University of Arkansas
President of the Institution	Dr. Donald R. Bobbitt President University of Arkansas
Individual submitting the APR	John Folan AIA, LEED AP BD+C
Name and Email Address of Individual to Whom Questions Should Be Directed	John Folan AIA, LEED AP BD+C: folan@uark.edu

INSTRUCTIONS AND TEMPLATE GUIDELINES

A Plan to Correct is required in cases when the NAAB board determines that the program is not in compliance with one or more of the Conditions for Accreditation, either at the time continuing accreditation is granted or as a result of a Special Report review. Programs with a Plan to Correct will have two years to demonstrate compliance with Conditions for Accreditation noted to be out of compliance. Programs submitting a Plan to Correct will be required to provide a narrative response with supporting documentation and evidence of compliance for each Condition noted to be out of compliance.

Review of the Process. The Accreditation Review Committee (ARC) reviewers will make one of the following recommendations to be acted upon by the board:

- In the event a program has demonstrated compliance with all the Conditions for Accreditation previously noted to be out of compliance, accept the Plan to Correct and approve the program for the remainder of the term of accreditation.
- In the event a program has not demonstrated compliance with the Conditions for Accreditation previously noted to be out of compliance, defer action and require a revised Plan to Correct to address all remaining areas of non-compliance. (Submission timelines are December 15 and June 30.)
- In the event a program's Plan to Correct does not demonstrate compliance with Conditions for Accreditation within two years, continue the Plan to Correct, place the program on notice for a period not to exceed one (1) year, and inform the institution's Chief Academic Officer.
- In the event a program's Plan to Correct does not demonstrate compliance with Conditions for Accreditation within one (1) year of notice, place the program on probation for a period not to exceed one (1) year, require a focused visit on remaining areas of noncompliance within six months, and inform the institution's Chief Academic Officer. All accreditation decisions to place a program on probation will be made public on the NAAB website.

Decisions by the NAAB board regarding the program's Plan to Correct are not subject to reconsideration or appeal.

Instructions

1. Type all responses in the designated text areas. Add additional rows as needed to include all conditions not met.
2. Reports must be submitted as a single PDF following the template format.

Deadline and Submission

Programs determined to be out of compliance with one or more Conditions for Accreditation identified at the spring board meeting will be required to submit a Plan to Correct on or before December 15 of the same year.

Programs determined to be out of compliance with one or more Conditions for Accreditation identified at the fall board meeting will be required to submit a Plan to Correct on or before June 30 of the following year.

Programs that fail to submit a Plan to Correct by the deadline will be placed on Administrative Probation, after notice.

All Plans to Correct should be sent to accreditation@naab.org on or before the appropriate deadline.

Plan to Correct Form
2020 Conditions and Procedures

Conditions Not Met *List the number and title of each condition that must be addressed in the Plan to Correct.*	**Corrective Actions** *Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.*	**Timeline** *List the timeline for all corrective actions, including actual or planned start and completion dates.*
PC.7 – Learning and Teaching Culture	**Program Narrative**: The Visiting Team Analysis noted *"Though the school does not have a specific learning and teaching culture document, meetings with the students and the student leaders confirmed that the school fostered a very positive level of interactions between students and with faculty."* ARCH 1212, Design Thinking I, was identified as the course providing primary evidence of Performance Criteria in the APR and at the time of the team visit (please note that this was identified incorrectly as "ARCH 1025, Design Thinking I" in the visiting team report and determination letter). Secondary evidence of the performance criteria was identified as being provided through ARCH 1015, Design I, and ARCH 1025, Design II, the first two design studios in the core studio curriculum. A tertiary form of evidence was identified through the non-curricular component of Teaching Assistantships. As noted in the VTR, *"(ARCH 1212, Design Thinking I) Though primarily focused on introducing 1st year students to themes and vocabulary of architectural design and representation, one of the learning outcomes addresses work habits, collaboration, and optimism. The full assessment cycle for this important program criterion is not adequately described."* In response to the VTR the department of architecture has drafted a Learning and Teaching Culture Document during the summer and fall semester of 2023, publishing the first iteration of the living document on January 8, 2024, where it was referenced/included in the departmental syllabus template and all by extension all departmental syllabi. The content of the Learning and Teaching Culture Document will be informed and amended by a dedicated committee of faculty, students, and administrators who will use annual surveys of the departmental community to inform necessary adjustments. The committee will be composed of two student representative from each year level in the program, members of each student professional organization (AIAS, NOMAS, and FBD), two tenured/tenure track	**Learning and Teaching Culture Document Timeline** **07.19.2023 through 12.08.2023** Learning and Teaching Culture Document Development **01.08.2024** First Iteration of Learning and Teaching Culture Document Published **11.01.2024 through 11.29.2024 (recurring annually thereafter)** First Community Survey on Learning and Teaching Culture (recurs on an annual basis moving forward) **01.20.2025 through 04.01.2025 (recurring annually thereafter)** Learning and Teaching Culture Committee convenes to assess the document in the context of survey

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	studio coordinators, two tenured/tenure track lecture-based faculty, two teaching track faculty and the department head. The annual survey and assessment of survey results in guiding expectations and the document will play a foundational role in reinforcing a positive learning culture. ARCH 1212 (referenced as ARCH 1025 in the VTR), Design Thinking I, is identified as the primary demonstration point for PC.7 because it is the first place that Learning and Teaching Culture is introduced to students, in a lecture-based course that is tightly coordinated with the first studio, ARCH 1025, Design I. The course also maintains a dedicated component on learning and teaching culture as recognized in the VTR. The Department of Architecture is committed to reinforcing the notion that all courses, studio or parallel lecture, are of equivalent significance in establishing a healthy and productive learning environment. The uniform syllabus template utilized for every department of architecture course addresses expectations regarding learning and teaching culture explicitly through content components. Since the Spring semester of 2024, the Learning and Teaching Culture Document is also directly referenced. Learning and Teaching Culture is reinforced through all courses, but explicitly through each of the studios ARCH 1015, ARCH 1025, ARCH 2016, ARCH 2026, ARCH 3016, ARCH 3026, ARCH 4016, Arch 4026, ARCH 5016, and ARCH 5026. Each of these studio courses maintain an assessment/ evaluation component titled: “Documentation, Working Attitude, and Habits.” Within that category of assessment components explicitly reinforce aspirational conditions of learning and teaching culture that the department seeks to promote: 1) Consistent Effort Throughout the Course, 2) Ability to Question and Self-Critique Work, 3) Willingness to Take Risks in Work, 4) Positive Attitude that Contributes to the Overall Studio Environment, 5) Participation in Group Discourse that Elevates Overall Conversation, 6) Ability to Articulate/Communicate Lessons Learned.	results and proposal of amendments/ changes (recurs on an annual basis moving forward) **Development of Standardized Learning and Teaching Culture Assessment Component** **08.21.2023** ARCH 1015, Design I, Utilizes the Standardized Learning and Teaching Culture Rubric as a component of Evaluation for Fall Semester **01.16.2024** ARCH 1025, ARCH 2016, ARCH 3016 Core Studios Adopt the Standardized Learning and Teaching Culture Rubric as a component of Evaluation for Spring Semester

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	The results of student evaluation components outlined form the basis of Learning and Teaching Culture Assessment for the Department of Architecture. Individual faculty and groups of faculty utilize methods and processes described and diagrammed in the APR to determine where improvements and adjustments may be necessary through curricular committee structures and review mechanisms. **Supporting Evidence**: **Addendum 01** Department of Architecture Learning and Teaching Culture Document **Addendum 02** Spring 2024 Course Syllabus Template Referencing Learning and Teaching Culture Document **Addendum 03** ARCH 1015, Design 1 Evaluation Rubric **Addendum 04** Department Community Survey on Learning and Teaching Culture **Addendum 05** Revised NAAB Performance Matrix 01.08.2024	**05.06.2024 through 08.19.2024 (recurring annually thereafter)** Assessment of Data from Standardized Learning and Teaching Culture for calibration of Fall Coursework
SC.3 – Regulatory Context	**Program Narrative**: The Visiting Team Analysis noted that *"Students proceed through a series of design studios in second and third year that introduce and reinforce fundamental principles of life safety, land use, and current laws and regulations applicable to buildings and sites in the United States, as evident in the primary resource material provided from ARCH 2016, 2026, 3016, 4016). Additionally, ARCH 5314 Professional Practice provides exposure to the legal context and has a contracts focus; and ARCH 3134 Building Materials and Assemblies where work is evaluated for compliance, correctness, clarity and level of performance (energy, framing efficiency were specifically noted). It was not clear how*	**08.21.2023** ARCH 3016 Design V and ARCH 3143 Building Materials and Assemblies Introduce Regulatory Context Specific Criteria to Project Evaluation Forms to Enhance Assessment. Both Courses Utilize Project

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	student learning outcome areas are assessed and identified on a recurring basis for future improvement." Students are expected to understand and fundamental principles of life safety, land use, and current laws and regulations applicable to buildings and sites in the United States in the ARCH 1025 and ARCH 3026 studios as well as those identified in the VTR, six of the ten required core studios. Similarly, units of courses within the technology stream address the regulatory context as a component. These courses include ARCH 2113 Structures I, ARCH 2132 Environmental Technology I, ARCH 2123 Structures II, ARCH 3143 Building Materials and Assemblies, ARCH 3253 Environmental Technology II, and ARCH 4152 Environmental Technology III. Students are specifically expected to demonstrate understanding of the regulatory context in application through resolution of work in ARCH 3016, Design Studio V. Understanding and abilities are reinforced in the subsequent studios and technology courses. ARCH 3016 Design Studio V and ARCH 3143 Building Materials and Assemblies, offered during the same semester, are synthetically integrated with focus on comprehensive consideration of the regulatory context as an aspiration. Faculty affiliated with ARCH 3016 and ARCH 3143 collaborated to develop specific line items to project grading rubrics that explicitly address and evaluate student understanding of building, accessibility, life safety, land use and zoning code in relation to projects. The assessment utilized in Fall 2023 was narrative based and not quantitatively evaluated. Prior to the Fall 2024 Semester, between January and August 2024, faculty will assess strengths and weaknesses articulated in the evaluations and calibrate the pedagogy in response. In the Fall of 2024, the regulatory context dimensions of project assessment will include quantitative components. Project Statements written for ARCH 3016 and ARCH 3143 were amended for the Fall 2023 semester to formally articulate specific regulatory components that would be considered as part of the	Statements that Explicitly Articulate Expectations Related to Specific Regulatory Context Components **12.05.2023 through 08.12.2024 (recurring annually thereafter)** ARCH 3016 Design V and ARCH 3143 Building Materials Assess Student Portfolios from ARCH 3016 in correlation with Regulatory Context Student Performance Evaluations to Adjust for Fall 2024 Semester. **12.05.2023 through 08.12.2024 (recurring annually thereafter)** Concurrent Curricular Committee Review Process for Fall Courses using assessment tools and Methods in place and described in APR **08.19.2024** ARCH 3016 Design V and ARCH 3143

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	evaluation process. Dimensions of these components included Federal ADA, ICC, and local jurisdictional criteria tied to project location. The Department of Architecture's ability to meet expectations established for the SC.3 criteria is assessed through a three-part sequential review process outlined in the APR. Faculty directly responsible for courses where the criteria is assigned make recommendations. For SC.3 the Technology Curriculum Stream and Design Curriculum Stream Committees each evaluate and make recommendations to the Curriculum Committee, and the Curriculum Committee assesses for corrections. **Supporting Evidence**: **Addendum 05** Revised NAAB Performance Matrix 01.08.2024 **Addendum 06** Fall 2023 ARCH 3016 Project Evaluation Forms **Addendum 07** Fall 2023 Examples of Regulatory Context Components Identified as Basis for Evaluation/Assessment in ARCH 3016	Building Materials and Assemblies Faculty Amend Regulatory Context Specific Criteria on Project Evaluation Forms to Include Quantitative Assessment. By recommendation of Committee. **12.05.2023 through 08.12.2024 (recurring annually thereafter)** Concurrent Curricular Committee Review Process for Fall Courses using assessment tools and Methods in place and described in APR to determine if future adjustments in pedagogy and assessment are necessary.
5.2.1, 5.2.2, and 5.2.3 – Planning and Assessment	**Program Narrative**: The Visiting Team Analysis identified that conditions 5.2.1, 5.2.2, and 5.2.3 were 'not demonstrated' and that 5.2.4 and 5.2.5 were addressed with sufficient evidence. **5.2.1** As the Visiting Team Report Describes, development and implementation of the strategic planning process that was initiated in 2018-2019 was paused due to the COVID 19 Global Pandemic and departure of the University Chancellor in 2021. As communicated	**02.01.2023 through 11.15.2023** University of Arkansas Strategic Planning Process

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	during team visit and outlined in the team analysis The Fay Jones School's *"plan to renew its focus on the goals outlined in this draft and its intention to establish metrics and collect appropriate data."* In December of 2023 under the direction of the current Chancellor, The University of Arkansas announced and presented the '150 Forward Strategic Plan.' The plan is predicated on three overarching pillars of Student Success, Research Excellence, and Employer of Choice. The goals and objectives articulated in the plan focus on advancing the university's land-grant mission, and key metrics to monitor progress. The Development of the University Strategic Plan involved a three-part process and is currently in the fourth phase, Ongoing, which focuses on refinement through evaluation and the resultant identification of renewed goals and objectives. With the 150 Forward Strategic Plan in place, the Fay Jones School re-engaged Lumenance Consulting during the spring of 2024, to re-align previous strategic planning work with the current university plan and renew focus on goals outlined in draft with intention to establish metrics and appropriate data collection. School leadership and faculty and staff were gathered in a two-day long planning session on May 29 and May 30, 2024. A Draft of the Fay Jones School Strategic Plan was produced in June 2024. The plan will go through a refinement period with implementation in Fall 2024. **5.2.2** The Visiting Team Analysis *"found the framework for analysis to have been developed as part of the 2019 School Strategic Plan draft."* The transformation of outlined goals reviewed at that time have since been recalibrated to align with the University of Arkansas 150 Forward Strategic Plan. The Fay Jones School current strategic planning process with Lumenance Consulting is advancing outlined goals toward identification of strategies, objectives and metrics.	**12.10.2023** University of Arkansas 150 Forward Strategic Plan Announced/Implemented **01.30.2024** Fay Jones School Strategic Planning Alignment Process Begins **05.29.2024 and 05.30.2024** Two Day Fay Jones School Strategic Planning Workshop focused to identify University Strategies, Objectives and Metrics with Administration, Faculty and Staff **06.15.2024** Draft One of 150 Forward re-aligned Fay Jones School Strategic Plan with Strategies, Objectives and Metrics

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	5.2.3 The Visiting Team Analysis identified that *"The APR supplement notes that the data has not yet been generated to provide metrics relative to each strategic goal."* This is the next step in the process, once the Fay Jones School Strategic Plan is complete with clearly identified objectives and metrics. **Supporting Evidence**: **Addendum 08** Fay Jones School Strategic Plan Draft Document 06.10.2024 **Addendum 09** Fay Jones School Strategic Plan Organization Documentation from 05.30.2024 **Addendum 10** University of Arkansas 150 Forward Strategic Plan Links	**06.15.2024 through 12.01 2024** Development of Finalized Fay Jones School Strategic Plan **12.15.2024** Implementation of Fay Jones School Strategic Plan **01.13.2025 Through 12.15.2025 (recurring annually thereafter)** Data Collection, Assessment, and Refinement of strategies
5.3- Curricular Development*	**Program Narrative**: The Visiting Team Reports Issued to the Fay Jones School of Architecture + Design by NAAB on 04.10.2023, 04.26.2023, 06.27.2023 and 06.28.2023 all indicate that Condition 5.3- Curricular Development was "Demonstrated." Supporting text included with those VTR's is reflective of the "Demonstrated' Determination communicated to University of Arkansas administration, faculty, and staff. The NAAB Decision Letter transmitted on 12.04.2023 includes different narrative content and is identified as "Not Demonstrated."* Curricular Assessment and Development is an important dimension of the Department of Architecture's identity. Faculty are continuously engaged in development of curriculum through individual course assessment, curricular stream assessment, and overarching curricular assessment. The University requires all academic programs to maintain an assessment plan and present an annual assessment report to the university office of Institutional Research and Assessment. By agreement with the Provost and the Director for	**03.10.2023*** Visiting Team Communicates that condition 5.3 has been "Demonstrated" to University of Arkansas Students, Faculty, Leadership, and Provost. Evidence provided to Visiting Team during visit included 2022/2023 Academic Year Curricular Assessment and Development Report.

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	Program Assessment, the department utilizes the NAAB criteria as its reporting structure, thus linking the NAAB program and student criteria directly to university assessment and accountability for meeting program goals and describing what a student will be able to do with their degree. See https://oir.uark.edu/assessment/academic-program-assessment.php. As reported during the accreditation visit, the university engaged in a qualitative assessment of general education curriculum to prepare students for success and lifelong learning by strengthening critical and ethical thinking skills, improving communication and enhancing understanding of human and cultural diversity. As a result, learning objectives and outcomes, conceived to be complementary to the learning objectives of major areas of study, were established to add value to and expand upon the university general education core (see 4.2.2.). Faculty of each college of school, including representation from the Fay Jones School which holds a permanent seat on the University General Education Committee, contributed to the articulation of the protocols See https://catalog.uark.edu/undergraduatecatalog/gened/generaleducation/#text. For architecture students, required courses in the professional program can be used to fulfill sfour of the six general education learning outcomes, and faculty are required by the university to document fulfillment of the objectives in the Blackboard online learning system every semester the course is offered. There courses include ARCH 4433 (goal 1: strengthen written, oral, and multimodal communication abilities); ARCH 1222 (Goal 4, expand diversity awareness, intercultural competency, and global learning); ARCH 4523 (goal 5, demonstrate critical thinking and ethical reasoning), and ARCH 4016 (goal 6, gain the ability to synthesize, integrate, and apply knowledge developed throughout the undergraduate years. Within the Fay Jones School and the Department of Architecture interpreting the NAAB student and program criteria enables the	**04.10.2023 through 06.28.2023*** Four Separate and Independent VTR's Transmitted by NAAB indicate Condition "Demonstrated" with consistent Analysis Narrative. **05.03.2023 through 05.05.2023 (recurs annually)** Super Jury 2023 Curriculum Assessment and Development Program with external reviewers Grace La (Harvard University), Stephen Slaughter (Pratt Institute), and Jeremy Smith (Aukland University, NZ/2023 John G. Williams Distinguished visitor) **08.16.2023 (recurs annually)** 2023 Fall Curriculum Assessment and Development Workshop 'Travelers.'

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	department to demonstrate educational achievement and improvement through ongoing assessment of student learning, supported by data collection and analysis. The NAAB criterial also facilitate ongoing assessment of student learning, undertaken with the leadership of the department head in collaboration with all faculty members and assisted by the student success advising staff through methods recommended by the university: Direct methods include focused evaluation of student skills by experienced peers in the academy and praxis, through annual Super Jury presentation and assessment report to the faculty; participation of guest reviewers, including national peers in academia regional and national practitioners, distinguished alumni with focus on graduates from under-represented populations, at a minimum at end of each semester, often augmented by guests at mid-semester reviews; engagement of studio consultants, particularly in the integrated design studio; visiting critics and guest lecturers in studios and selected professional core courses. Other direct methods include Analysis of trends in standardized testing and entry to the profession, including scores and pass rates on NCARB licensing exam; Certification exams, including LEED, WELL; and internal review of "capstone" experiences including 1) deliverables in integrated design studio and advanced studio (department faculty and studio design coordinators; evaluation and selection for department and school honors and awards.), 2) professional elective seminars (sub-discipline area faculty), 3) honors program capstone projects (public presentations to school community, cyclic review by school honors committee; evaluation and selection of ARCC King Medal), 4) Portfolios of student work (submitted and reviewed every semester studio-year faculty and coordinators) Assessment of intra-disciplinary learning across year-level courses (all year-level faculty; end of semester department curriculum reviews is fostered through the Design Studio Coordinators Committee that	**09.07.2023 (recurs annually)** 2023/2024 Academic Year Curricular Assessment and Development Report Completed **12.04.2023*** NAAB Reaccreditation Decision Letter includes conflicting/inconsistent Visiting Team Analysis and is Identified as "Not Demonstrated" **12.07.2023 through 12.15.2023 (recurs annually)** Department of Architecture Fall Semester Exhibition and Curriculum Review **01.08.2024 (recurs annually)** Completion of Baseline Data Interim Assessment from Fall 2023

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	meets every month to ensure awareness of activities in all studios, to facilitate communication between them, and to facilitate communication with allied co-requisite courses. Regular communication between design studio coordinators and faculty of co-requisite courses is essential for curriculum planning in preparation for each semester and encouraged throughout the semester. Beginning of semester Department of Architecture faculty retreats historically and currently include curriculum presentation, review, focused workshopping discussion and assessment with particular attention to horizontal and vertical connections in learning objectives and outcomes. All course syllabi are required to include statement of all NAAB program criteria and student criteria that the courses addresses to provide a benchmark for assessment of learning relative to accreditation benchmarks and expectations. The assessment criteria utilized by the Department of Architecture in curricular development are unique objective driven statements that relate to and complement relevant NAAB criteria. Indirect methods of curricular assessment and development include: 1) Course grades (associate dean, department head, together with director of student success scrutinize grades at end of every semester for trends in student success, efficacy in teaching and learning, on-time progress through the program. and enrollment management ramifications), 2) Project-based assignment (analysis of grades, especially relevant to the design studios ; student year faculty lead by studio coordinators), 3) Graduation rates and time to completion (annual, end of academic year and in preparation of annual NAAB report),associate dean together with director of student success), 4) Student interest in and admission rates into graduate programs, 5) Placement rates of graduates into appropriate career positions and starting salaries, 6) Student ratings of their knowledge, skills and reflections on what they have learned in the program (required student evaluation of instruction of all department courses), 7) Student/alumni satisfaction with learning, collected through surveys,	**01.11.2024 (recurs annually)** 2024 Spring Curriculum Assessment and Development Workshop 'Setting the Table.' **05.01.2024 through 05.07.2024 (recurs annually)** Department of Architecture Spring Semester Exhibition and Curriculum Review **05.02.2024 through 05.04.2024 (recurs annually)** Speculations 2024 (formerly Super Jury) Curriculum Assessment and Development Program with external reviewers Grace La (Harvard University), Stephen Slaughter (Pratt Institute), and Jeremy Smith (Aukland University, NZ/2023 John G. Williams Distinguished visitor)

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	exit interviews, or focus groups, 8) Professional advisory board, outreach to the profession by the deans and department head , i.e. AIA AR and national AIA; work of the director of advancement), 9) Student participation rates in faculty research and creative activity, academic conferences, and professional meetings, and 10) Internal and external honors, awards, and scholarships earned by students and alumni Self-assessment includes an annual process for peer review by a faculty committee, which is advisory to the department head's annual evaluation of each faculty member. Evaluations address accomplishments and performance in teaching, service and practice or creative activity. The department head meets with each faculty member individually to discuss performance and the individual's career trajectory, with direct attention to teaching achievements and reciprocity between teaching and creative practice, research, and/or scholarship. To assure continuity in assessment of student work, the department has articulated a rubric for student performance that sets forth explicitly performance levels associated with grading criteria. Although designed primarily to serve the design studios, the rubric establishes a common language for performance assessment across the curriculum. Course syllabi provided for the NAAB Visiting Team Demonstrated the rubric by class and can be understood through evidence provided with this report in the Course Syllabus Template which is updated each semester through the curriculum assessment and development process. Public Events like the Fall and Spring Department of Architecture Exhibition and Speculations (formerly Super Jury) occur annually and provide opportunity for students, faculty, and external/distinguished guests to consider the curriculum in the context of recently executed work. These events are documented by the Department of Architecture, frameworks identified through catalogs, and modifications made through considered deliberative process.	**05.14.2024 (recurs annually)** Completion of Annual Baseline Data Assessment for 2023/2024 as foundation for 2024/2025 Academic Year Curricular Assessment and Development Report to be Completed 09.07.2024 as part of annual cycle outlined above.

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	Since reaccreditation, and by extension of the curriculum assessment and development, a unique dimension to the Department of Architecture's studio review process has been developed. The Department of Architecture has adapted the 'final review' process to a two-stage process of workshops that inform final production of work that is examined through silent exhibition. The workshops held two weeks in advance of the Fall and Spring Department of Architecture Exhibitions form a fundamental component to curricular assessment and development. Invited external guests/distinguished work with students in rotation while work is in progress, focusing on specific dimensions of knowledge and skill outlined in the broader curriculum document (a living document that resides on Concept Board and is adjusted incrementally). In the intervening two weeks, students are responsible for refining work in response to the workshops where it is evaluated during the relevant semester's departmental exhibition. External guests who participated in the workshops are invited back for the exhibitions as part of an assessment process that informs curricular development. Piloted in the Fall 2022 and utilized by the department of architecture since, this process has been implemented to afford immediate opportunity to adjust pedagogy and curriculum in response to real time observations. It is a significant and complementary component to the larger curriculum assessment and development tools outlined in the 2023 APR, through the Virtual Team Room Evidence during accreditation, and described through additional/newly developed evidence included with this Plan to Correct. Described previously in direct methods, incremental steps in semi-annual and annual curriculum development include Fall and Spring faculty workshops focused on specific topics. In Fall 2023 the topic was travel and its relationship to core studio and required parallel course curriculum. In Spring 2024 the topic focused on objectives and criteria used in assessing the curriculum in the context of values/beliefs articulated in the 2023 APR and prior assessments.	

Conditions Not Met *List the number and title of each condition that must be addressed in the Plan to Correct.*	**Corrective Actions** *Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.*	**Timeline** *List the timeline for all corrective actions, including actual or planned start and completion dates.*
	Longer range curriculum development plans identified through assessment between 2021 and present have focused on the need for tactical shifts in the delivery of Professional Practice content and the creation of space for dedicated coursework in Workflows. The significance of workflows being important to the development of the curriculum influenced the structuring of the 2024 Speculations (previously Super Jury) Curriculum Assessment and Development Program. In 2024/2025 the Department of Architecture faculty will be exploring proposals for a multi-tiered curricular stream that introduces workflows and forms of representation in parallel with the design, technology, history/theory, and practice streams. These shifts are examples of the impact curriculum assessment and development procedures are having in guiding focused discourse and action. The measures have also been instrumental in guiding changes related to criteria PC.7 and SC.3 addressed in this PTC. **Supporting Evidence**: **Addendum 11** Department of Architecture Curriculum Assessment Report 2023-2024 **Addendum 12** Department of Architecture Baseline Data for 2024/2025 Academic Year Curriculum Assessment and Development **Addendum 13** Department of Architecture Super Jury Catalog Spring 2023 **Addendum 14** Department of Architecture Setting The Table Curriculum Assessment and Development Workshop 01.11.2024 **Addendum 15** Department of Architecture Speculations Catalog Spring 2024	

Conditions Not Met *List the number and title of each condition that must be addressed in the Plan to Correct.*	**Corrective Actions** *Provide a narrative describing the corrective actions that have been taken and those that are planned but not yet implemented. For all actions taken, provide supporting evidence as described under the relevant Condition in the 2020 Conditions and 2020 Guidelines for the Accreditation Process.*	**Timeline** *List the timeline for all corrective actions, including actual or planned start and completion dates.*
	Addendum 16 Photo Documentation of Department of Architecture Curricular Assessment and Development Mechanisms, Spring 2023 Super Jury, Spring 2023 Departmental Exhibition, Fall 2023 Departmental Exhibition, Spring 2024 Curriculum Workshop, Spring 2024 Departmental Exhibition, and Spring 2024 Speculations Event **Addendum 17** Department of Architecture Curriculum Review Process Diagram	

FAY

ADDENDUM 01

PC.7 Department of Architecture Learning and Teaching Culture Document

FAY

FAY JONES SCHOOL OF ARCHITECTURE + DESIGN

DEPARTMENT OF ARCHITECTURE

LEARNING AND TEACHING CULTURE DOCUMENT

JANUARY 8, 2024

Department of Architecture Learning and Teaching Culture Document

All facilities utilized by the Fay Jones School Department of Architecture provide public academic spaces to students at the University of Arkansas. One unique component of those spaces is the design studio where the department aspires to cultivate a physical, psychological, and intellectual environment that promotes productive generation and investigation of ideas. Students and faculty recognize the strength of studio culture depends upon the level of engagement of each participant and commit to contributing to a positive learning atmosphere that fosters healthy collaboration. Through pedagogy and engagement, faculty encourage and sustain intensity and commitment while fostering inquiry and experimentation that respond to diverse views and positions.

Students are expected to:

- Come to class with the desire to learn from others, assist others with their learning needs, and work toward a robust shared experience where thoughts, ideas, and concerns are advanced.
- Demonstrate respectful, professional behavior.
- Communicate respectfully and professionally.
- Be willing to take risks in the design process by promoting ideas that create new knowledge.
- Value and benefit from the diversity of each individual in the class, and respect each person's cultural history, educational background, ideas, beliefs, and experiences.
- Promote a sense of optimism.
- Value the efforts and contributions of colleagues.
- Be fully engaged in the tasks at hand and be prepared for all class activities for the full duration of the scheduled course time.
- Endeavor to meet the course expectations and specific assignments in a timely and efficient manner.

Faculty are expected to:

- Regard each student as a unique individual deserving of concern and attention, and value each student's contributions to coursework.
- Come with the best interests of each student, and treat each student fairly and in a respectful, consistent and supportive manner.
- Share their knowledge, and assist students to find other resources (faculty, professionals, literature, examples etc.) that will aid student understanding and enrichment.
- Provide evaluation criteria in the syllabus and provide timely and detailed feedback of their work to support their growth and development.
- Provide expectations for documentation and collection of work.
- Value the time of students by establishing and adhering to fair and reasonable schedules for class time activities and by assignments that are directed toward learning and knowledge acquisition as well as product.

Students have the right to expect that other students will:

- Come to the studio with the desire to learn from others, assist others with their learning needs, and work toward a robust shared experience where thoughts, ideas, and concerns are advanced.
- Regard each other as unique individuals deserving of concern and attention, and value each student's contributions to the educational environment.
- Value and benefit from the diversity of everyone in the class, and respect each person's cultural history, educational background, ideas, beliefs, and experiences.
- Promote a sense of optimism by valuing the efforts and contributions of other classmates.
- Respect the personal work space of their peers, and the public space of the Design Studio.

Students and faculty are responsible for reading and abiding by the University of Arkansas Student Handbook https://handbook.uark.edu/

STUDIO

The Design Studio employs a variety of means and formats to review the ideas and work of students. It is an essential element of the culture within the Department of Architecture. Reviews are simultaneously an opportunity to facilitate discussion of greater issues and relationships such as those between theory and practice, idea and realization, and ethics and responsibilities, as well as the occasion to consider differing viewpoints and possibilities.

Students and faculty are expected to arrive on time and stay engaged as active participants throughout studio class time, during workshops, and at formal reviews. In advance of workshops or reviews, faculty are responsible for informing invited guests and reviewers about the project intentions and background, as well the expectation that the review will reflect the school's commitment to a culture of respect, engagement, diversity and professionalism. Students are expected to be prepared to discuss their work and participate in the discussions of their peers' work.

Students and faculty are expected to use shared resources in a courteous and respectful manner. This includes responsible use of studio spaces, meeting areas, pin up spaces, shop facilities, and printing alcoves.

VALUES

The Department of Architecture values the design studio and parallel course environments as essential point of engagement, convergence, and integration for the educational and personal experiences of our students. A positive, strong, respectful and shared studio culture supports the aspirations of developing a well-educated, diverse, socially just, environmentally conscious, and innovative student body. This culture encourages *optimism, mutual respect, the idea of sharing and engagement, and innovation* within the work and activities that happen across all learning environments.

Studio culture encourages integrative experiences that synthesize coursework, research, and observations into creative work through processes of critical thinking, engaged action, and understanding. The design studio model is critical and central to the educational mission of the Department of Architecture as it fosters the exchange of ideas, the cultivation of critical thought, and the development of a variety of skills needed to prepare the next generation of design professionals for changing professional roles and responsibilities within the context of increasing cultural diversity. These values reflect core beliefs outlined in the Fay Jones School of Architecture + Design Mission:
https://fayjones.uark.edu/about/mission.php#:~:text=We%20design%20for%20the%20lives,materiality%20and%20experience%20of%20design.

Iterative Nature of Design: Architectural design is a creative and intellectual process, simultaneously intuitive and reasoned, aesthetic and utilitarian, as well as experimental. Design ideas are subject to formal, functional, physical, historical, and cultural principles and knowledge. Design ideas are continually assessed and reassessed through intensive and critically self-evaluated thinking and making progression. Such critical inquiry and self-examination processes are fundamental for growth and development for students and faculty. Design is therefore iterative and requires a simultaneous objective and subjective learning and evaluation process.

Social Contribution and Collaboration: Architectural design is ultimately an activity intended for the improvement of environments, societies, and individuals. Design is an activity enhanced by the opportunity for dialogue, reflection, and experimentation, which should occur freely. The design process is accentuated by collaboration between students, faculty, guests, and reviewers, and is supported by working resources (travel, the Build Lab/shops, review/gallery spaces, etc.) that enhance dimensions of social contribution through design.

Environmental Resiliency: The Department of Architecture recognizes that design must inherently be relevant and responsible to the environmental issues that challenge social, ecological, and economic sustainability. Systems based thinking approaches to design, building performance, and adaptation support a holistic view of built and natural environments. Studio investigations embrace the responsibility that designers have to mitigate climate change and to protect the health, safety, and welfare of both the planet and its people.

Inclusion: Studio culture fosters and supports a diverse student, faculty, guest, and reviewer body. As such, the design studio environment should be centered on sharing, engagement, innovation, collaboration, and respect among all participants. The design studio is a space that deepens a student's understanding of diverse cultural and social contexts, which help the students to translate that understanding into a built environment that supports and includes people of different cultures, backgrounds, resources, and abilities. Studio culture recognizes that engagement is fueled by individual ideas and experiences, as well as collective interests and interpretations which add richness to the design process.

TIME MANAGEMENT AND HEALTH

The architecture program is time-intensive and requires commitment. Those dimensions of the program reflect the intensive engagement required of architects in their professional lives. In support of promoting health and wellness, the Department of Architecture asks both students and faculty to examine the critical aspect of good time management. A well-organized schedule that incorporates short as well as longer-term goals, events and deadlines within each semester is fundamental to sustained health. Students should talk to their instructors about expectations and strategies that ensure intelligent and efficient time management.

CONTRACT

A highly positive Learning and Teaching Culture can only be achieved through the departmental community's appreciation of shared interest and commitment. This document will be reviewed semi-annually by departmental administration, faculty, staff, and students as a collaborative enterprise reflective of the contract represented in the articulated aspirations. Revisions to the Department of Architecture Learning and Teaching Culture Document will be a critical dimension part of ongoing assessment and curricular development.

The Department of Architecture's responsibilities in supporting this Learning and Teaching Culture Statement include:

1. Ensuring that all students and faculty receive and review this document at the start of each semester.
2. To advise students or faculty who believe that the policy rules may have been violated.
3. To respond to concerns or questions that may arise around this document in a timely and collaborative manner.
4. To ensure the Department of Architecture will have a Learning and Teaching Culture Statement link on its web site that will house the document and include links to other sites and information as appropriate.
5. To ensure that all Department of Architecture syllabi reference the Learning and Teaching Culture Document and include links to related sites and information appropriate for reference.

UNIVERSITY OF ARKANSAS
Fay Jones School of Architecture + Design

FAY

ADDENDUM 02

PC.7 Spring 2024 Course Syllabus Template Referencing Learning and Teaching Culture Document (see pages 4 and 5)

COURSE TITLE
ARCH XXXX

Instructor Name
Instructor Name
Instructor Name
Instructor Name

FAY

COURSE TITLE Update the Course Title

ARCH XXXX Update specific to the particular course

MWF 12:55-4:45 (6 CU) Alter Days, meeting time and CU's to match specific course

COURSE DESCRIPTION

Course Specific Content Text should begin with language from the University / FJSoA+D Course Catalog. Faculty may expand upon what is in the catalog after including the published language at the beginning. The introductory language should match the catalog exactly. Additional language developed by faculty should provide nuance that is in support of the catalog description, and does not contradict.

Corequisite Course(s): ARCH XXXX. Prerequisite Course(s): ARCH XXXX. Corequisite and prerequisite courses identified should be those listed in the published course catalog.

LEARNING OBJECTIVES AND COURSE OUTCOMES

Course Specific Content Objectives and outcomes should be aspirational, thoughtfully crafted and consistent with the pedagogy developed for the course. Objectives and outcomes identified in any published catalog material must be included/referenced. Without explicitly speaking to or identifying NAAB PC or SC, the narrative should reflect consideration of the PC and SC that have been identified in the most recent conformed NAAB Matrix dated 05.20.2022. Performance Criteria should NOT be called out by number in this section or identified using NAAB's language.

CLASS SCHEDULE

All students are expected to be engaged in project related course work for the full duration of class. The following schedule establishes the structure of work, products required, and important events above and beyond the daily course content delivery. This schedule is subject to change during the course of the semester at the discretion of the instructor.

Additional Course Specific Content Additional Content specific to the course, the designed structure, and schedule can and should be added after the introductory language.

M 08.22.2022	Project Introduction/Syllabus Review/Testing. Introductory lecture in the significance of design in the public realm
W 08.24.2022	Collaboration Workshops. Discussion of Project Objectives in the context of "*Eyes of the Skin*" Reading

Utilizing the format provided in red, outline the specific course schedule by day and date.

ASSIGNMENTS

Course Specific Content Provide a list of all assignments the course will utilize along with brief descriptions.

TEXTBOOK AND MATERIALS

Course Specific Content Provide a list/description of Text Books and/or Materials that will be required for the course.

ASSESSMENT AND GRADING CRITERIA

Course Specific Content Provide a list of Assignments/Projects/Course Components of the coursework that will be evaluated with relative weighting using the format provided below. Provide any course specific narrative that explains the breakdown. If the course utilizes collaborative work throughout, or for portions of the course, students MUST be provided the opportunity for peer-to-peer evaluation. It is at the instructor's discretion whether or not the peer-to-peer evaluation contributes to a participation grade, or is given weight independently, or has no value in determining the semester grade – but the opportunity must be offered to students.

Assignment/Project 1	15%
Assignment/Project 2	20%
Assignment/Project 3	40%
Assignment/Project 4	15%
Participation	10%
Total	100%

EVALUATION

Evaluation will be based on the following point/percentage scale. A 100%-93%, A- 92%-90%, B+ 89%-88%, B 87%-83%, B-82%-80%, C+79%-78%, C 77%-73%, C- 72%-70%, D+ 69%-68%, D 67%-63%, D- 62%-60%, F 59% or below. A cumulative semester grade average of 60% or higher is required to pass the course. Please consult the University of Arkansas Fay Jones School of Architecture Course Catalog for performance criteria required necessary for promotion from specific courses in the degree program curriculum. The catalog can be accessed through: https://catalog.uark.edu/undergraduatecatalog/collegesandschools/fayjonesschoolofarchitecture/architecturearch/

The University of Arkansas uses the Federal definition (34CFR 600.2) of a credit unit, which states: One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or or at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. This criteria establishes benchmarks for the production of competent, satisfactory work. For more information reference University of Arkansas Academic Policy 1200.40: https://provost.uark.edu/policies/120040.php Evaluation of work executed in association with the course is predicated on expectations outlined in Academic Policy 1200.40 as well as demonstrated qualities, sensibilities, and behavior represented in the following descriptions:

A- to A: Excellent work demonstrates that the student has excelled in satisfying all objectives and work methods outlined in the course, consistently exceeding those expectations as a matter of course. Characterized by exceptionally work product that demonstrates a heightened level of understanding, intellect, and care in execution. Work is completed on time through a rigorous, continuously evolving, iterative/recursive process. Strategies exhibit superior graphic, verbal, and intellectual qualities appropriate to the course. Demonstrated intellectual enthusiasm is evidenced through work that far exceeds directives, expectations, and goals articulated in assignments. Clear willingness to engage in critical dialogue about design and issues relevant to specific courses with both faculty and peers must be tangibly evident with consistency. Sustained engagement and habitual study is evidenced by production of new work each time the class meets.

B- to B+: Above Average work demonstrates that the student has satisfied all objectives and work methods outlined for the course, often exceeding those expectations. Characterized by strong work that demonstrates care and consideration of the course's primary objectives. Initiative representative of effort in exceeding baseline expectation is consistently evident. Work is well developed intellectually, completed on time, and reflects commitment to articulated processes and objectives. Clear willingness to engage in critical dialogue about design and issues relevant to specific courses with both faculty and peers must be tangibly evident with frequency. Sustained engagement and habitual study is evidenced by production of new work each time the class meets.

C- to C+: Average work demonstrates that the student has adequately satisfied all explicitly articulated course objectives and work methods. The work is characterized as competent, on time, and reflective of consistent satisfactory effort. Work demonstrates reasonable effort to communicate intellectual and process based underpinnings of the course. Communication demonstrates an ability to listen and respond to the critical dialogue with faculty and peers. Iterative development of work that meets expectations outlined is evident.

D- to D+: Below Average work demonstrates that the student has not satisfied all course objectives and work methods and that there is clear need for improvement. Work is incomplete and/or executed inconsistently demonstrating a lack of effort, or inability to engage the course objectives and processes. Characterized by an unwillingness to listen and respond to critical dialogue central to the course. Limited evidence of inquiry and/or iterative development in work.

F: Failing work demonstrates that the student has not satisfied many course objectives and work methods. Work is incomplete and executed in a manner lacking merit. Characterized by a demonstrated lack of engagement with the course content and/or objectives, an unwillingness to listen and respond to the critical dialogue of faculty, and an undeveloped command of the basic skills. Evidence of inquiry and/or iterative study absent.

I: University of Arkansas Policy stipulates that an Incomplete may be assigned to a student who has not completed all course requirements, if the work completed is of passing quality. An incomplete grade is not an automatic right/entitlement of the student who fails to complete the course requirements on time. An incomplete will not be assigned to a student as an extension of time at the end for un-documented absences during the course of the semester. An Incomplete will only be assigned at the discretion of the professor after consultation with the student to determine the particulars of the situation. The professor will document the situation and determine the conditions for completing course requirements in a letter that will be provided as a record to the student, the professor, and the academic advisor of the school. Only in extreme circumstances will students be allowed to complete studio requirements beyond the first day of the subsequent studio enrollment.

Late Work

Projects and Exercises are to be turned in at the beginning of class on their due date. Late work will not be accepted without instructor's prior approval and written agreement as to revised due dates and grading policy. Upon approval, late work will be penalized by a reduction in score of 25% per day late. Failure to submit work for any single deadline is grounds for course failure at the discretion of the instructor.

Incomplete Work

Incomplete work will not be accepted without instructor's prior approval and written agreement as to revised completion dates and applicable grading penalties.

LEARNING AND TEACHING CULTURE

Learning environments offer the opportunity to learn from both faculty and peers. The sensibilities that all members of the Department of Architecture are expected to promote are outlined in the Learning and Teaching Culture Document distributed to each student at the beginning of each semester. The Fay Jones School of Architecture and Design facilities should be utilized extensively to promote learning. If external factors prevent in person work and engagement, then active participation during remote learning experiences is vital. In the event that a remote teaching situation is required, class time is to be used exclusively for work assigned within the student's current class. Unless previously authorized by a faculty member, visitors are not allowed in the classroom or virtual environment during class hours. Be conscious of suspicious persons when in Fay Jones School Facilities and notify Campus Police if appropriate. A safe, thoughtful, and active classroom is the most conducive environment for creative work. These policies are subject to change depending on circumstances related to common public benefit.

The Bachelor of Architecture Degree Program and Bachelor of Science in Architectural Studies Program offer professional education opportunities. At all times students are expected to act in a professional manner that demonstrates the dignity and decorum of the profession. Studios and classrooms must be maintained in an acceptable state of order as there are frequent official visitors on little advance notice. Excessive waste is distracting and a fire hazard. Be respectful of the Fay Jones School of Architecture and Design community and promote an environment that enhances productivity.

It is expected that students and faculty will use class time to its fullest potential. During scheduled class time, students will refrain from the use of any visual, auditory, or sensory entertainment media. It is expected that focus will remain on course specific content. While utilizing the school's facilities outside of scheduled class, entertainment media may be engaged privately with respect for the community. Students are expected to be considerate of others and avoid loud noises or other distractions at all times in promotion of a positive work environment.

In the interest of streamlining the use of the digital labs, it is a policy that all digital production must be printed by the designated printing deadline. Students will not be allowed to present anything printed after that date and time unless prior arrangements have been made with consent of their instructor.

Students are not authorized to publish any materials given to them for this course in any form (in print, websites, etc.) without express written consent. This includes text from course hand-outs, Digital/Visual presentations prepared by faculty, any sound-captured content such as recorded lectures, Zoom recordings, Teams Recordings, Eco360 files, or other material. Work developed for courses is often considered university research and published in professional and academic venues. Reference https://www.uasys.edu/board-policy/210-1/ for more information.

Students are expected to review and abide by all applicable UA regulations and conduct policies as found in the Student Handbook. Please read the UA Code of Computing Practices, especially as regards issues of copyright and plagiarism. https://handbook.uark.edu/

READINGS AND DISCUSSIONS

Practice and Theory are inseparably linked. Readings and discussions will lay the theoretical groundwork for issues examined this semester. A scanned copy of each reading will be available online through Blackboard. Active, constructive, and vocal participation in discussing the reading assignments is crucial to your success in this course. There is nothing to be gained from being inattentive and passive. Civility and courtesy are assumed behaviors.

Course Specific Content Add any relevant reading and discussion specific content here

NATIONAL ARCHITECTURAL ACCREDITING BOARD (NAAB) CRITERIA

NAAB is the accrediting organization for architecture schools in the United States. NAAB advances educational quality assurance standards and processes that anticipate the needs of academic programs, the profession, and society, to promote a better built environment. As part of that mission NAAB develops and maintains an accreditation system in professional degree education that enhances the value, relevance, and effectiveness of the profession of architecture. NAAB has established Program Criteria (PC) and Student Criteria (SC) deemed important to the educational trajectory of students who seek professional degrees. The criteria that to this class engages are:

PC.1 Career Paths	How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge

Course Specific Criteria Add all relevant PC and SC as outlined in the coordinated NAAB matrix dated 05.20.2022. Use the format included above.

ATTENDANCE

Attendance is mandatory. Education at the university level requires active involvement in the learning process. Students have the responsibility to attend classes and to actively engage in all learning assignments or opportunities provided in their classes. A successful learning environment is predicated on open, consistent, timely, communication. Students are expected to arrive to class prepared, be on time, and remain in class the full duration. If there is reason for excused absence, the reason should be communicated in writing to the instructor prior to the absence when possible. The instructor shall acknowledge any permission in writing. An instructor maintains the right to require documentation for any absence which the student wishes to be excused. Students absent from class are responsible to gather (from their colleagues) any information / notes discussed in that class; absent students must also submit required work by the beginning of class on the following class meeting day unless other arrangements have been made with faculty.

Examples of absences that are considered excusable include those resulting from the following: 1) illness of the student, 2) serious illness or death of a member of the student's immediate family or other family crisis, 3) University-sponsored activities for which the student's attendance is required by virtue of scholarship or leadership/participation responsibilities, 4) religious observances (see Students' Religious Observances policy below), 5) jury duty or subpoena for court appearance, and 6) military duty. There may be additional, circumstantial reason for absence. In the event that communication regarding an absence cannot precede the absence, the student should communicate with the instructor in writing as soon as possible. In those circumstances, the instructor has the right to require that the student provide appropriate documentation.

Department of Architecture policy stipulates that two unexcused absences will result in the reduction of a student's semester grade by one full letter/one full grade point. Three unexcused absences in one semester is grounds for course failure at the discretion of the faculty member. Late arrival to class, unauthorized absence during class, or premature departure from class is understood to be one unexcused absence. Excessive excused absences will be addressed, if necessary, on an individual basis. If a student has one unexcused absence in a semester, the student will be required to meet with the instructor to determine potential evaluative consequence related to any specific component of the course and to assess viability of future success in the course. Any corrective measures required by the instructor will be communicated in writing.

If the University announces it is closed for the day due to inclement weather, classes will be cancelled. If the University remains open, students are expected to attend class as usual unless notified otherwise by the instructor.

FAY JONES SCHOOL OF ARCHITECTURE AND DESIGN LECTURE SERIES

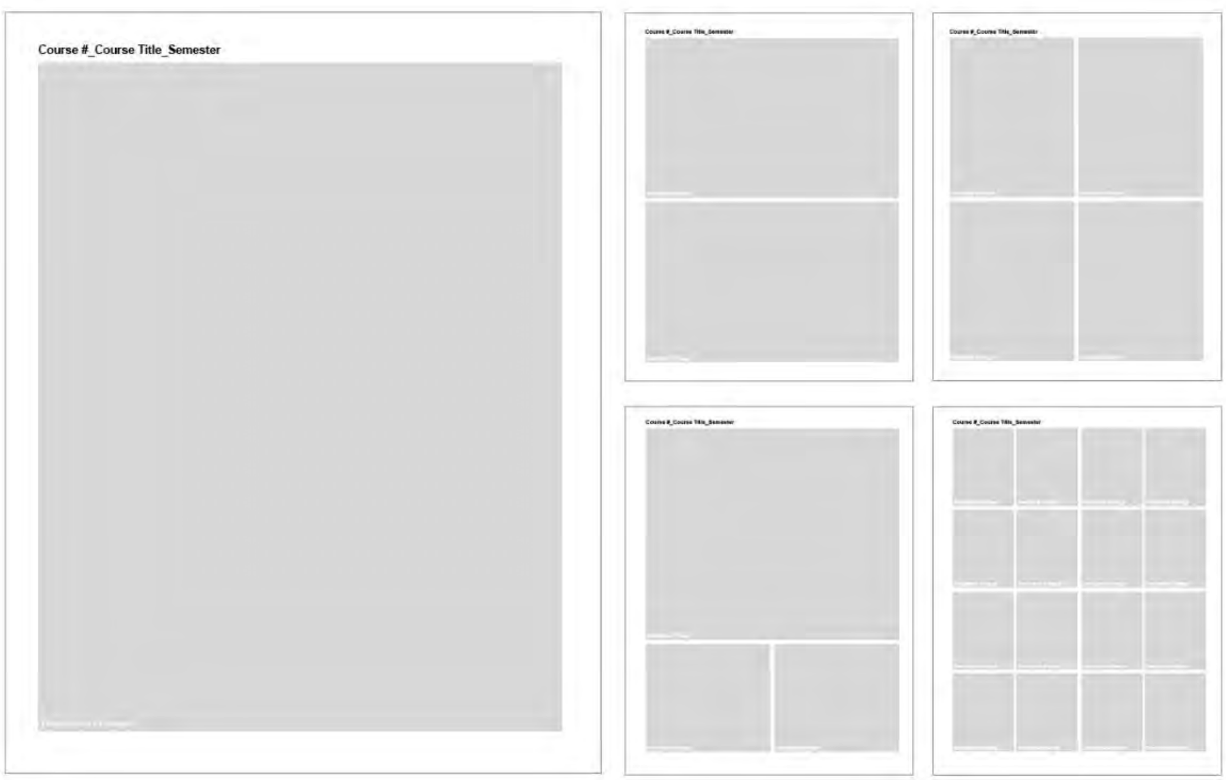
The Fay Jones School of Architecture and Design hosts a series of guest lectures during the semester. The lecture dates and times are published on the School website and posted in the main lobby of the school. Lectures typically being at 4:30pm on Mondays. The visitors providing lectures are thought leaders from around the world and their work provides an opportunity for students to gain exposure to a wide array of possibility in design approach and philosophy. Regular attendance at the lectures is strongly encouraged, as it will form a common foundation for discussion in studio. It is each student's responsibility to recognize the power that these speakers have to augment your formal education. Please make all advance arrangements necessary to clear your calendar of personal obligations on those dates in order to ensure your freedom to attend the guest lectures.

REPRODUCTIONS OF WORK / VISUAL PORTFOLIO

Students are expected to maintain high quality digital reproductions of their class work for submission to their instructor at a date specified by them toward the conclusion of the semester. In the meantime, students should keep all of their work (sketches, study models, final presentation work) in a safe and protected manner. Final grades will be issued following submittal of the digital files to the instructor. Lack of compliance will result in a grade of Incomplete until such time as the file is produced. Work produced in class is often used in school related research activities and academic evaluation procedures, in which the instructor is continually engaged. Supplying the instructor with a record of work provides them important access to that which has been accomplished in the course. It is also excellent insurance against accidental loss/destruction of originals or reproductions. The Spring semester Career Day for the opportunity to meet with prospective employers. An up to date portfolio of work will be necessary to be a competitive candidate. The Visual Portfolio described below constitutes 5% of the final grade for the semester. The visual portfolio format and methods for its creation are as follows:

VISUAL PORTFOLIO CREATION INSTRUCTIONS

1. When saving files in either TIFF, JPEG, PDF, or PNG format please use the following naming convention:
COURSE NUMBER_COURSE TITLE_SEMESTER YEAR_STUDENT LAST NAME_STUDENT FIRST NAME
2. Provide a title at the top left of each sheet per the naming convention shown on the sample sheets diagram below (please use same font type and naming format)
3. Students may use any (or all) of the layout types shown below. The variation in format is provided so that students have choice with respect to images that are naturally horizontal or vertical.
4. The grey boxes indicate the limits of the individual drawing borders. If possible, fill the entire space of the grey box. Grey boxes are set to a non-printable layer in InDesign so there is no need to remove them.
5. Text within the grey boxes can be white or black. If the images are dark, please use white text for the descriptive text within the grey box. If the image is light, then use black text.



ACADEMIC INTEGRITY POLICY

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's *Academic Integrity Policy* which may be found at https://honesty.uark.edu/policy/index.php. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

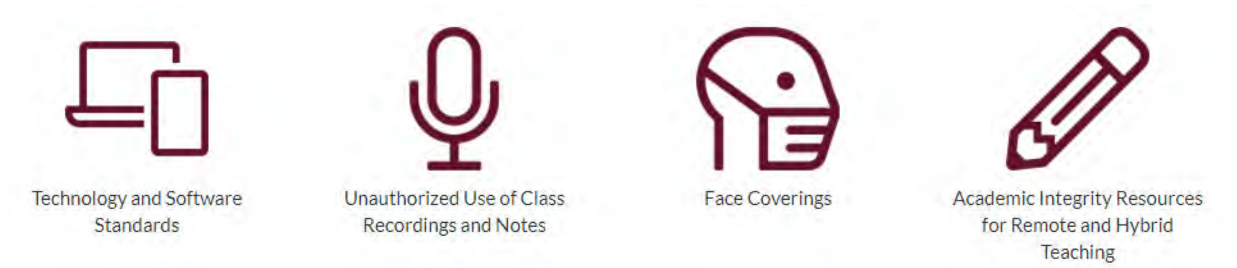
GENERATIVE ARTIFICIAL INTELLIGENCE POLICY
UARK faculty have discretion over whether generative artificial intelligence tools (e.g., ChatGPT) can be used by students in their courses. The course explicitly: (pick one of the three included in this template – Prohiobited Use, Restricted use, or Unrestricted Use - erase the other statements, and eliminate this instruction. Converyt the text color to black for the specific terminology.

Prohibits Use. The use of generative artificial intelligence tools in any capacity while completing academic work that is submitted for credit, independently or collaboratively, will be considered academic dishonesty in this course and reported to the Office of Academic Initiatives and Integrity.

Allows Restricted Use. Specific permissions will be provided to students regarding the use of generative artificial intelligence tools on certain graded activities in this course. In these instances, faculty will communicate explicit permission as well as expectations and any pertinent limitations for use and attribution. Without this permission, the use of generative artificial intelligence tools in any capacity while completing academic work submitted for credit, independently or collaboratively, will be considered academic dishonesty and reported to the Office of Academic Initiatives and Integrity

Allows Unrestricted Use. Students have permission to use generative artificial intelligence tools in any capacity to complete academic work in this course. Please be aware of the limitations of such tools and verify the accuracy of the content generated before submitting any work for credit. Additionally, you are expected to properly attribute any content generated by artificial intelligence tools using [INSERT STYLE] format. Please refer to the examples/guidance provided by this University of Arkansas Library Research Guide on AI and Academic Integrity for more information. The use of content generated by artificial intelligence, without proper citation, will be considered academic dishonesty and reported to the Office of Academic Initiatives and Integrity.

REMOTE AND HYBRID TEACHING POLICIES AND GUIDELINES
Please refer to https://keepteaching.uark.edu/ for special instructions involving academic integrity, face coverings, rules regarding class note taking and recording, attendance policy, as well as mental and physical health guidelines and resources. These policies and guidelines supersede the content in this syllabus and should be followed by students and faculty alike. https://keepteaching.uark.edu/communications-about-remote-and-hybrid-instruction.php



UNAUTHORIZED USE OF CLASS RECORDINGS
Instructors may record class and make class available to students through Blackboard. These recordings may be used by students ONLY for the purposes of the class. Students may not download, store, copy, alter, post, share, or distribute in any manner all or any portion of the class recording, e.g. a 5-second clip of a class recording sent as a private message to one person is a violation of this provision. This provision may protect the following interests (as well as

other interests not listed): faculty and university copyright; FERPA rights; and other privacy interests protected under state and/or federal law. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

UNAUTHORIZED RECORDING BY STUDENT

Recording, or transmission of a recording, of all or any portion of a class is prohibited unless the recording is necessary for educational accommodation as expressly authorized and documented through the Center for Educational Access with proper advance notice to the instructor. Unauthorized recordings may violate federal law, state law, and university policies. Student-made recordings are subject to the same restrictions as instructor-made recordings. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

RECORDING OF CLASS LECTURES

By attending this class, student understands the course is being recorded and consents to being recorded for official university educational purposes. Be aware that incidental recording may also occur before and after official class times.

UNAUTHORIZED USE AND DISTRIBUTION OF CLASS NOTES

Third parties may attempt to connect with you to buy your notes and other course information from this class. I will consider distributing course materials to a third party without my authorization a violation of my intellectual property rights and/or copyright law as well as a violation of the University of Arkansas' academic integrity policy. Continued enrollment in this class signifies your intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.

Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of Student Success Center. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

ACADEMIC SUPPORT

A complete list and brief description of academic support programs can be found on the University's Academic Support site, along with links to the specific services, hours, and locations. http://www.uark.edu/academics/academic-support.php

CONFLICT RESOLUTION POLICY

The ability to be open and forthright is the foundation to learning. When a student has conflicts or concerns regarding learning experiences within the course, the Department of Architecture policy stipulates that the student first address these issues with her/his instructor; in most instances this is the most effective way to achieve a resolution. Students who attempt to take grievances to school administrators before meeting with the professor will be directed to resolve grievances with their instructor. Should the conflict remain unsettled, the student is then encouraged to pursue an appropriate means of resolution with the department administration. (This needs to be on the books. We need to work on a departmental student handbook – and/or a school handbook per NAAB)

UNIVERSITY OF ARKANSAS EDUCATIONAL RESOURCES

The following list provides a set of useful campus resources available to all students. A complete list and brief description of academic support programs can be found on the University's Academic Support site, along with links to the specific services, hours, and locations. Students are encouraged to be familiar with these programs and ask faculty for assistance in finding and using the support services that will help them be successful if needed. http://www.uark.edu/academics/academic-support.php

CENTER FOR LEARNING AND STUDENT SUCCESS CLASS+

The Center for Learning and Student Success (CLASS+) works with students to refine and strengthen the academic skills necessary for success at the University of Arkansas. Call (479) 575-2885 or visit the office in Gregson Hall or visit https://catalog.uark.edu/generalinfo/academicresourcesandfacilities/class/

WRITING CENTER

CLASS+ Writing Support provides one-on-one tutoring assistance. Students can work with writing tutors in person or upload their paper for online feedback. Writing tutors help students learn revision strategies for developing their academic and professional writing skills. Schedule a free online or in-person appointment. Call 479-575-6747 or email writcent@uark.edu. 315 Kimpel Hall, or visit https://class.uark.edu/writing-support.php.

CENTER FOR EDUCATION ACCESS

The Center for Educational Access (CEA) serves as the central campus resource for the University community for students with disabilities and accommodations to remove barriers to access. Call 479-575-3104 or email ada@uark.edu. 209 Arkansas Union or visit https://cea.uark.edu/.

COUNSELING AND PSYCHOLOGICAL SERVICES

The staff of Counseling and Psychological Services (CAPS) works with members of the University to help solve problems, understand themselves, grow personally, develop more satisfying relationships with friends and family and help with other mental health issues. Services are provided by licensed psychologists, counselors, and social workers.Call 479-575-5276 to make an appointment, or visit https://health.uark.edu/mental-health/index.php. 24hour emergency service available, Call (479) 575-5276.

RESEARCH LIBRARIANS

Contact Ask a Librarian! Text: 479-385-0803, Call: 479-575-6645, email: refer@uark.edu, or live chat! Visit http://uark.libanswers.com/.

FULL CIRCLE PANTRY

The Jane B. Gearhart Full Circle Food Pantry is available as a free grocery assistance center for all U of A students, staff, and faculty. Full Circle is located on the backside of Walton Residence Hall and is open Mondays from 11a-3p, Wednesdays from 3p-5p, and Thursdays from 10a-2p. If you need assistance outside of these hours, please email pantry@uark.edu to set up an alternate time. For more information visit fullcircle.uark.edu or email pantry2@uark.edu.

EMERGENCY PROCEDURES

The University of Arkansas is prepared for a wide range of emergencies. Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at http://emergency.uark.edu/. See also: Emergency Procedures.

VIOLENCE/ACTIVE SHOOTER (CADD)

In the event that there is an active shooter, remember C-A-A-D. CALL: 9-1-1; AVOID: If possible, self-evacuate to a safe area outside the building. Follow directions of police officers; DENY: Barricade the door with desk, chairs, bookcases, or any other items available in the space. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe; DEFEND: Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

INCLEMENT WEATHER

During the course of the semester there are occasions when inclement weather causes the cancellation of class or requires moving to a safe position. Please see the University of Arkansas policies at the following link: http://safety.uark.edu/inclement-weather/. Specific instructions in the case of a Tornado Warning are as follows:

- Tornado Warning In the event of a Tornado Warning follow the directions of the instructor or emergency personnel, seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls between you and the outside as possible. If you are in a multi-story building and you cannot get to the lowest floor, pick a hallway in the center of the building, and stay in the center of the room, away from exterior walls, windows, and doors. For more on emergency information, visit emergency.uark.edu.

RazALERT

The University of Arkansas has a campus-wide alert system for any hazardous conditions that may arise on campus. To learn more and to sign up, visit https://safety.uark.edu/emergency-preparedness/emergency-notification-system/

STATEMENT REGARDING NOTE SELLING

There are companies that will try to lure you into selling the notes taken in this class. I will consider the sale of my notes to any commercial service a violation of my intellectual property rights and/or copyright law as well as a violation of the U of A's academic integrity policy. Continued enrollment in this class signifies intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity. Visit Honesty.uark.edu/faculty/

DISABILITY RELATED ACCOMMODATION STATEMENT

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, students must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit cea.uark.edu for more information on registration procedures)."

REMINDER ABOUT CONCEALED CARRY ON CAMPUS

Handguns are only allowed on campus (including all classrooms) to the extent specifically authorized by state law. Each individual who lawfully possesses a handgun and an enhanced carry permit is required to keep the handgun concealed from public view at all times and is responsible for carrying the handgun in a safe manner.

If an individual carries a concealed handgun in a personal carrier such as a backpack, purse, or handbag, the carrier must remain within the individual's immediate vicinity (within arm's reach). During this course, you may be required to engage in activities that may require you to separate from your belongings such as taking a quiz or examination, and thus you should plan accordingly. Any student who violates the concealed carry laws while on campus may be subject to criminal prosecution and/or discipline by the University, up to and including dismissal. If you observe someone displaying a handgun or other weapon on campus, it should be reported to the University of Arkansas Police Department. *For more information, please go to* safety.uark.edu.

INSTRUCTOR INFORMATION
Your Name
Your Title
Your Office Location
Your Office Hours/Policy Regarding Office Hours
P: Your Phone Contact
E: Your Email Contact

TA Name
Teaching Assistant
TA Contact Information and Availability
List all teaching faculty and teaching assistants using the format above.
When complete-all text should be changed to BLACK

FAY

ADDENDUM 03

PC.7 ARCH 1015, Design 1 Evaluation Rubric (reference “Tall Order Documentation, Working Attitude and Habits)

FINAL EVALUATION **DESIGN 1 | SUMMER SEMESTER 2024**

STUDENT

H **M** **L** **H = high quality** **M = Medium quality** **L= low quality**

________ **MODULE 1 Grade: 15%**

________ **MODULE 2 Grade: 20%**

3	2	1	**WORKING DRAWING: 15%**
❑	❑	❑	**full elevation drawn to scale**
❑	❑	❑	**entry (to scale) and ground condition (1 point perspective)**
❑	❑	❑	**evidence of process to articulate a ground condition**
❑	❑	❑	**evidence of design development through iterative sketching**
❑	❑	❑	**studies for structural and tectonic assembly**

COMMENTS:

________ **WORKING DRAWING Grade: 15%**

2	1.5	1	**GROUND RULES: 20%**
❑	❑	❑	**quality of the analytical explorations of the chosen Nevelson composition**
❑	❑	❑	technical ability to apply line weights for analytical information
❑	❑	❑	evidence of discovery through the analysis
❑	❑	❑	**translation of the diagrams into a cohesive collage**
❑	❑	❑	**quality of the collage in terms of overall composition**
❑	❑	❑	**quality of the collage in terms of legibility of order**
❑	❑	❑	**three iterations of ground translation (from collage to Rhino)**
❑	❑	❑	**development of the ground through iteration**
❑	❑	❑	**quality of the ground in terms of overall composition**
❑	❑	❑	**quality of the ground in terms of legibility of order**
❑	❑	❑	**quality of the ground in establishing the entry of Tall Order proposal**
❑	❑	❑	**craft of the physical model**

COMMENTS:

________ **GROUND RULES Grade: 20%**

FINAL EVALUATION **DESIGN 1 | SUMMER SEMESTER 2024**

STUDENT

TALL ORDER: 20%

2	1.5	1	**Entry and Vertical Sequence – 10%**
❑	❑	❑	**quality of entry as an extension of the ground rules**
❑	❑	❑	**quality of the entry with respect to the urban scale**
❑	❑	❑	**quality of the proposal in terms of legibility of order**
❑	❑	❑	**logic of the three different scales of exterior space relative to order**
❑	❑	❑	**quality of the way the building meets the sky**

2	1.5	1	**Tectonic Assembly – 10%**
❑	❑	❑	**legibility of the order as expressed in primary and secondary structure**
❑	❑	❑	**quality of the assembly to create entry**
❑	❑	❑	**quality of the assembly to create openings at a variety of scales**
❑	❑	❑	**quality of the assembly to turn the corner**
❑	❑	❑	**quality of the assembly to transform to meet the sky**

COMMENTS:

________ **TALL ORDER Grade: 20%**

2	1.5	1	**Documentation, Working Attitude, and Habits: 10%**
❑	❑	❑	**Consistent effort is evident throughout the course of the studio**
❑	❑	❑	**Ability to question and self-critique the work to advance design**
❑	❑	❑	Willingness to take risks in the work
❑	❑	❑	**Positive attitude that contributes to the overall studio environment**
❑	❑	❑	Participation in group critique that elevates the overall conversation
❑	❑	❑	**Quality of the documentation photos to accurately communicate the work**
❑	❑	❑	**Quality of the written statement to effectively communicate lessons learned**

________ **Documentation and Participation Grade: 10%**

POINT TOTAL OUT OF 100: _________

LETTER GRADE: _________

ATTENDANCE: _________

FAY

ADDENDUM 04

PC.7 Department Community Survey on Learning and Teaching Culture

FAY

DEPARTMENT OF ARCHITECTURE LEARNING AND TEACHING CULTURE DOCUMENT SURVEY

Faculty Survey Questions

1. What courses do you teach? (Check all that apply)
   - o Core Required Design Studio
   - o Advanced Design Studio
   - o Required Parallel Course, Technology
   - o Required Parallel Course, History/Theory
   - o Required Parallel Course, Practice
   - o Professional Elective
   - o Workshop

2. What year level do you teach? (Check all that apply)
   - o First Year
   - o Second Year
   - o Third Year
   - o Fourth Year
   - o Fifth Year

3. Have you introduced the Department of Architecture Learning and Teaching Culture Document to students?
   - o Yes
   - o No

4. If not, why?
   - o Yes
   - o No

5. What changes would you make to the Department of Architecture Learning and Teaching Culture Document?
   - o Provide for written response

6. Do you feel that the Learning and Teaching Culture Document promotes a positive environment in the department?
   - o Yes
   - o No

7. Do you feel that the reality of academic life in the Department of Architecture matches what is outlined in the Learning and Teaching Culture Document
   - o Yes
   - o No

8. What are the top five issues your students face in their architectural education?
    - Provide for written response
    - Provide for written response
    - Provide for written response
    - Provide for written response
    - Provide for written response

9. What are the top five issues you struggle most with while teaching?
    - Provide for written response
    - Provide for written response
    - Provide for written response
    - Provide for written response
    - Provide for written response

10. What is the most important topic the Learning and Teaching Culture Document covers?
    - Provide for written response

11. An Ideal Learning and Teaching Culture Document would?
    - Provide for written response

12. How do you feel the learning and teaching Culture Document can be successfully reinforced?
    - Committee of students
    - Committee of faculty
    - Committee of faculty and students
    - Administratively
    - Other (provide for written response)

13. List five behaviors you expect students to possess in support of a positive and productive teaching environment.
    - Provide for written response
    - Provide for written response
    - Provide for written response
    - Provide for written response
    - Provide for written response

14. List five behaviors you model/demonstrate for students in support of a positive and productive teaching environment.
    - Provide for written response
    - Provide for written response
    - Provide for written response
    - Provide for written response
    - Provide for written response

15. What is one thing you wish students knew about your experience teaching in the Department of Architecture?
    - Provide for written response

Student Survey Questions

1. What year are you in the program?
    - First Year
    - Second Year
    - Third Year
    - Fourth Year
    - Fifth Year

2. Do You know what a Learning and Teaching Culture Policy Is?
    - Yes
    - No

3. Have you been introduced to the Department of Architecture Learning and Teaching Culture Document?
    - Yes
    - No

4. Has Learning and Teaching Culture been discussed with you in class?
    - Yes
    - No

5. Do you feel that the Learning and Teaching Culture Document promotes a positive environment in the department?
    - Yes
    - No

6. Do you feel that the reality of academic life in the Department of Architecture matches what is outlined in the Learning and Teaching Culture Document
    - Yes
    - No

7. What are the top five issues you face in your architectural education?
    - Provide for written response
    - Provide for written response
    - Provide for written response
    - Provide for written response
    - Provide for written response

8. How many hours per week do you dedicate to studio work?
    - Provide for written response

9. How many hours per week do you dedicate to architecture classes outside of studio?
   - Provide for written response

10. What is one thing you wish faculty knew about your experience being enrolled in the Department of Architecture?
    - Provide for written response

11. List five behaviors you expect faculty to model in support of a positive and productive teaching environment.

    - Provide for written response
    - Provide for written response
    - Provide for written response
    - Provide for written response
    - Provide for written response

12. List five behaviors you model/demonstrate in support of a positive and productive teaching environment.
    - Provide for written response
    - Provide for written response
    - Provide for written response
    - Provide for written response
    - Provide for written response

FAY

ADDENDUM 05

PC.7 and SC.3 Updated NAAB Criteria Matrix
01.08.2024

	Pre Professional Program																	Professional Program														
	Year 1				Year 2							Year 3						Year 4					Year 5					Non-Curricular				
	Fall		Sp		Fall				Spring			Fall			Spring			Fall		Spring			Fall			Sp						
	Architectural Design I: Fundamental Design Skills	*Design Thinking I: Architecturtal Technology*	*Architectural Design II*	*Design Thinking II: Foundations in History*	*Architectural Design III*	*Architectural Structures I*	*Environmental Technology I*	*History of Architecture I*	*Architectural Design IV*	*Architectural Structures II*	*History of Architecture II*	*Architectural Design V*	*Building Materials and Assemblies*	*History of Architecture III*	*Architectural Design VI*	*Environmental Technology II*	*Architectural Theory*	*Architectural Design VII: Integrated Design Studio (IDS)*	*Environmental Technology III: Building Systems Integration*	*Architectural Design VIII: Rome*	*Advanced Architectural Studies: Rome (2 X 3CU)*	*Architecture of the City*	*Architectural Design IX: Option Studio 1*	*Professional Practice*	*Professional Elective*	*Architectural Design X: Option Studio 2*	*Professional Electives (2 X 3CU)*	*AIAS*	*NOMAS*	*Lecture Series*	*Research Assistantships*	*Teaching Assistantships*
	ARCH 1015	***ARCH 1212***	***ARCH 1025***	***ARCH 1222***	***ARCH 2016***	***ARCH 2113***	***ARCH 2132***	***ARCH 2233***	***ARCH 2026***	***ARCH 2123***	***ARCH 2243***	***ARCH 3016***	***ARCH 3134***	***ARCH 4433***	***ARCH 3026***	***ARCH 3253***	***ARCH 4523***	***ARCH 4016***	***ARCH 4152***	***ARCH 4116***	***ARCH 4023***	***ARCH 4653***	***ARCH 5016***	***ARCH 5314***	***ARCH XXXX***	***ARCH 5026***	***ARCH XXXX***					
Shared Values																																
Design																		1														
Env. Stewardship & Professional Respon.																			1													
Equity, Diversity & Inclusion																	1															
Knowledge & Innovation																		1														
Leadership, Collab. & Community Engmt.																								1								
Lifelong Learning																								1								
Program Criteria																																
PC.1 Career Paths																								1								
PC.2 Design																		1														
PC.3 Ecological Know. & Respon.																			1													
PC.4 History & Theory														1																		
PC.5 Research & Innovation																		1														
PC.6 Leadership & Collaboration												1																				
PC.7 Learning & Teaching Culture		1																														
PC.8 Social Equity & Inclusion														1																		
Student Criteria																																
SC.1 HSW in the Built Environ.															1																	
SC.2 Professional Practice																								1								
SC.3 Regulatory Context												1																				
SC.4 Technical Knowledge													1																			
SC.5 Design Synthesis																		1														
SC.6 Building Integration																		1														

Legend

1 Primary Evidence

Secondary Evidence

Tertiary Evidence

FAY

ADDENDUM 06

SC.3 Fall 2023 ARCH 3016 Project Evaluation Forms

ARCH 3016 – ARCHITECTURAL DESIGN STUDIO V

REGULATORY CONTEXT COMPLIANCE GRADING RUBRIC – NAAB SC3

FALL 2022

The original rubric typically used for all 3 assigned projects during Fall 2022 is included below as a reference to distinguish the ensuing modifications made during Fall 2023 and those planned for Fall 2024.

As shown below, the assessment related to Regulatory Context Compliance – SC3 is missing from the rubric.

PROJECT 3		ARCH 3016		FALL 2022		
SHELBE "BRONWYN" CLARK		F	D	C	B	A
		5 to 6	6 to 7	7 to 8	8 to 9	9 to 10
Process	**Initiative** *To what extent did the student bring new work daily and proceed without explicit instruction?*					9
	Research Ability *To what extend did the student interrogate the work and possible variations?*				8	
	Synthetic Ability *How well did the student integrate new tool sets? Did they incorporate meaningful outside influences?*				8.5	
	Depth and Breadth of Exploration *To what extent did the student deeply study the design and bring consideration to a broad set of decisions?*					9
Product	**Relevance, Quality, and Completeness of Work** *Is the final work complete and on-target? What is the quality of the documents?*					9
	Resolution *How well resolved is the work? To what extent does it communicate the project's requirements?*				8.8	
					% Grade:	87.6%
					Letter Grade:	B+
Notes:						

FALL 2023

Assessment of the Regulatory Context - SC3 criterion has been enhanced in ARCH 3016 by refinement of the Fall 2022 rubric to include Regulatory Components. As explained below, a first run has been conducted in narrative form on projects issued during Fall 2023 with the integration of quantitative refinements to come before the start of Fall 2024.

PROJECT I – MAR VISTA TRIPLEX

This project is conceived with heavy emphasis on the design.and.agency of 3 housing units, with minimal exposure to regulatory context compliance (RCC). While the added RCC note -in red-is not too specific, the plan is to make substantial modifications to the rubric for upcoming Fall 2024. Below, Project 1 rubric shows just a template with no information, while that of Project 2, described in the next pages, contains more specifics.

	ARCH 3016	FALL 2023			PROJECT 1	
Student 1		F	D	C	B	A
		5 to 6	6 to 7	7 to 8	8 to 9	9 to 10
Process	**Initiative** *To what extent did the student bring new work daily and proceed without explicit instruction?*					
	Research Ability *To what extend did the student interrogate the work and possible variations?*					
	Synthetic Ability *How fully did the student respond to the given design criteria, including but not limited to program, site, and regulatory requirements? Did they incorporate meaningful outside influences?*					
	Depth and Breadth of Exploration *To what extent did the student deeply study the design and bring consideration to a broad set of decisions?*					
Product	**Relevance, Quality, and Completeness of Work** *Is the final work complete and on-target? What is the quality of the documents?*					
	Resolution *How well resolved is the final work? To what extent does it communicate a response to the project's requirements, including but not limited to program, site, and regulatory requirements?*					
					% Grade:	0.0%
					Letter Grade:	F
General Notes:						
Notes on Demonstration of Compliance with Regulatory Requirements:						

PROJECT 2 – AFFORDABLE HOUSING - LOS ANGELES – DESIGN COMPETITION

This final semester project provided the opportunity to address with more specific details the regulatory context compliance criterion– SC3. While the new regulatory.context.items, showcased in red at the bottom of the rubrics on pages 2 and 3, do not have a grade percentage, the inscribed faculty comments and feedback attest to the consideration of such elements in the overall grading of the project. Fall 2024, the plan is to further develop and incorporate into the rubric itself the RCC items with specifically assigned grading value and percentage. SC3 criterion will be explicitly programmed through relevant studio assignments and inherent assessments to gauge students learning outcomes.

ARCH 3016		FALL 2023			PROJECT 2	
Student 1	Stanek, Katie	F	D	C	B	A
		5 to 6	6 to 7	7 to 8	8 to 9	9 to 10
Process	**Initiative** *To what extent did the student bring new work daily and proceed without explicit instruction?*					10
	Research Ability *To what extend did the student interrogate the work and possible variations?*					10
	Synthetic Ability *How fully did the student respond to the given design criteria, including but not limited to program, site, and regulatory requirements? Did they incorporate meaningful outside influences?*					10
	Depth and Breadth of Exploration *To what extent did the student deeply study the design and bring consideration to a broad set of decisions?*					9
Product	**Relevance, Quality, and Completeness of Work** *Is the final work complete and on-target? What is the quality of the documents?*					9.5
	Resolution *How well resolved is the final work? To what extent does it communicate a response to the project's requirements, including but not limited to program, site, and regulatory requirements?*					9.5
					% Grade:	96.3%
					Letter Grade:	A

General Notes:

fantastic teamwork, preparedness, and rigorous study. Took a bit to get to big idea, but iterative exploring get them th

Notes on Demonstration of Compliance with Regulatory Requirements:

1. Did the work address affordable housing design through the lens of zoning regulations and/or housing policy, and if so how?
   used sb9
2. Did the work comply with applicable building code life-safety regulations such as egress?
   studied room to outside formal compositions to find applicable egress options
3. Did the work successfully address accessibility requirments?
   used one-story and limited two story

Student 7	Robinson, Kade	F	D	C	B	A
		5 to 6	6 to 7	7 to 8	8 to 9	9 to 10
Process	**Initiative** *To what extent did the student bring new work daily and proceed without explicit instruction?*				8	
	Research Ability *To what extend did the student interrogate the work and possible variations?*				8	
	Synthetic Ability *How fully did the student respond to the given design criteria, including but not limited to program, site, and regulatory requirements? Did they incorporate meaningful outside influences?*				8	
	Depth and Breadth of Exploration *To what extent did the student deeply study the design and bring consideration to a broad set of decisions?*				8.5	
Product	**Relevance, Quality, and Completeness of Work** *Is the final work complete and on-target? What is the quality of the documents?*				7.5	
	Resolution *How well resolved is the final work? To what extent does it communicate a response to the project's requirements, including but not limited to program, site, and regulatory requirements?*				7.5	
					% Grade:	78.1%
					Letter Grade:	C+

General Notes:

Team did not define a concept direction well. Communication between the team was dependent on the instructor.

Not prepared for the workshop, representation and verbal communication during workshop left much for interpretation

Notes on Demonstration of Compliance with Regulatory Requirements:

1. Did the work address affordable housing design through the lens of zoning regulations and/or housing policy, and if so how?

work/live, sb9

2. Did the work comply with applicable building code life-safety regulations such as egress?

single and double storey units with proper egress

3. Did the work successfully address accessibility requirments?

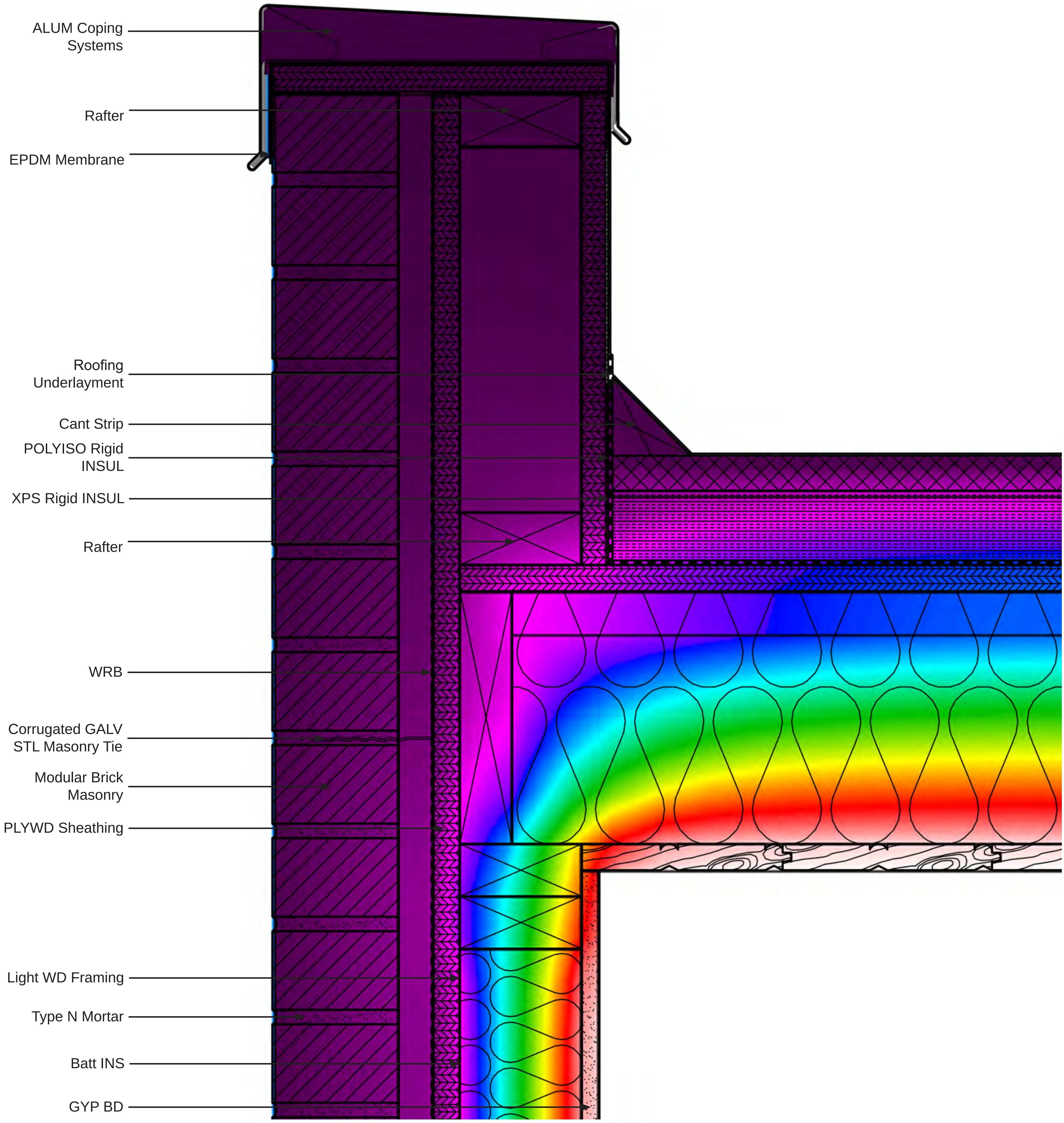
single and double storey units

STATEMENTS ABOUT SC3 IN SYLLABUS AND ASSIGNMENTS

The changes made to the rubric constitute in summary the progress made towards assessment of the SC.3 Regulatory Context Criteria. These changes were intended to bring the students' attention to the regulations of pertinence within an urban context while allowing faculty to understand if teaching methods related to the criteria are effective in application. After conclusion of the 2023 assesment, and before the start of Fall 2024, more modifications and changes will be made to the syllabus and related assignments to achieve clarify quantitative assessments.

ASSIGNMENT 02: MATERIAL WITNESS

TEAM #:12 EMA DJUKIC & ALEXANDRA GRAY



Section Detail. Scale: 3"=1'

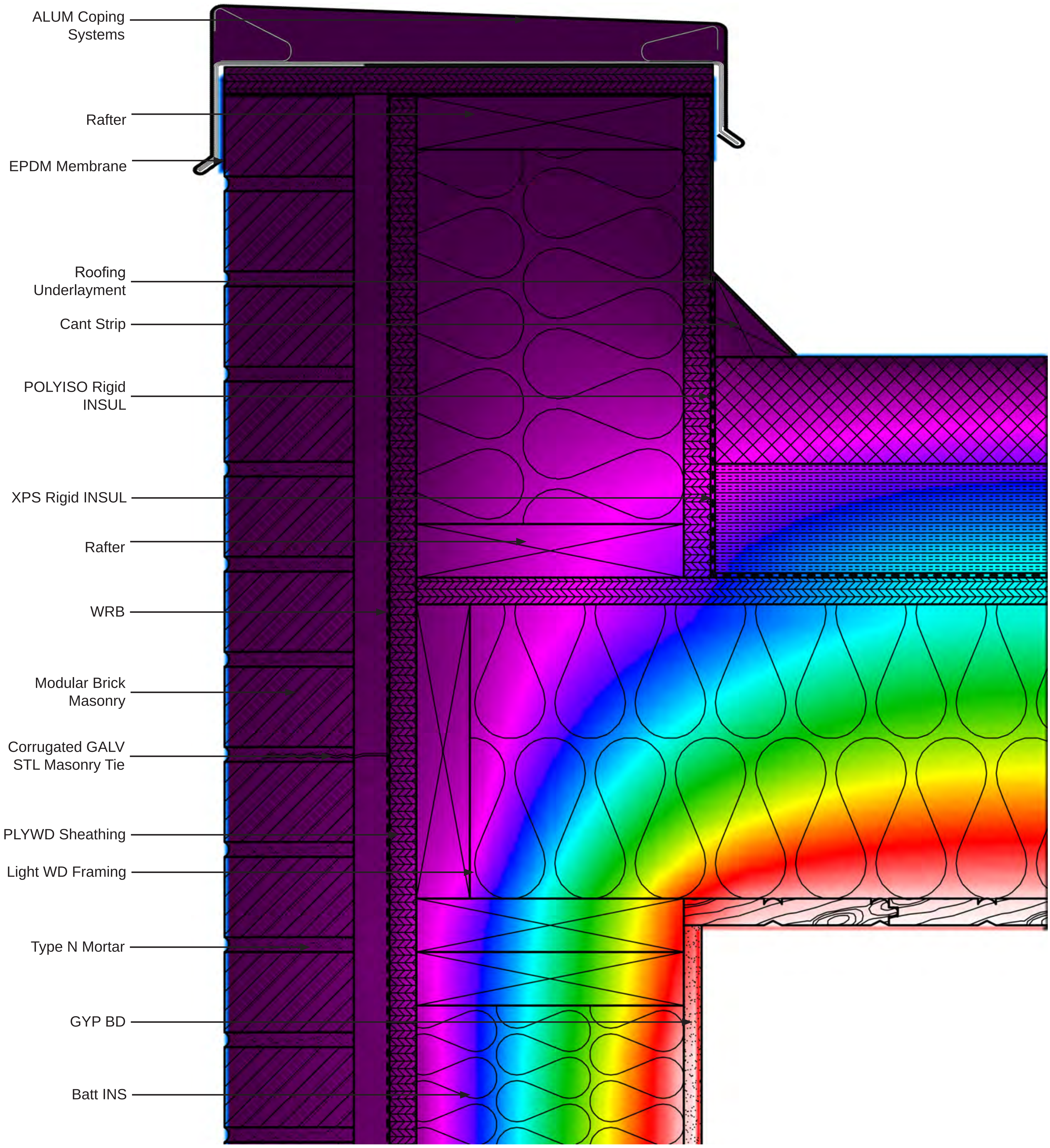
WALL R-VALUE: **10.9499 h•ft²•°F/BTU**

ROOF R-VALUE: **20.1983 h•ft²•°F/BTU**

ASSEMBLY R-VALUE: **14.3029 h•ft²•°F/BTU**

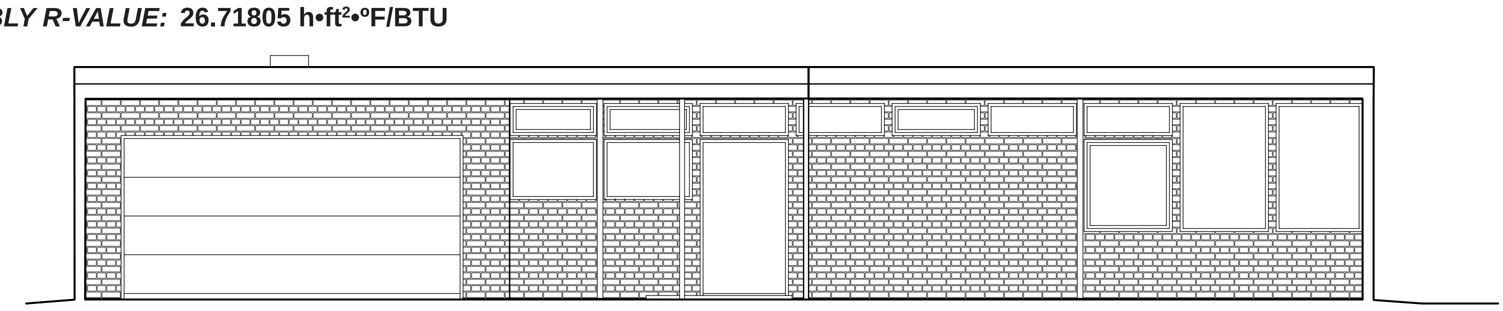
MATERIAL WITNESS 2.1: LIGHT WOOD FRAMED WALL and LOW SLOPE MEMBRANE WITH PARAPET ROOF_Original

TEAM #: 12 EMA DJUKIC & ALEXANDRA GRAY

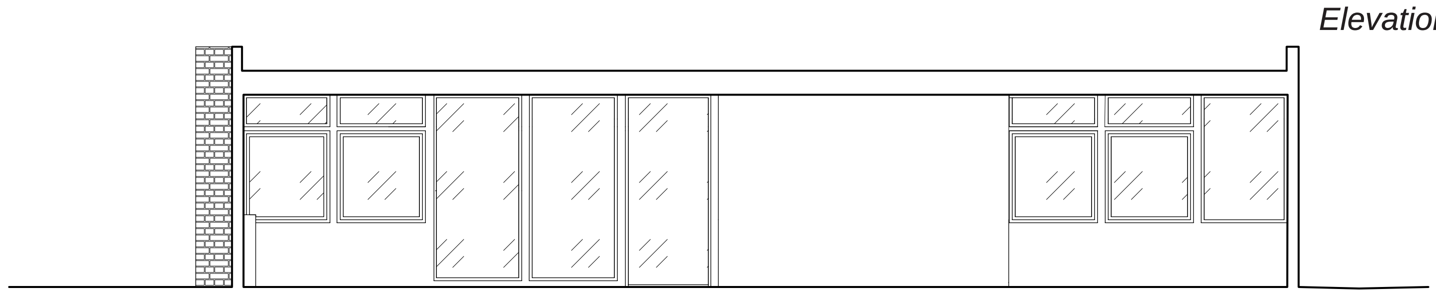


WALL R-VALUE: **21.2766 h•ft²•°F/BTU**
ROOF R-VALUE: **32.1595 h•ft²•°F/BTU**
ASSEMBLY R-VALUE: **26.71805 h•ft²•°F/BTU**

Section Detail. Scale: 3"=1'

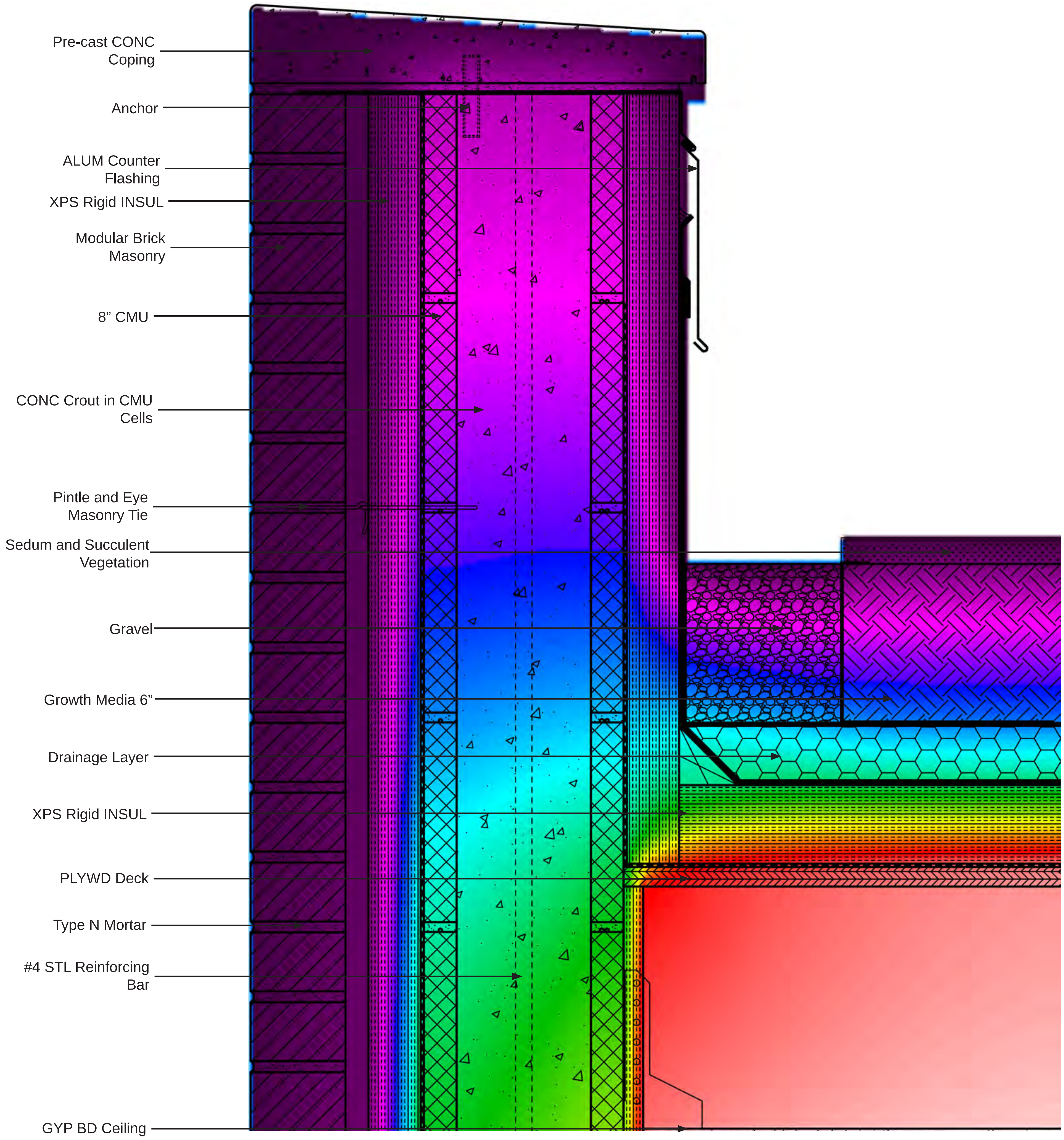


Elevation. Scale: 1/8"=1'



Section. Scale: 1/8"=1'

MATERIAL WITNESS 2.1: LIGHT WOOD FRAMED WALL and LOW SLOPE MEMBRANE WITH PARAPET ROOF_Revised



Section Detail. Scale: 3"=1'

WALL R-VALUE: **12.5956 h•ft²•ºF/BTU**
ROOF R-VALUE: **13.0639 h•ft²•ºF/BTU**
ASSEMBLY R-VALUE: **12.8725 h•ft²•ºF/BTU**

MATERIAL WITNESS 2.1: LOADBEARING MASONRY WALL and LOW SLOPE MEMBRANE WITH PARAPET EXTENSIVE VEGETATIVE ROOF_Original

FAY JONES SCHOOL OF ARCHITECTURE + DESIGN
UNIVERSITY OF ARKANSAS

FALL 2023
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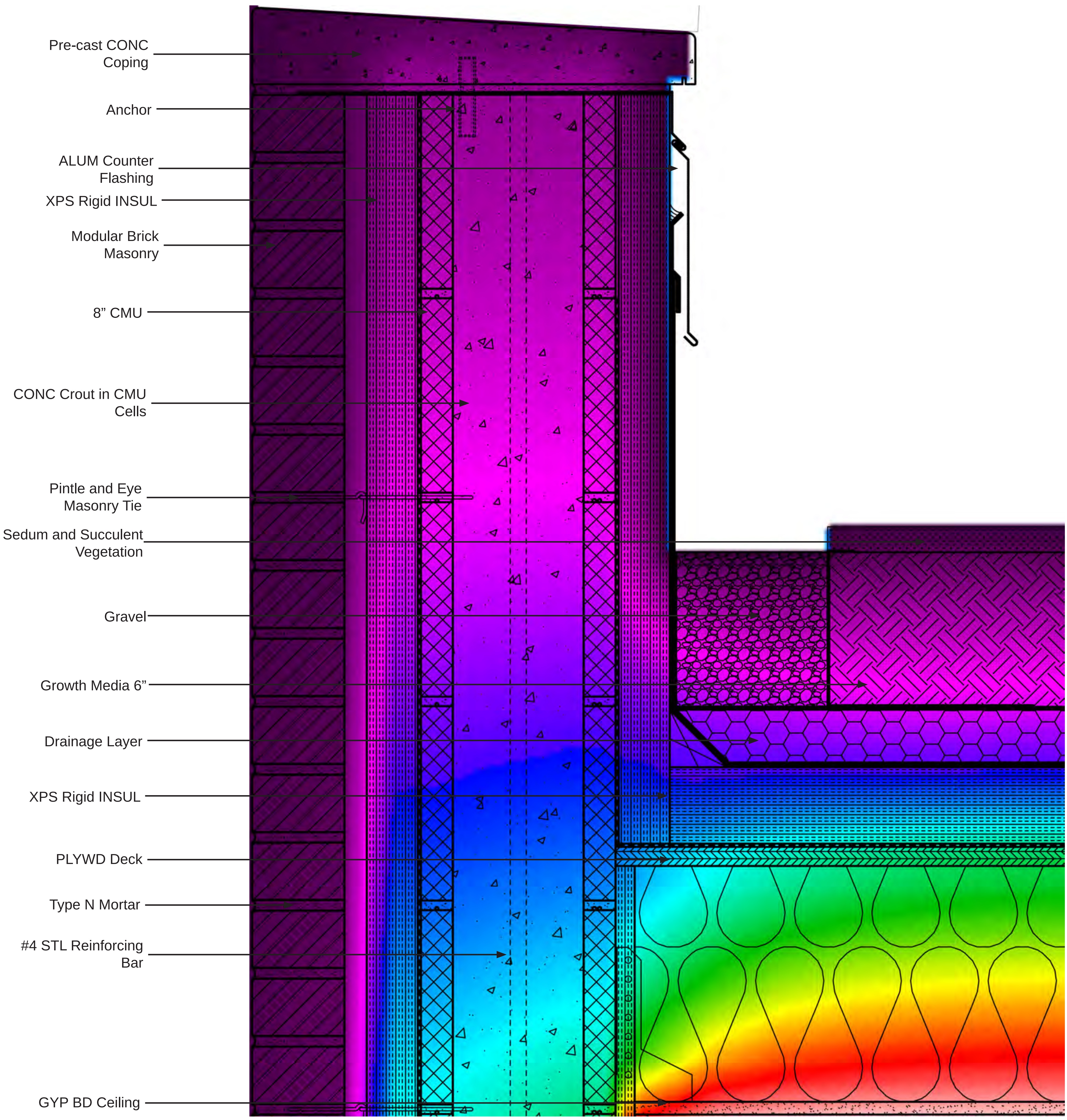
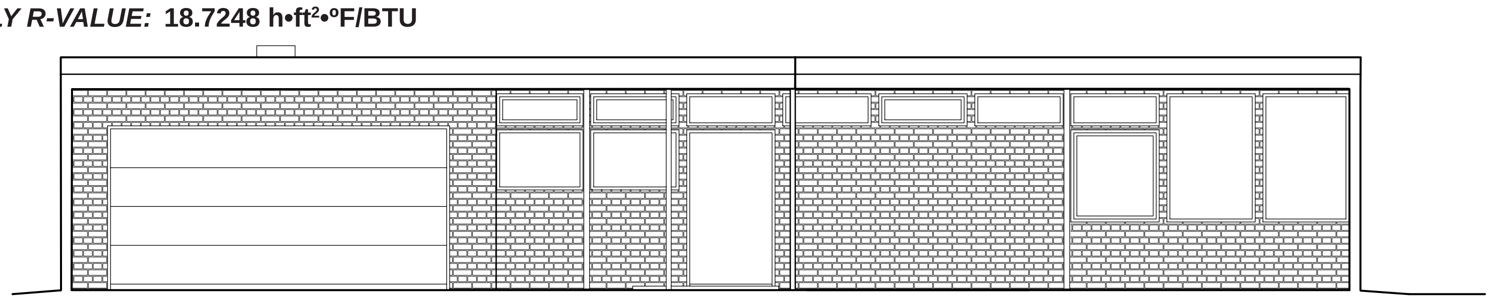
ASSIGNMENT 02: MATERIAL WITNESS

TEAM #: 12 EMA DJUKIC & ALEXANDRA GRAY

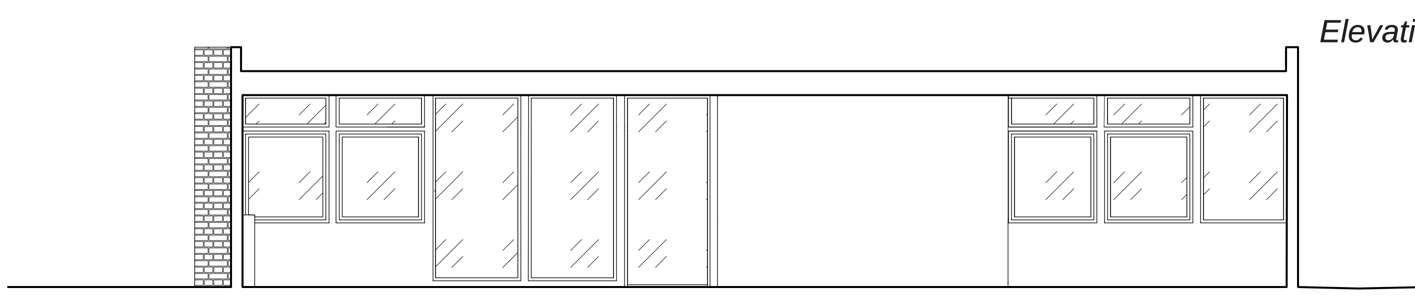


WALL R-VALUE: **13.4129 h•ft²•°F/BTU**
ROOF R-VALUE: **39.8131 h•ft²•°F/BTU**
ASSEMBLY R-VALUE: **18.7248 h•ft²•°F/BTU**

Section Detail. Scale: 3”=1’



Elevation. Scale: 1/8”=1’

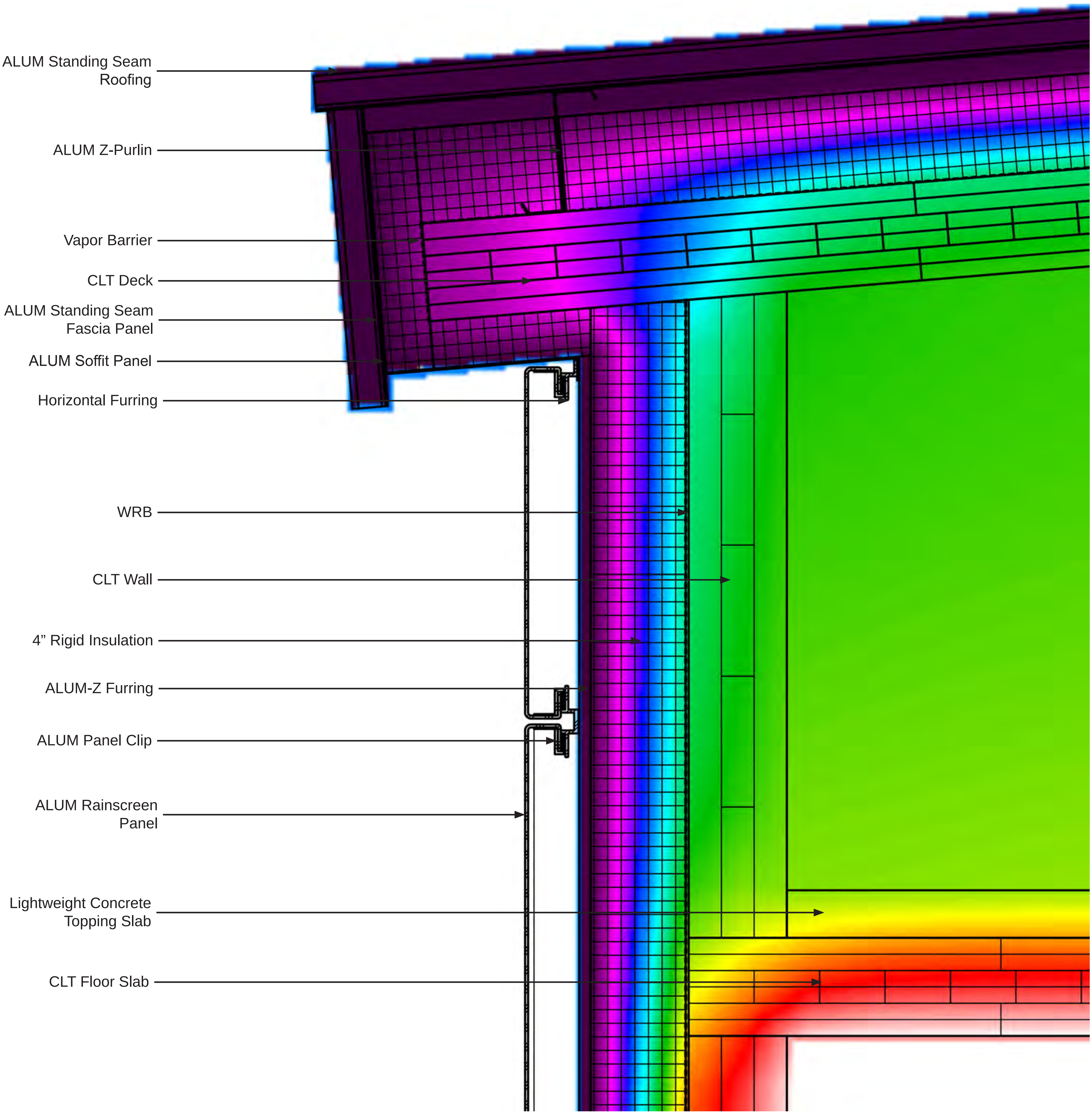


Section. Scale: 1/8”=1’

MATERIAL WITNESS 2.1: LOADBEARING MASONRY WALL and LOW SLOPE MEMBRANE WITH PARAPET EXTENSIVE VEGETATIVE ROOF_Revised

ASSIGNMENT 02: MATERIAL WITNESS

TEAM #: 12 EMA DJUKIC & ALEXANDRA GRAY



Section Detail. Scale: 3”=1’

WALL R-VALUE: **24.4524 h•ft²•°F/BTU**

ROOF R-VALUE: **17.5776 h•ft²•°F/BTU**

ASSEMBLY R-VALUE: **21.0419 h•ft²•°F/BTU**

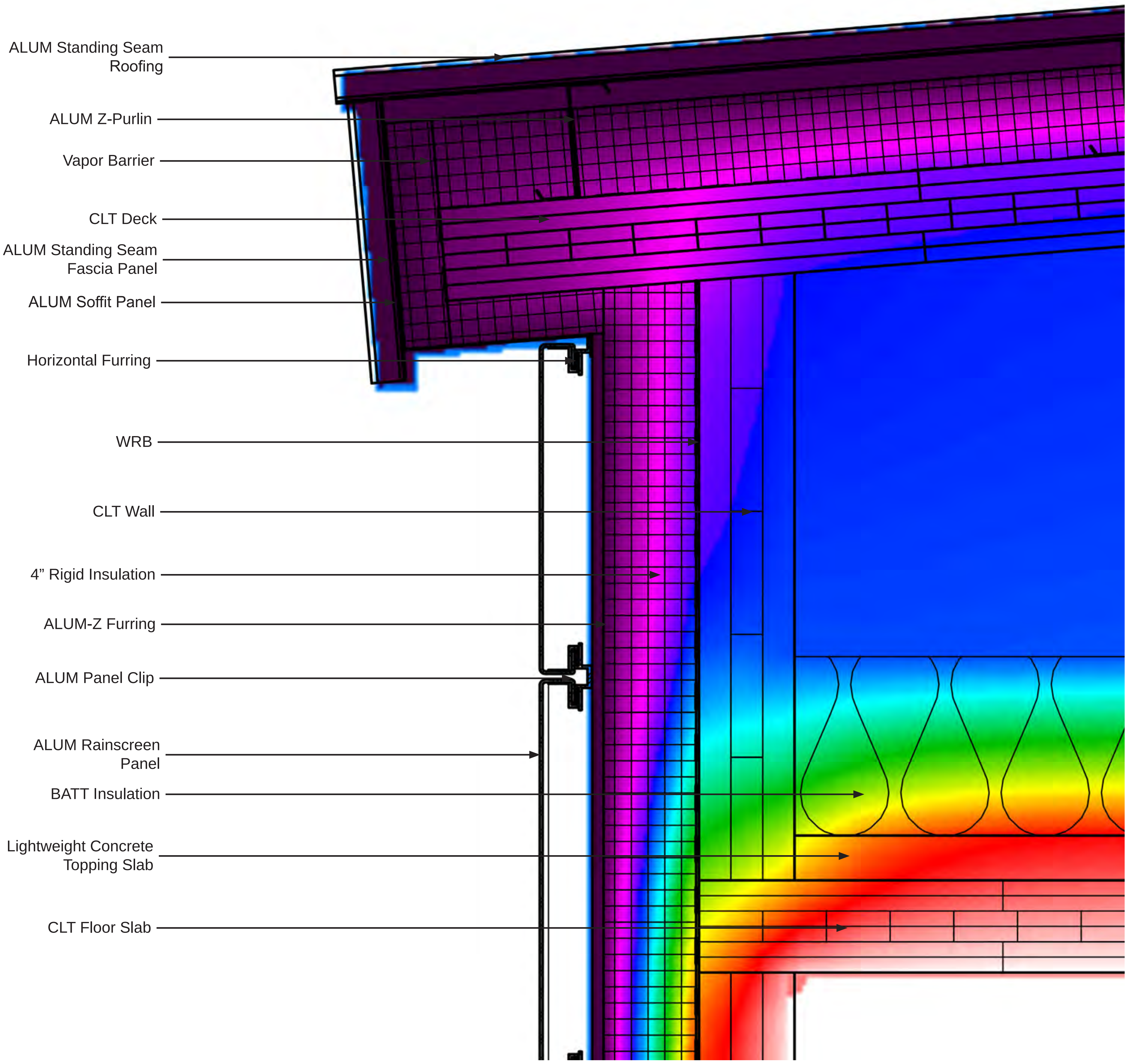
MATERIAL WITNESS 2.1: MASS TIMBER WALL and LOW SLOPE STANDING SEAM METAL ROOF WITH OVERHANG_Original

FAY JONES SCHOOL OF ARCHITECTURE + DESIGN
UNIVERSITY OF ARKANSAS

FALL 2023
ARCH 3143

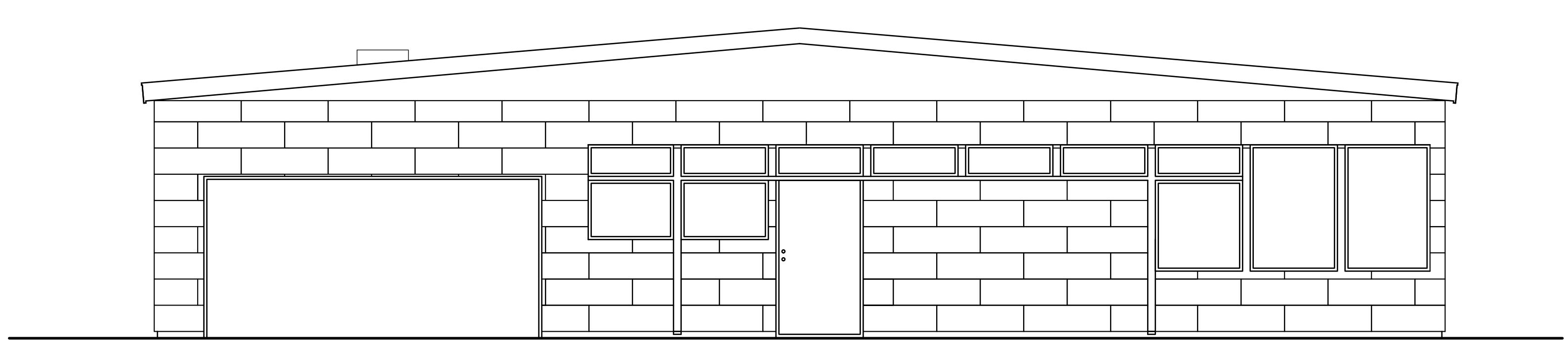
ASSIGNMENT 02: MATERIAL WITNESS

TEAM #: 12 EMA DJUKIC & ALEXANDRA GRAY

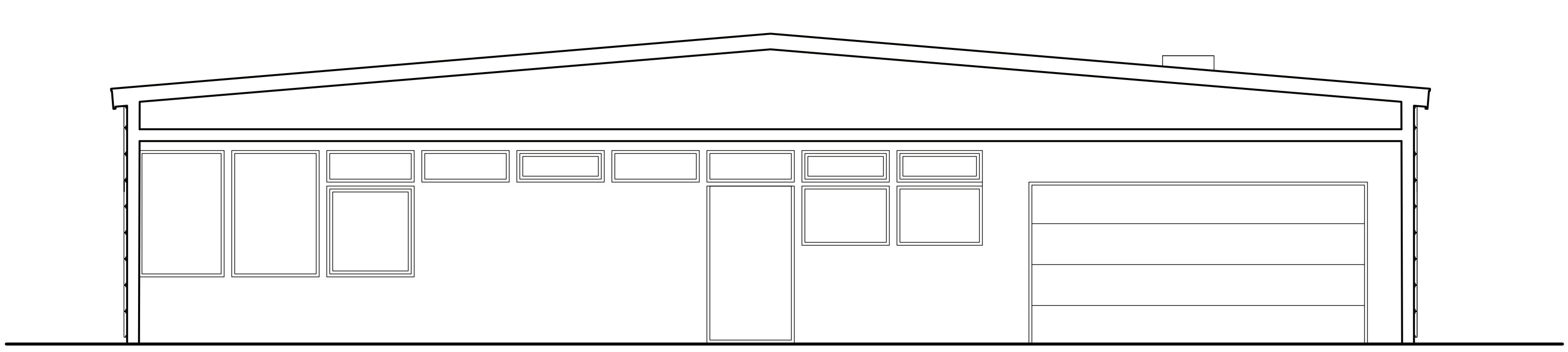


WALL R-VALUE: **24.4524h•ft²•ºF/BTU**
ROOF R-VALUE: **32.1272 h•ft²•ºF/BTU**
ASSEMBLY R-VALUE: **27.2816gh•ft²•ºF/BTU**

Section Detail. Scale: 3”=1’



Elevation. Scale: 1/8”=1’



Section. Scale: 1/8”=1’

MATERIAL WITNESS 2.1: MASS TIMBER WALL and LOW SLOPE STANDING SEAM METAL ROOF WITH OVERHANG_Revised

#	Last	Last	Linework quality	3" Details		Leaders	Isometric	Wall Section	Details	Analysis				DETAILS	ISOMETRIC AND WALL SECITON	ANALYSIS	ANIMATION	AVERAGE
				Specificity	Underlay					Chart	Text	Bar graph						
28	Sanders	Baird	2.5	3	2	3	4	3	3	3	2	3		2.63	3.5	2.75	3	85
15	Perryman	Blake	3	3.5	3	4	3	4	4	3	3	3		3.38	3.5	3.25	4	91
25	Cooksey	Blankenship	3	3	3.5	4	2.5	2.5	3	3	3	3		3.38	2.5	3	3	87
40	Ndagijimana	Caban	1	2	2.5	2	3	2.5	2	2	3	2		1.88	2.75	2.25	2.5	79
32	Melton	Craig	3	2	3	2.5	2.5	2	3	3.5	4	3		2.63	2.25	3.375	2	82
21	Winkler	Czeschin	2	3	1	1.5	2	2.5	3	2	3	2		1.88	2.25	2.5	2.75	79
29	Young	Duperroir	1	3	1	2	2	1	1	3	1	0		1.75	1.5	1.25	2	73
1	Long	Estrada	1.5	3	2	3	2.5	1	2.5	2.5	2.5	2		2.38	1.75	2.375	3	80
33	Fisher	Franklin	2	3	2.5	2	2	2.5	3	3	3.5	3		2.38	2.25	3.125	2	80
26	Watson	Gerling	2	2.5	2	2.5	2	3	3	2	2.5	2		2.25	2.5	2.375	2	79
36	Uffelman	Gonzales	1	2	1	2	1	1	1	2	2	3		1.50	1	2	2.5	73
9	Babbitt	Gordon	2.5	3	2.5	3	3	4	4	4	3	1		2.75	3.5	3	2	84
12	Djukic	Gray	3	4	2	2	2.5	2.5	3	3	2	3		2.75	2.5	2.75	3.5	85
41	Hill	Heidger	2	2	2	2.5	1.5	1	3	3	2.5	3		2.13	1.25	2.875	2.5	78
34	Carter	Ho	3.5	0.5	3	2	2	3	1	2	3	3		2.25	2.5	2.25	2.75	80
13	Hook	Johnson	4	3	3.5	3.5	3.5	3	4	3	3	3		3.50	3.25	3.25	2.5	88
22	Stanek	Kaempfe	3	3	3	3.5	2.5	2.5	4	3	2	3		3.13	2.5	3	3	86
24	Goad	Langston	2.5	3	2.5	3.5	3	3	3	3	2.5	2		2.88	3	2.625	1.5	82
23	Zimmerman	MacDonald	0.5	3	2	2	3	1	2	1	3	2		1.88	2	2	2.5	77
3	Davis	Marks	2.5	2	2.5	3	2.5	2	4	3	3	2		2.50	2.25	3	2.5	82
16	Krasovec	Moore	1	1	2	2.5	2	2.5	3	3	2	3		1.63	2.25	2.75	3	79
38	Voss	Panneck	2.75	1	3	3	3	1	3	3	3	2		2.44	2	2.75	2.75	81
4	Charles	Prenzler	2	3	3	3	1.5	2	3	3	3	3		2.75	1.75	3	2.75	82
35	Burroughs	Pyle	1.5	2	2	2	2	2	1	2	2	3.5		1.88	2	2.125	2	76
19	Lee	Raney	1	2	2	3	1	3	3	3	2.5	3		2.00	2	2.875	2.75	79
18	McHaney	Regan	3.5	3.5	3.5	4	3	3	4	3.5	4	3.5		3.63	3	3.75	2.75	90
7	Engelke	Riley	3	3.5	2	3	2	1	3	3	2	2		2.88	1.5	2.5	3	82
30	White	Roberts	1	1	3	2	3	3	2	Y	GOOD	Y		1.75	3	2	3	79
5	Hoad	Robinson	2	3	3	4	3	1	3	3	3	3		3.00	2	3	2	82
20	Torres	Rodriguez	1.5	2	3	3	3.5	3	4	3	3	3		2.38	3.25	3.25	2	83
37	Stevens	Rogers	1	3	2	3	3	2.5	3	3	2	3		2.25	2.75	2.75	1.5	79
17	Sanders	Roman	2	2.5	4	4	3	3	4	3	2.5	3		3.13	3	3.125	2	85
31	Ball	Rothell	2	2	2	3	2.5	1.5	3	3	1	1		2.25	2	2	2.5	78
10	Jones	Schafer	3.5	3.5	4	3.5	3.5	2	4	3	2	3		3.63	2.75	3	3	88
6	Howard	Schroeder	1.5	2.5	2.5	1	2	1	2	3	2	3		1.88	1.5	2.5	3	78
27	Sutton	Shoemaker	3	3.5	4	3	3.5	3.5	4	3	4	3		3.38	3.5	3.5	3	90
2	Hoover	Solomon	3	3	2	4	2	0.5	3	2	0.5	3		3.00	1.25	2.125	3	81
8	Burris	Stiff	4	4	4	3.5	3.5	3.5	2	3	3	4		3.88	3.5	3	3.5	92
39	Pease	Umphres	2.5	2	3	3	2	0	3	2	1	2		2.63	1	2	1.5	76
11	Mardell	Vidales	2	1	2	2	3	2	3	3	3	3		1.75	2.5	3	2.5	79
14	Spann	Wilder	1.5	2.5	1	2.5	2	3	3	3	3	3		1.88	2.5	3	3	81
42	Brennan		2	4	3	3	2	3	3	4	4	4		3.00	2.5	3.75		87

These evaluation components are used to assess code-based criteria per The California Energy Commission's 2022 Title 24, Section 6

#	Last	Last		3" Details						Analysis			DETAILS	ISOMETRIC AND WALL SECITON	ANALYSIS	ANIMATION	AVERAGE
			Linework quality	Specificity	Underlay	Leaders	Isometric	Wall Section	Details	Chart	Text	Bar graph					
28	Sanders	Baird	2.5	3	2	3	4	3	3	3	2	3	2.63	3.5	2.75	3	85
15	Perryman	Blake	3	3.5	3	4	3	4	4	3	3	3	3.38	3.5	3.25	4	91
25	Cooksey	Blankenship	3	3	3.5	4	2.5	2.5	3	3	3	3	3.38	2.5	3	3	87
40	Ndagjimana	Caban	1	2	2.5	2	3	2.5	2	2	3	2	1.88	2.75	2.25	2.5	79
32	Melton	Craig	3	2	3	2.5	2.5	2	3	3.5	4	3	2.63	2.25	3.375	2	82
21	Winkler	Czeschin	2	3	1	1.5	2	2.5	3	2	3	2	1.88	2.25	2.5	2.75	79
29	Young	Duperroir	1	3	1	2	2	1	1	3	1	0	1.75	1.5	1.25	2	73
1	Long	Estrada	1.5	3	2	3	2.5	1	2.5	2.5	2.5	2	2.38	1.75	2.375	3	80
33	Fisher	Franklin	2	3	2.5	2	2	2.5	3	3	3.5	3	2.38	2.25	3.125	2	80
26	Watson	Gerling	2	2.5	2	2.5	2	3	3	2	2.5	2	2.25	2.5	2.375	2	79
36	Uffelman	Gonzales	1	2	1	2	1	1	1	2	2	3	1.50	1	2	2.5	73
9	Babbitt	Gordon	2.5	3	2.5	3	3	4	4	4	3	1	2.75	3.5	3	2	84
12	Djukic	Gray	3	4	2	2	2.5	2.5	3	3	2	3	2.75	2.5	2.75	3.5	85
41	Hill	Heidger	2	2	2	2.5	1.5	1	3	3	2.5	3	2.13	1.25	2.875	2.5	78
34	Carter	Ho	3.5	0.5	3	2	2	3	1	2	3	3	2.25	2.5	2.25	2.75	80
13	Hook	Johnson	4	3	3.5	3.5	3.5	3	4	3	3	3	3.50	3.25	3.25	2.5	88
22	Stanek	Kaempfe	3	3	3	3.5	2.5	2.5	4	3	2	3	3.13	2.5	3	3	86
24	Goad	Langston	2.5	3	2.5	3.5	3	3	3	3	2.5	2	2.88	3	2.625	1.5	82
23	Zimmerman	MacDonald	0.5	3	2	2	3	1	2	1	3	2	1.88	2	2	2.5	77
3	Davis	Marks	2.5	2	2.5	3	2.5	2	4	3	3	2	2.50	2.25	3	2.5	82
16	Krasovec	Moore	1	1	2	2.5	2	2.5	3	3	2	3	1.63	2.25	2.75	3	79
38	Voss	Panneck	2.75	1	3	3	3	1	3	3	3	2	2.44	2	2.75	2.75	81
4	Charles	Prenzler	2	3	3	3	1.5	2	3	3	3	3	2.75	1.75	3	2.75	82
35	Burroughs	Pyle	1.5	2	2	2	2	2	1	2	2	3.5	1.88	2	2.125	2	76
19	Lee	Raney	1	2	2	3	1	3	3	3	2.5	3	2.00	2	2.875	2.75	79
18	McHaney	Regan	3.5	3.5	3.5	4	3	3	4	3.5	4	3.5	3.63	3	3.75	2.75	90
7	Engelke	Riley	3	3.5	2	3	2	1	3	3	2	2	2.88	1.5	2.5	3	82
30	White	Roberts	1	1	3	2	3	3	2	Y	GOOD	Y	1.75	3	2	3	79
5	Hoad	Robinson	2	3	3	4	3	1	3	3	3	3	3.00	2	3	2	82
20	Torres	Rodriguez	1.5	2	3	3	3.5	3	4	3	3	3	2.38	3.25	3.25	2	83
37	Stevens	Rogers	1	3	2	3	3	2.5	3	3	2	3	2.25	2.75	2.75	1.5	79
17	Sanders	Roman	2	2.5	4	4	3	3	4	3	2.5	3	3.13	3	3.125	2	85
31	Ball	Rothell	2	2	2	3	2.5	1.5	3	3	1	1	2.25	2	2	2.5	78
10	Jones	Schafer	3.5	3.5	4	3.5	3.5	2	4	3	2	3	3.63	2.75	3	3	88
6	Howard	Schroeder	1.5	2.5	2.5	1	2	1	2	3	2	3	1.88	1.5	2.5	3	78
27	Sutton	Shoemaker	3	3.5	4	3	3.5	3.5	4	3	4	3	3.38	3.5	3.5	3	90
2	Hoover	Solomon	3	3	2	4	2	0.5	3	2	0.5	3	3.00	1.25	2.125	3	81
8	Burris	Stiff	4	4	4	3.5	3.5	3.5	2	3	3	4	3.88	3.5	3	3.5	92
39	Pease	Umphres	2.5	2	3	3	2	0	3	2	1	2	2.63	1	2	1.5	76
11	Mardell	Vidales	2	1	2	2	3	2	3	3	3	3	1.75	2.5	3	2.5	79
14	Spann	Wilder	1.5	2.5	1	2.5	2	3	3	3	3	3	1.88	2.5	3	3	81
42	Brennan		2	4	3	3	2	3	3	4	4	4	3.00	2.5	3.75		87

FAY

ADDENDUM 07

SC.3 Fall 2023 Examples of Regulatory Context Components Identified as Basis for Evaluation/Assessment in ARCH 3016

ARCH 3016 Design Studio V Fall 2023
ASSIGNMENT 2 / CODES & REGULATIONS EVALUATION COMPONENTS SUMMARY

Zoning Code
Setbacks: You must maintain a minimum of 4' setback from any property line abutting a street or a preserved lot.
Height limit: None specified, due to the speculative nature of the project.

Building Code & Accessibility
It is recommended that you provide a number of dwelling units as being fully ADA accessible (single-story with ramp or elevator access). In buildings four stories in height or more, at least one elevator shall provide access to all floors.

Building Code Regulations (Life Safety)
1. General: Model building codes classify multi-unit residential buildings of a mostly permanent nature as "R-2" occupancies. Several of the following code requirements are based upon that classification. In addition, California requires all new multi-unit construction to be fully sprinklered for purposes of fire protection. This fact also influences several of the code provisions listed below.
2. All bedrooms and living spaces in a dwelling require access to light and air and access to a second means of emergency egress either through an exterior door or a window of required size and location (see previous code handout).
3. All habitable rooms (except kitchens) shall have a floor area of not less than 70 square feet.
4. Setback between buildings on the same lot: All buildings must either be attached or separated by a minimum of 10 feet.
5. There shall be no limit on the percentage of openings (windows and doors) in exterior walls facing the property line, due to the provided setbacks of 4 feet minimum, and the use of building sprinklers.
6. Number of exits: *Most* buildings require at least two means of egress leading to a public right-of-way. However, the California code contains *very limited* provisions allowing for only one means of egress for fully sprinklered buildings of R-2 occupancy if and only if each and every one of the following conditions pertains:
   - The space accessing the single exit is at the fourth floor or below,
   - The number of dwelling units on a single story is four or less,
   - The maximum path of egress travel distance is 125 feet or less,
   - The occupant load for all spaces utilizing the single exit access is 20 occupants or less.
7. Access to exits. Exits shall be so arranged that it is possible to go in either direction from any point in a corridor or egress balcony to a separate exit, except for dead ends not exceeding 50 feet in length (for sprinklered buildings).
8. Exit separation distance: Where two means of egress are required, they shall be placed a distance apart equal to not less than one-third of the length of the maximum overall diagonal dimension of the building or area to be served measured in a straight line between them. (In the case of a non-sprinklered building, the minimum distance would be one-half the diagonal, but California requires fire sprinklers in Group R-2 occupancies.)
9. Areas of refuge: Not required at stairways in Group R-2 occupancies or buildings equipped with automatic sprinklers.
10. Stairs and ramps are required to conform to certain minimum-dimensional standards. See separate handout.

Typical Material Systems for Residential Construction in Los Angeles
1. Foundation walls, footings, and slabs of reinforced cast-in-place concrete.
2. The majority of new construction (walls, upper floors, and roofs) is platform-type light-wood framing (Type VA).
3. Selective use of structural steel (for beams and/or columns) is often used to increase sizes of spans and exterior openings and to support desired cantilevered conditions.
4. Due to its lack of fire-resistance, the wood-framed portion of any building is limited by code to a maximum of five stories above grade. The total building height, however, may exceed five stories if the wood-framed construction is

designed to sit atop a one- or two-story fire-resistant concrete or masonry podium (Type IA) for a maximum building height of seven stories (or 85 feet) above grade.
5. Choice of exterior cladding is not restricted, but you may want to consider local or regional availability.

Accessibility and Inclusion

1. It is recommended that you provide some number of dwelling units as being fully accessible to those using a wheelchair (single-story with ramp or elevator access; accessible bathroom and kitchen layout). See separate handout for details on accessibility guidelines.
2. In buildings above three stories in height, at least one elevator shall provide access to all floors.

FAY

ADDENDUM 08

5.2.1, 5.2.2, and 5.2.3 Fay Jones School Strategic Plan
Draft Document 06.10.2024

FAY JONES SCHOOL OF ARCHITECTURE + DESIGN
STRATEGIC PLAN 2024 – DRAFT May 28, 2024

UA MISSION
The University of Arkansas is determined to build a better world by providing transformational opportunities and skills, promoting an inclusive and diverse culture, nurturing creativity, and solving problems through research and discovery, all in service to Arkansas.

UA VALUES
- Curiosity
- Creativity
- Character
- Our shared humanity

UA VISION
The University of Arkansas represents the best of public higher education, advancing Arkansas while building a better world.

FJAD MISSION
The Fay Jones School of Architecture and Design advances design excellence through a multi-disciplinary, place-based education transferable across scales, technologies, and locations, in service to Arkansas, the nation, and the world.

FJAD VISION
A more humane, resilient future designed for the state of Arkansas, the nation, and the world.

FJAD GUIDING PRINCIPLES
- We value a range of perspectives across the design disciplines.
- We embrace multiple meanings and potentials in creative practices, research, and scholarship.
- We treat "making" as a form of thinking that promotes innovation and discovery in the teaching and learning of design.
- We commit to enriching diversity through a culture of respectful collaboration and inclusion within our school, across the campus, and into the community.
- We foster holistic design processes and advocacy as intrinsic components of our land-grant and flagship responsibilities, to address the complex challenges of a world in climate change.

Three UA Pillars

1. Student success
2. Research excellence
3. Enhancing the University's status as an employer of choice

Guiding principles for unit-level plans

- Commitment to the land-grant mission
- Consistent, clear communication for all audiences
- Creating a culture of engagement
- Data driven decision-making (including data strategy, analytics, and insights)
- Strategic resource management (not just cost containment, but cost reduction)

FJAD Key Strategies?

1. Build a learning environment that attracts a right-sized student body poised for success who will enrich the school and profession [build admissions policy to admit high-performing students?]

2. Construct a diverse, impactful program of creative research, practice, and scholarship, aligning the School's strengths with UA priorities and state and regional imperatives

3. Build a retention strategy to ensure long-term stability in the School and centers
   - Complete and adopt employee value proposition
   - Foster continual high employee engagement and satisfaction
   - Reduce turnover

1. **Student Success**

The University of Arkansas will offer unparalleled access to a holistic education that is designed to help our students grow, contribute and thrive throughout their lives and in their communities from matriculation to graduation. To achieve this, the University will focus on these four goals:

- Academic success & intellectual engagement
- Career readiness
- Affordability
- Wellness & belonging

Student success objectives:

1. Retention and graduation rates across demographics including narrowing of gaps between populations
2. Increased number of graduate students
3. Increased financial support for all students and particularly in meeting cost of attendance for students in need
4. Improved time-to-completion rates for doctoral students
5. Increased success rates for historically dropped, withdrawn and failed courses
6. Growing percentage of students served by career coaching, student involvement and participation in high-impact practices
7. Continuous reporting of post-graduate plans and outcomes by majority of student body

FJAD

Ideal state	**Strategies**
Students prepared for post-FJAD	• Career specialist • Workshops with professional community
Embed professional design education in the perspectives of liberal education and the sensibilities they engender/address/engage	• Expose students to diverse ideas, learning cultures, and alternate career paths
Ability to understand and engage with the communities we serve	• Engage real-world “wicked” problems in studio and related coursework: service learning, DB (?), internships; include underserved communities
Social intelligence (soft skills) + emotional intelligence (maturity) Cultural factors; change in studio culture; value of education Post-pandemic practices	• Take advantage of opportunities to cultivate independence and critical thinking skills • “Bridge” program
Equitable access to learning/pre-professional experience: • Costs/first generation students • Mental health/different learning challenges	• Bring services to school, including funding for providers • Design faculty with psych (?) • Small scholarships for field trips

Students and graduates as advocates for climate action	• Sustainability minors
Demographics comparable to State of AR	• Role models with shared experiences
Graduate education	• Location; online • Departmental buy-in • Understand why programs aren't being chosen • Build the case and make the case

FJAD OBJECTIVES

Metric	Baseline	Year 1	Year 3

2. Research Excellence

A comprehensive research university with significant emerging strength in applied research, the University of Arkansas relentlessly pursues its land grant mission by promoting knowledge creation, scientific inquiry and creative works

We seek to:

- Attain a lasting reputation for deep faculty expertise, high quality education and research outputs.
- Align the research enterprise with society's needs, and the economy across the region, state, nation and world – including research commercialization, workforce training, and other economic and cultural development that advances all Arkansans.
- Achieve a sustainable, shared research enterprise that adopts and develops best practices in: research administration; growing research facility size and support; faculty recruitment, retention, and success; graduate education; and undergraduate participation in the research enterprise.

Research excellence objectives:

- Increase research expenditures, particularly in signature and federal priority areas
- Increase scholarly productivity percentile, an algorithm that combines citations, books, chapters, patents, and trials among other measures relative to the size of the faculty
- Regularly attain highly prestigious faculty awards
- Increase patent production-to-expenditure ratio and technology transfer
- Improve retention of faculty
- Increase the number of graduate and doctoral students

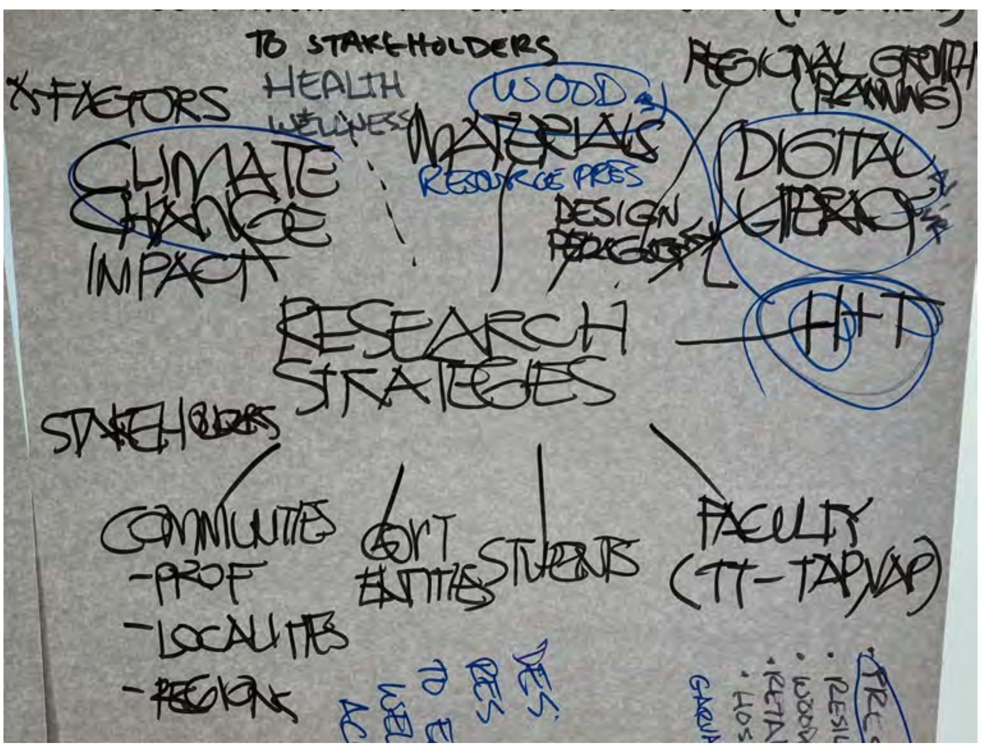
FJAD

<table>
<tr><th>Ideal state: FJAD nationally known for high-quality, impactful research</th><th>Strategies</th></tr>
<tr><td>Diverse research:
Creative practice
Scholarship
Applied research
Community-engaged practice
Funded/unfunded?
Nonprofit/profit
Impactful research in service to:
Discipline
Community
Profession</td><td>Align research strategies with already strong areas (preservation, resilience, wood resources, retail, hospitality, Garvan building)
Align with new building
Clearly define the expanse of research for faculty advancement
Incentivize:
Start-up funding
Publicizing faculty work
Recognition
Funded, endowed professorships
Prioritize and fund impactful research
Support:</td></tr>
</table>

	o Graduate assistants o Course releases o Connecting nodes of interests (admin, donors) • Communicate the value of design research to stakeholders o Design thinking and research contribute to the economy and wellbeing across Arkansas

FJAD OBJECTIVES

Metric	Baseline	Year 1	Year 3
Attract research funding in FJAD and UA signature + federal priorities	$		
Increase creative research practice and scholarly production through incentives	$ spending #		
Continue regularly attaining prestigious faculty awards			
Attract and retain faculty prepared for active research			



3. Enhancing the University's Status as an Employer of Choice

The University of Arkansas is committed to fostering a work environment where everyone feels a sense of belonging, works toward a meaningful purpose, and has the data, resources, connections and foundation of support to be most effective, grow and advance their careers, and thrive in their personal and professional lives.

This will be accomplished when we:

- Attract and match the best talent to the right roles at the right time, through proactive outreach and offering candidates a top-notch hiring experience to meet the evolving needs of candidates, employees, the university and its units.
- Engage and retain faculty and staff by helping them fulfill their career aspirations and caring for their well-being
- Strengthen university's land-grant mission through a high-performance culture that drives results and continuous improvement

Employer of choice objectives:

- Completion and adoption of employee value proposition
- Continual high employee engagement / satisfaction
- Reduction in annual turnover rate
- Depth, quality and diversity of applicant pools.

FJAD

Ideal state	Strategies
Happy, globally-focused, invested, engaged staff More experienced faculty with diverse range of experience and expertise to enrich curriculum	• Offer regionally competitive salaries for staff • Provide housing incentives for faculty and staff • Offer professional development • Establish professional development paths • Strengthen internal communication • Review and realign roles and responsibilities • Evaluate how we recruit, hire, engage, mentor • Build and implement retention strategy; understand why people leave • Offer nationally competitive salaries for faculty
Teamwork, a real sense of collaborative work	• Share information • Flatten org chart •
HR system that allows hiring of right people	• Responsive system to provide resources to create high functioning teams

FJAD OBJECTIVES

Metric	Baseline	Year 1	Year 3

STRENGTHS

Student success

- Advising structure, including faculty advisors
- Relatively intimate faculty size, positive influence
- Prepare students well for post-undergrad experiences: professional/grad school
- Strong opportunities for student growth in program – research, internships
- Opportunities for travel to broader perspectives, domestic and global
- Only school of architecture that requires study abroad
- Always room for more, but “amazing” growth of scholarships
- Demonstrated success of career fair [firms participation]
- Alumni network; loyal, supportive
- Ethos/history of faculty devoted to teaching mission
- Job placement 100%, high salaries
- Graduate program success
- Awards (students; teaching)
- Student engagement with communities
- Latinx, women

Research excellence

- Traditional, grant-sponsored research + critical practice and scholarship as research – delivers contributions to practice and professions
- Emphasis on collaborative research in and beyond FJAD
- Great synergy in grant seeking, development, and acquisition between administration, faculty, students; student involvement
- Defined niche of research in mass timber and housing
- External partnerships
- Community engagement/service/teaching and research
- School/staff support
- Start-up funds
- AAU: community engagement = creative production

Employer of choice

- Great facilities
- Autonomy with course curriculum
- Stable and improving finances
- Financial resources for teaching and learning
- Core tenured faculty and staff
- Passionate and stable leadership
- Tuition benefit to employees
- Good sense of community among students, faculty, and staff
- Small college within large university

EXTERNAL FACTORS 2024

Factor	Implications for FJAD
Cultural shifts: consumerist students and parents	How we teach Academic distraction
Poor mental health affecting academic performance	More resources for mental health
Cost of living, local housing costs	Design education is a harder sell vs other pre-professional programs Challenge attracting lower-income students Cost impact on staff, faculty, students
Growth in interdisciplinary design education addressing community problems	Rethink subjects of investigation and how
Distrust of the value of higher education; institutional neutrality	Make the case Affects how we teach
Enrollment cliff 2025? 2026?	Make the case Plan Flexible staff positions Cross-disciplinary hiring Consolidate?
Result of pandemic = "attendance optional"	Delivery methods; hybrid?
Skills and tools gearing to get the job More knowledge Ways of learning vs ways of working	Curriculum Expand students' aspirations
AI (fad?) pluses and minuses	Cheating Curriculum response *Anticipate* change
DEI backlash, polarization, political climate, legislation	Verify or grow?
Architecture [design?] not a goal for socioeconomic advancement	BIPOC/low-income/first generation harder to recruit Make the case
Regulatory environment for university degrees NAAB, LAAD, NCIDA	
Literacy/AR	
Visas down	Affects faculty and students

PLUS 2019 EXTERNAL FACTORS

1. Climate change
2. Pressure towards vocational preparation in lieu of broader liberal education
3. Increase in accelerated licensure
4. Regulatory threats to licensure
5. Increasing income disparity
6. Increasing cost of higher education and student debt
7. Increasing community college enrollment
8. Increased number of first-generation college students
9. Interdisciplinarity in design education
10. Increasing reliance on technology in education and practice
11. Increasing importance of “soft” skills in practice
12. Demographic and psychographic shifts
    a. Aging population
    b. Increasing racial and ethnic diversity; “majority” becoming minority
    c. Increasing attention to LGBTQ and disability diversity, inclusion, equity
    d. Generational psychographics changing from boomers to millennials to Gen X, etc.
    e. Urbanization
13. Potential reduction in foreign student visas
14. Increasing gender equality (in the population; in faculty and leadership)

STAKEHOLDERS

Stakeholder group	Degree of support (1-5)	Degree of influence (1-4)
Students	4.5	4
Practice communities	5	4
Alumni: engaged	5	4
Alumni: not engaged*	3	4
Legislature: federal	4	3
Legislature: state	1	3
Faculty	4	4
Staff	4	4+
Community (+ Garvan)	5	2/4
University administration	3	4+
Donors	5	2.5

Key stakeholders: students, alumni, donors, state legislators

Question: how diverse are stakeholders?

Implications for strategy:

1. Deploy those with high influence to increase the degree of support among university administration, state legislature, and not-engaged alumni
2. Develop data about unengaged alumni to consider how to increase support

STRATEGIES

Student success

Ideal	Strategies
Prepare students for post-FJSOAD	Hire/appoint career specialist Workshops with professional community
Embed professional design education in the perspectives of liberal education and the sensibilities they engender/address/engage	Expose students to diverse ideas, learning cultures, and alternate career paths
Develop ability to understand and engage with the communities we serve	Engage real world "wicked" problems in studio and related coursework: service learning; DB; internships Include underserved communities
Social intelligence (soft skills) + emotional intelligence (maturity) Cultural factors; change in studio culture; value of education Post-pandemic practices	Take advantage of opportunities to cultivate independence and critical thinking skills "Bridge" program
Equitable access to learning/pre-professional experience Costs/first-generation students Mental health/different learning challenges	Bring services to school Include funding for providers Design faculty/psychological … ? Small scholarships for field trips
Students and graduates as advocates for climate action	Sustainability and __? minors
Demographic parity with the State of Arkansas	Role models with shared experience

Graduate education: shore up

	Why not choosing FJAD?
	Consider location; online?
	Departmental buy-in
	Build the case, then make the case

*X-factors

Health and wellness
Climate change
Materials, resource preservation
Regional growth (planning)

Digital literacy, AI, VR
Housing and transportation
Preservation design
Resilience design

Wood resources
Retail
Hospitality
Garvan building
Design pedagogy

<u>Stakeholders</u>
Communities (professional, localities, regions)
Government entities
Students
Faculty (TT-TAP/VAP)

FAY

ADDENDUM 09

5.2.1, 5.2.2, and 5.2.3 Fay Jones School Strategic Plan Organization Documentation from 05.30.2024

FJAD OPERATIONS WORKSHOP
May 29, 2024

PURPOSE
Outline how FSAD operations need to change

PRODUCT
Staff vision, structure, shifts

GROUND RULES
- RESPECT what others are saying
    - All points of view seen/heard
- BE PREPARED with SOLUTIONS
    - To instrumentalize change
    - Concerted effort to find solutions (collaboration)
- Optimism about possibility of change
- UNDERSTAND how we work (individually, collectively)
    - Dynamics, operations
    - Repercussions if not go well
- Come from meetings knowing what to do + do it
- Assume good intent, grace
- Consensus: I can live with it + support it
- ELMO
- Timekeeping

WANT TO FEEL
- Informed
- **Collaborative**
- Part of team
- Supportive, encouraging
- Motivated
- Doing best
- Laugh
- Solve problems
- **Valued**
- **Heard**
- Intentionality
    - Plan, commit
    - Proactive thinkers
- Smoothness
- Clear R+R
- Complete
- Accountability
- Respectful: time, energy, effort

SHARED PURPOSE

- Keep the school operating (behind the scenes)
- Support the mission of the school
- Connect with the broader university

To provide an operating foundation that allows the educational experience of the students to flourish in service to their individual future + our collective future

We are in service of faculty, students, and the school

(also considered alumni, the profession, State of Arkansas, the future, the built and made environment – chose the focus above)

STRENGTHS

- Communications
- Meeting key dates (showing up)
- Resources
- Sense of humor
- Right people in right roles and how they fit

From strategic planning workshop/employer of choice:

- Great facilities
- Autonomy with course curriculum
- Stable & improving finances
- Financial resources for teaching & learning
- Core tenured faculty & staff
- Passionate & stable leadership
- Tuition benefit to employees
- Good sense of community with students, faculty & staff
- Small college within a big university

SAME	DIFFERENT
Good people	Deliver basic operations and deliver without drama
Promotion of our school	Finances for modern equipment
Drive and personal connections	Expectations of workload
	Solid decisions
Inner office dialogue	Increase planning and communication driven by leadership
Quality of people	More people to complete the work
Friendly attitudes	More staff gatherings
Spirit of accommodation and flexibility	Lack of structure and loss of institutional knowledge
Leadership	Accountability of all
Encouragement	Roles defned clearly and staff stay in their lane
People	Communication
Overall structure could work	But decision making within that structure needs change
	Being heard
	Communication amongst staff (silos)
	Planning/last-minute decisions – planning ahead for fewer last-minute decisions
	Workload of staff in relation to growth
	Plates full
	Meetings – necessary?
	Stronger internal communication
	UA's HR system
	Cost of living; incentives for housing in parts of town; faculty/staff

CURRENT ROLES AND RESPONSIBILITIES

Finance

- Requisitions to purchase or hire (NL, DW, AKW)
- Paying for student trips (NL, AKW, DW)
- Quarterly reports (DW)
- Period activity pay entry (DW, LP?)
- Accounting adjustments and journal entries (DW)
- Year-end close (DW)
- Budget submitted (DW)
- Grants management (DW)
- Review cc transactions (DW)
- Funds transfers (DW)
- Payroll corrections (DW, LP?)
- Track travel fee balances (DW, NL)
- Review others' transactions (DW, NL, AKW)
- Procurement (shops and finance) (NP, NL, AKW, DW)

(ChatGPT added the following list!)

- Review budget
- Expense reports
- Endowment reports
- Annual review
- Budget submission
- Financial reporting
- Financial audit
- Purchase orders
- Fiscal accountability

Communications

- Organizing content (TF, MP)
- Collaborate w/ faculty & staff on content creation (MP, TF, RC)
- Write articles/news releases (MP, TF)
- Media relations (MP)
- Alumni relations (MP, TF, CM)
- Manage print pieces (creation/production) (MP)
- Involvement w/ campus communications & UREL (MP)
- Social media creative (TF, MP, RC)
- Website management (RC)
- Digital asset management (RC, TF)
- Graphic design development (RC)
- Website analytics (RC)
- Photography/video (TF, MP, RC)
- Website research (TF, MP, RC)
- Involvement w/ website for orgs on campus (RC)

Admin

- Event set up/take down (NL, AKW, CR)
- Calendar schedule management (NL, AKW)
- Meeting coordination
- Managing staff (CR)
- Catering logistics/restaurant reservations (NL, AKW)
- Hospitality management (MP)
- Calendar management (NL, AKW, CR)
- Event planning/execution (NL, AKW, KV, CR)
- Fun, spirit, employee relations (MP)
- Event management (MP)
- Faculty travel (NL, AKW)
- Expense reports (NL, AKW)
- Coordinate P&T process (CR)
- Manage reporting to Provost (CR)
- Hiring (CR)
- Staff management (CR)
- Sam's Club runs (NL, AKW)
- Move contracts through approval process (NL, AKW)
- Request ECMs (NL, AKW)
- Spend authorizations (NL, AKW)
- Proofread correspondence (AKW)
- Make copies, print exams, assist in printer issues (NL, AKW)
- File organization (NL, AKW
- Procurement items (NL, AKW)
- International travel registrations (NL, AKW)
- Mail handling, incoming/outgoing (NL, AKW)
- Office management (NL, AKW, MP)
- Record/document management (NL, AKW)
- Manage/monitor multiple inboxes (AKW)
- Supplier onboarding/ECM requests (NL, AKW)
- Complete supporting documentation for expenses (NL, AKW)
- Book hotels/air/cars (NL, AKW)
- Renew memberships (NL, AKW)
- PCard/TCARD expense processing (NL, AKW)
- Take minutes in faculty meetings (NL, AKW)
- Annual review letters (NL, AKW)
- Design Camp (NL, AKW, MP)
- Room scheduling (NL, AKW)
- Requisitions/supplier invoice requests/alcohol reimbursements
- Studio/electives catalog (NL)
- Final review book, headshots, bios, studio descriptions (NL, AKW)
- Service/janitorial requests (NL)
- Teaching assistant applications (NL)

- Visitor assistance, call handling (NL, AKW)
- Anything & everything, whatever is needed, whenever

Student Success

- Scholarships, awards (MP, DW, CM)
- Curriculum management & reporting
- Advising
- Student recruit, relationship management (MP)
- Recruiting, advising, student retention
- Editing catalogue (NL)
- Organize commencement for students (Mel)
- Career development for students
- Clearing graduates
- Launch course evaluations (Mel)
- Managing staff (Mel)
- Student orientations
- Accreditation reporting
- Manage class schedule (Mel)
- Enrollment projections (Mel)
- Lead scholarship committee (Mel)

HR

- Resolve conflict (?)
- Annual reviews (CM, CF, NL)
- Hiring (TF, CM)
- Payroll (P?)
- Campus initiating projects (CLP)
    - Faculty hiring plan
    - Mapping
    - Provisional positions
    - PSR
- Employee relations (LP)
- Start up funds approval (EA? EG?)
- Belonging, diversity, equity, inclusion

Development (Advancement & External Relations)

- Scholarship management $ & [agreement?] (MP)
- Gift agreement management (MP)
- Donor cultivation (MP)
- Alumni relations (MP)
- Check management (MP)
- Event planning (NL, MP, AKW, KV)

IT

- IT and software management
- Software registration
- Upkeep & email listservs (NL, AKW)
- Purchasing (TW)
- Restock printers, plotters (TW)
- Printer plotter repairs (TW)
- Event support for Garvan
- Audits
- Daily student support
- IT security updates (TW)
- Slides for [loading?] (TW)
- Image computers
- Garvan Gardens HW, SW, ?? support, network (TW)
- Student workers: manage, train (TW)

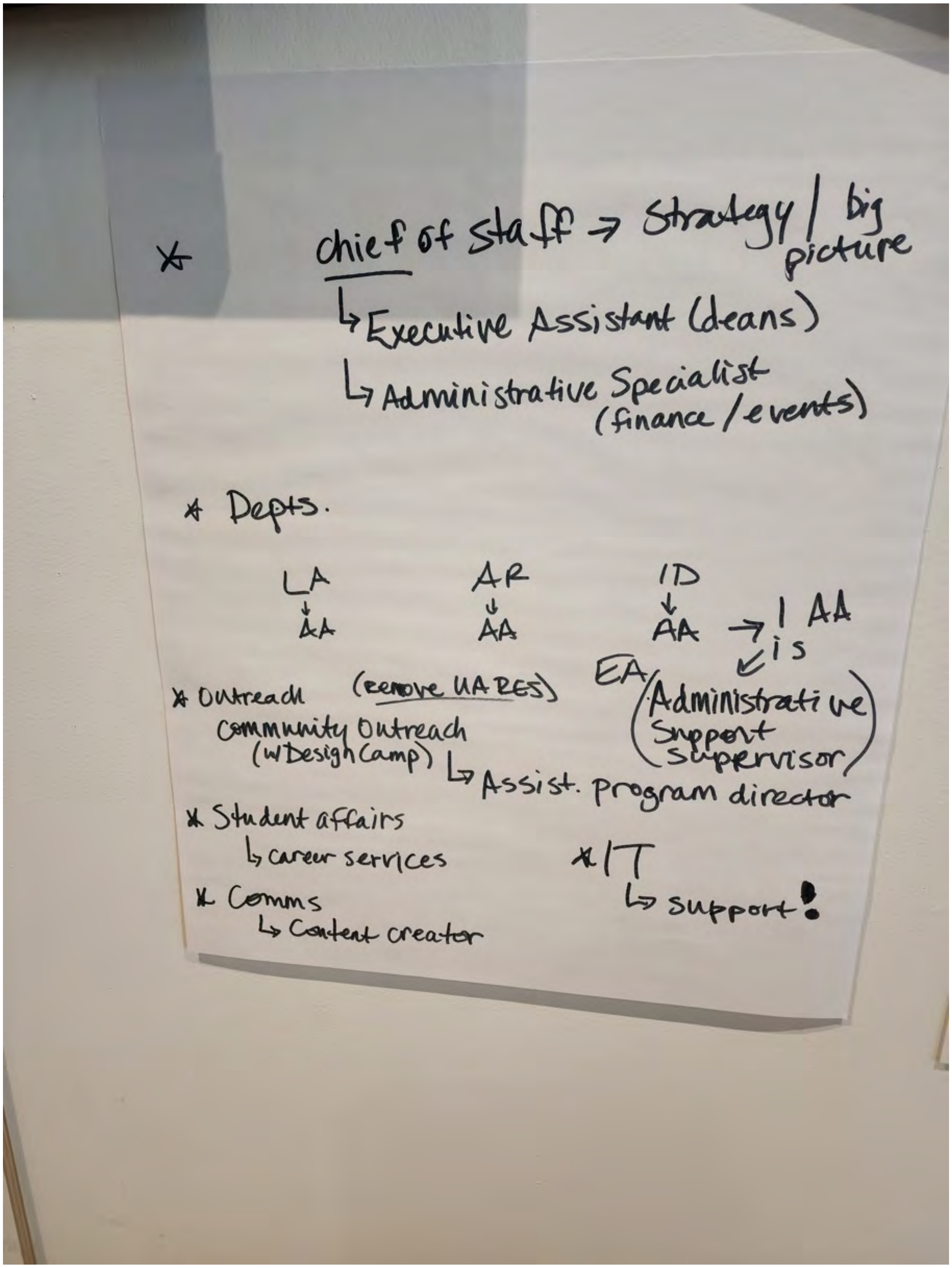
Academics

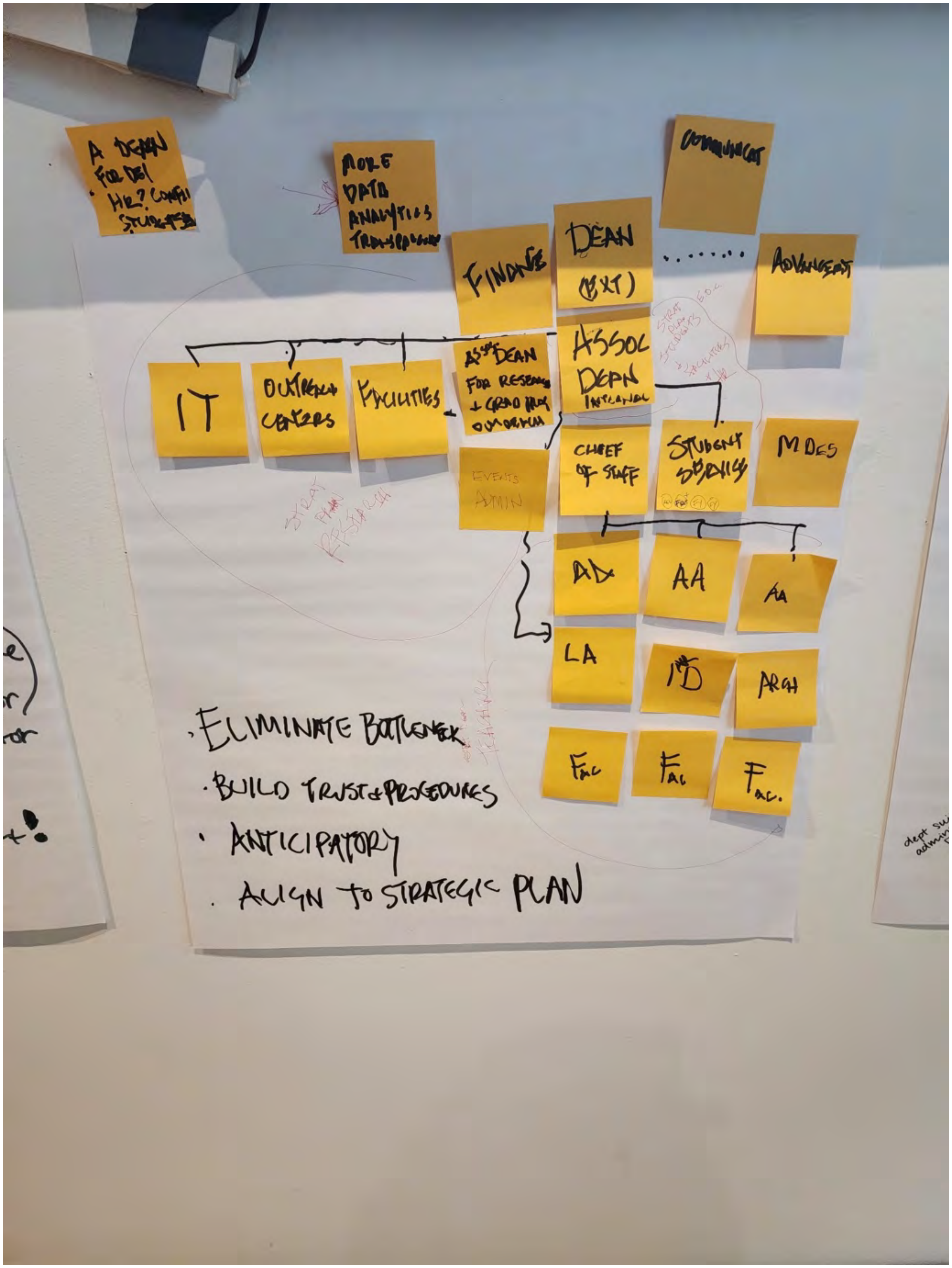
- Student trips (NL, AKW, JF?)
- Tenure packages, managing promotion (TF?)
- Course creation & faculty assignments (CM)
- New curriculum development (TF, CM)
- Grade appeals (EA, AKW takes notes)
- Partnership relation building internal to university
- Graduate program management
- Curriculum leadership (minors) (JF?)
- Online course development and management
- Student performance review, acceptance to Design IV (CM, AKW)
- Community development and external relations (AKW, NL)

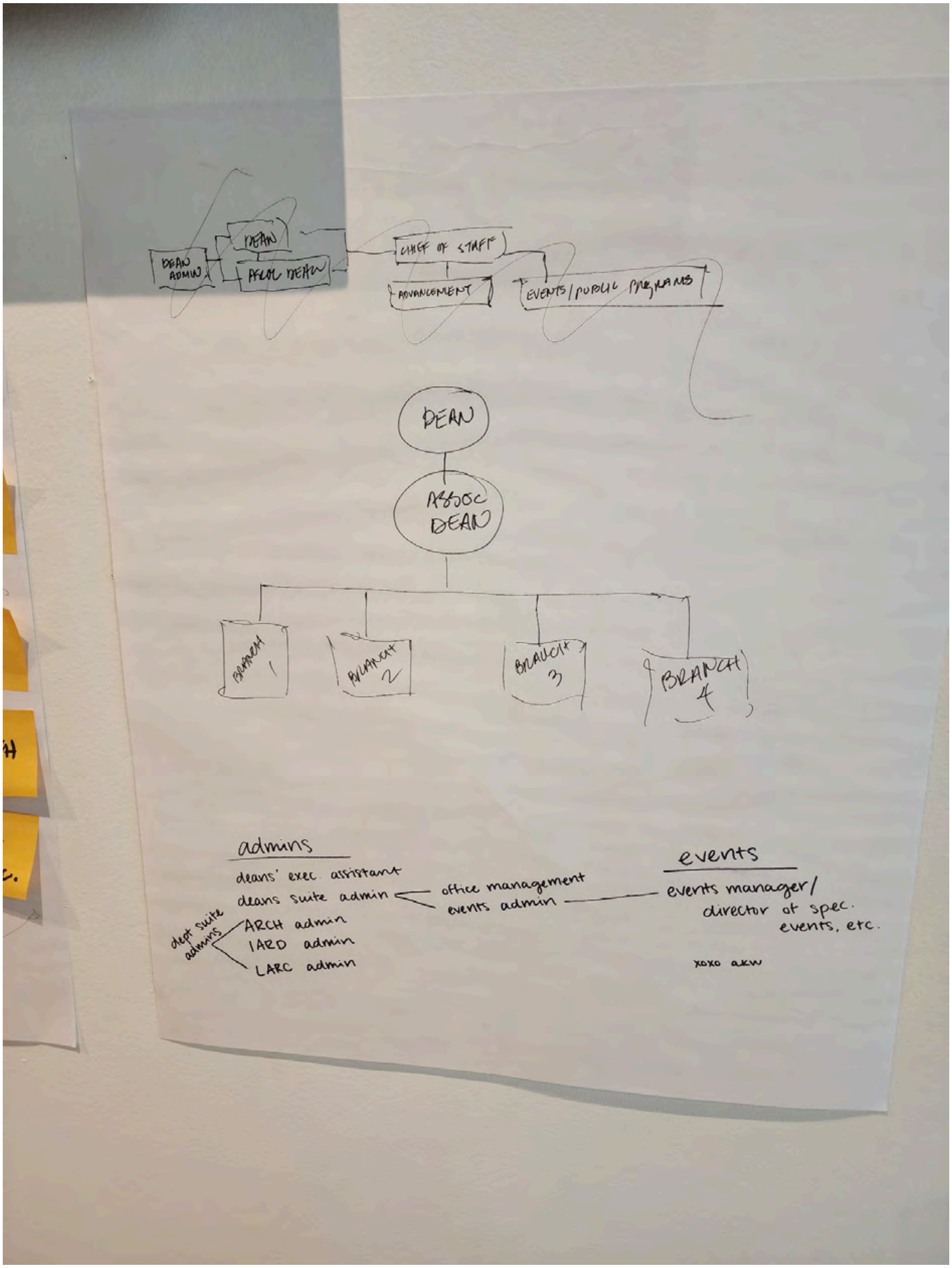
Facilities

- Building management (NL, AKW)
- Equipment management/maintenance (shops)
- Classroom assignments
- Student safety training (shops) (NL)
- Studio space plans (CM)
- Parking information distribution and map (NL, AKW)
- Room reservations (NL, AKW)
- Security, access, scheduling (NL, AKW)

THREE ALTERNATIVE STRUCTURES




MORE DATA ANALYTICS
COMMUNICAT
DEAN (EXT)
FINANCE
ADVANCEMT
IT
OUTREACH CENTERS
FACILITIES
ASST DEAN FOR RESEARCH + GRAD PROG
ASSOC DEAN INTERNAL
EVENTS ADMIN
CHIEF OF STAFF
STUDENT SERVICES
MDES
AD
AA
AA
LA
ID
ARCH
FAC
FAC
FAC.
· ELIMINATE BOTTLENECK
· BUILD TRUST & PROCEDURES
· ANTICIPATORY
· ALIGN TO STRATEGIC PLAN


DEAN ADMIN
DEAN
ASSOC DEAN
CHIEF OF STAFF
ADVANCEMENT
EVENTS/PUBLIC PROGRAMS
DEAN
ASSOC DEAN
BRANCH 1
BRANCH 2
BRANCH 3
BRANCH 4
admins
deans' exec. assistant
deans suite admin
dept suite admins
ARCH admin
IARD admin
LARC admin
office management
events admin
events
events manager/
director of spec.
events, etc.
xoxo akw

STRATEGIES

Action / Priority	By whom
A	
From 5/28 strategic planning workshop: Build a retention strategy to ensure long-term stability in School and Centers 1. Complete + adopt staff value props (comp, culture, life balance, etc.) 2. Continual high employee engagement/satisfaction 3. ↓ Turnover	
Reorg chart (CR) Recruiter Advisor Dean's suite Admin supervision Space planning	CR Carl, Heads
Hire **and onboard** more admins (how?)	CR, Heads, Doug
Add event planner	CR, Mary, Melanie, Michelle
Rethink/reduce events	CR start; Peter, Ethel, Mary, Heads
Associate/Assistant Deans	CR → Heads; Melinda & *Near?*
Decision making authority & the right people involved Hiring Spending	CR (e.g., not during winter break)
Career support specialist	ML? & Heads
Add event planner	CR, Mary, Melanie, Michelle
Rethink/reduce events	CR start; Peter, Ethel, Mary, Heads
B	
Create event strategy Assess events	
Policies/procedures, handbooks	
Productive staff meetings + internal communications Dean + Dir. mtgs? Depending on restructure	
B/C	
Mentorship, career progression + commit Change costs money	
C	
Schoolwide calendar Include individual in/out	

FAY

ADDENDUM 10

5.2.1, 5.2.2, and 5.2.3 University of Arkansas 150 Forward Strategic Plan Links

Office of the Chancellor

150 Forward Strategic Plan

On the heels of its sesquicentennial, with a renewed emphasis on its Land-Grant Mission, the University of Arkansas is leaning into its next century through campuswide strategic planning.

The University of Arkansas' 150 Forward Strategic Plan provides an overview of three overarching pillars, the goals and objectives set to advance the university's land-grant mission, and key metrics to monitor progress.

The strategic plan is not a list of day-to-day operations for the entire institution. The purpose of the 150 Forward Strategic Plan is to initiate some select initiatives while pointing the colleges, schools and units in the same direction, attaining institutional alignment with the stated goals as One University.

Process Overview »

Land-Grant Mission »

One University »

Pillar I

Student Success

The University of Arkansas will offer unparalleled access to a holistic education that is designed to help our students grow, contribute, and thrive throughout their lives and in their communities from matriculation to graduation.

Learn More

Pillar II

Research Excellence

The University relentlessly pursues its land grant mission by promoting scientific inquiry, knowledge creation, and creative works that integrate and coordinate education, research, and service activities.

Learn More

Pillar III

Employer of Choice

The University of Arkansas is committed to fostering a work environment where everyone feels a sense of belonging, works toward a meaningful purpose, and has the data, resources, connections and foundation of support to be most effective, grow and advance their careers, and thrive in their personal and professional lives.

Learn More

150 Foward Strategic Plan

STRATEGIC PLANNING RESOURCES

A Campuswide Collaboration

The 150 Forward Strategic Planning Group led a campuswide effort to develop goals, objectives, strategies and metrics for the plan. The effort included town hall discussions, unit and organization level listening sessions and discussions, workshops and goal-setting sessions with college, school and support unit representatives.

150 Forward Overview, Schedule and Definitions

From pillars to tactics, this planning guide provides an overview of the of the university's strategic planning process including foundational definitions and scope. The completed plan serves as a guide for colleges, schools and units as they work to align strategies to advance shared goals.

150 Forward Update and EAB Resources Overview

A recording of the 150 Forward Update and EAB Resources Overview learning session is available to members of University of Arkansas campus community. The session was conducted with EAB, a firm specializing in higher education that is partnering with the university on various aspects of the planning process. University community members also have access to the slides used as a part of the session.

Access EAB Resources

The university community has access to EAB benchmarking, white papers and other helpful resources. Go to EAB.com, click login, select create account and register to access available resources.

Phase 1

November 2022 – January 2023

Planning Group Designs Process and Codifies Strategic Priority Areas

Phase 2

February 2023 – August 2023

FAY

ADDENDUM 11

5.3 – Department of Architecture Curriculum
Assessment Report 2023-2024

PC.1 CAREER PATHS

Arch 5314 PROFESSIONAL PRACTICE

- **Assessment Measure 1:** Student understanding of the paths to becoming licensed as an architect in the United States as demonstrated through discussion. Beginning on the first day of the course, the process of becoming a licensed architect in the United States is introduced through a detailed lecture, beginning with an explanation of eligibility for the Architectural Experience Program (AXP) and the importance of establishing an NCARB Record. Establishing a record used to be required by this course, but not everyone needed it or could afford it, so it become 'highly recommended' instead. This lecture consistently generates significant discussion and thoughtful questions, particularly with regard to the question of 'why get licensed'? The content from this introductory lecture and discussion appears in numerous additional lectures and discussions, particularly when discussing project management and construction documents.
- **Benchmark for Assessment Measure 1:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure. Students are surveyed to determine what percent already have an NCARB Record and/or are actively recording experience. In the Spring Semester, 43/68 students (63%) and 18 of 27 students (67%) in the Fall Semester when surveyed on the first day of class. Each semester revealed that students nearly met the 78% benchmark for success for this item, but in future courses, the students will be exit polled to determine if more students enrolled.

- **Assessment Measure 2:** Student understanding of the range of available career opportunities that utilize the discipline's skills and knowledge as demonstrated through research into a variety of architecture firms in Assignment 1: Architect 50 and Assignment 2: Salary Benefits RFQ. These assignments require students to research a variety of architectural firms that are categorized as specializing in design, sustainability, and business, as organized by Architect magazine. Within these rankings, there are naturally a wide variety of firm sizes and structures for students to explore. As part of the process, students are required to research the application process and to learn as much as they can about the nature of compensation, both in terms of salary and non-cash benefits.
- **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher / 2 or Above GELO. Students are graded on their submissions but also receive specific comments for them to address. Each assignment can be revisited and improved for a better grade as part of their final binders.

PC.1 Career Paths How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline’s skills and knowledge.	ASSESSMENT TYPE	ASSIGNMENT	BENCHMARK	ASSESSMENT RESULTS	CHANGES AND IMPROVEMENTS 2022/2023	CHANGES AND IMPROVEMENTS 2023/2024
ARCH 5314 PROFESSIONAL PRACTICE	Standardized Rubric	Assignment 1: Architect 50	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	94/95 (98.9%) of students demonstrated Average Performance or Above on their overall Assignment 1 grade, which includes collaborative research and documentation, large-group coordination, and leadership components. Benchmark met. This initial assignment builds student confidence as they begin to consider employment after their education. In particular, students are systematically exposed to firms across the country whereas the career fair tends to be more regionally focused. Assessment of this assignment is in part focused on the accuracy of the research and the quality of its documentation, but it is also measured in the long term by seeing what students do upon graduation and in their careers.	Faculty made changes to Assignment 1 content to better address outcomes recorded before 2022, expanding the study of architectural firms by type to encourage a broader consideration of potential career paths. This study has been expanded to explicitly include female architects. The format for submitting assignments has been streamlined for students through the use of a template in InDesign which simultaneously builds their skill with the program but also saves them time by sharing content in real time. This process is more consistent with the workflow of an office, which helps prepare them for practice.	Continue collecting data; Faculty to discuss revisions to standardized rubrics to improve granularity of data collection for specific outcomes pertaining to PC.1-related measures. Future instances of the course will expand to include study of significant minority owned practices and will use a searchable, web-based format that makes the information students gather accessible to all students as they search for jobs.
ARCH 5314 PROFESSIONAL PRACTICE	Standardized Rubric	Assignment 2: Salary Benefits RFQ	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	94/95 (98.9%) of students demonstrated Average Performance or Above on their overall Assignment 2 grade, which includes collaborative research and analysis. Benchmark met. For each firm studied in Assingment 1: Architect 50, students are required to either determine or estimate the salary range for each firm using the AIA Salary Calculator. The salary ranges are verified in the assessment process, often revealing that students overestimate their qualifications. This assignment empowers students to understand what is reasonable and accurate to request for compensation in the interview process and begins a lengthy conversaiton in the course about the relationship of compensation to construction and project budgets.	Faculty made changes to Assignment 2 content to better address outcomes recorded before 2022, to provide a more expansive view of compensation and the factors that influence it. The template mentioned above is the biggest improvement - it addresses many of the consistent comments about formatting and graphics from previous years. By giving students a template to work from, they can be more focused on the content and worry less about basic formatting.	Continue collecting data; Faculty to discuss revisions to standardized rubrics to improve granularity of data collection for specific outcomes pertaining to PC.1-related measures. Future instances of the course intend to have greater direct interaction with the firms being studied.

PC.2 Design

ARCH 4016 Architectural Design VII (Primary)

- **Assessment Measure 1:** From the syllabus learning objectives. Student ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, technology, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions, as demonstrated through design work for Assignments 3, 4, and 5.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher
- **Assessment Measure 2:** From the syllabus learning objectives. Student ability to have a holistic understanding of the dynamic between built and natural environments, to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities, as demonstrated incrementally through process work for Assignment 2, 3, and 4.
    - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher
- **Assessment Measure 3:** From the syllabus learning objectives. Student ability to understand how site, program, and technology are creatively engaged with the goal of achieving substantial and substantive resolutions, evident and legible at multiple scales, as demonstrated through process work for Assignments 3 and 4.
    - **Benchmark for Assessment Measure 3:** 78% of students earning a grade of C or higher
- **Assessment Measure 4:** From the syllabus learning objectives. Student ability to sustain self-directed investigations of form and space and present findings through visual and oral modes of presentation including modeling, sketching, drawing, photographing and digital media. While this permeates all the assignments, it is demonstrated through process work for Assignments 3, 4, and 5.
    - **Benchmark for Assessment Measure 4:** 78% of students earning a grade of C or higher

The assessment measures have been developed by faculty and department head and have been used as the basis of student work tags. The tags are utilized in the evaluation of student portfolios during workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades. Tags include

- PC.2 Design: Processes that integrate multiple factors; physical making, digital making as ideation methods
- PC.2 Design: Processes that integrate multiple factors in different settings and scales of development; site context, and boundary between conditions of difference
- PC.2 Design: conveys the methods by which design processes integrate multiple factors; diagramming,
- PC.2 Design: conveys the methods by which design processes integrate multiple factors; technical representation
- PC.2 Design: conveys the methods by which design processes integrate multiple factors; experiential representation
- PC.2 Design: conveys the methods by which design processes integrate multiple factors; designing space through the primacy of the section

ARCH 4152 Environmental Technology III (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Student ability to understand the importance of design iterations and feedback to integrate multiple factors and scales relative to the building design, such as user requirements, regulatory requirements, site conditions, accessible design, and environmental impacts, as demonstrated through work for Assignments 3 and 4.
  - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher
- **Assessment Measure 2:** From the syllabus learning objectives. Student ability to demonstrate a holistic understanding of the dynamic between built and natural environments during the development of a design, as demonstrated incrementally through the integration of environmental analysis and building performance simulation in Assignments 1, 2, and 3.
  - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher

The assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades. Tags include

- PC.2 Design: Processes that integrate multiple factors; physical making, digital making as ideation methods
- PC.2 Design: Processes that integrate multiple factors in different settings and scales of development; site context, and boundary between conditions of difference
- PC.2 Design: conveys the methods by which design processes integrate multiple factors; diagramming,
- PC.2 Design: conveys the methods by which design processes integrate multiple factors; technical representation
- PC.2 Design: conveys the methods by which design processes integrate multiple factors; experiential representation
- PC.2 Design: conveys the methods by which design processes integrate multiple factors; designing space through the primacy of the section

ARCH 3016 Architectural Design V (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Student exhibits greater self-knowledge and self-reliance as a designer, as demonstrated through design work for Assignments 1, 2, and 3.
  - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 2:** From the syllabus learning objectives. Student understanding of how to conceptualize form, space, and performance and clearly articulate formal and spatial logic alongside design intent, as demonstrated through design work for Assignments 2, and 3.
  - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 3:** From the syllabus learning objectives. Student understanding of how to Approach design systemically, as demonstrated through design work for Assignments 2, and 3.
    - **Benchmark for Assessment Measure 3:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 4:** From the syllabus learning objectives. Student exhibits an appreciation of craft and technique while continuing to develop abilities and sensibilities as a maker, as demonstrated through design work for Assignments 2, and 3.
    - **Benchmark for Assessment Measure 4:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The remaining assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 5:** Student understanding of program development in housing, as demonstrated through process work for Assignments 1, 2, and 3.
    - **Benchmark for Assessment Measure 5:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 6:** Student understanding of the role of representation and storytelling in program development, as demonstrated through design work for Assignments 1, 2, and 3.
    - **Benchmark for Assessment Measure 6:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 7:** Student understanding of housing and open-space design at the scale of a single residential lot, as demonstrated through design work for Assignment 2.
    - **Benchmark for Assessment Measure 7:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 8:** Student understanding of housing and open-space design at the scale of the neighborhood, as demonstrated through design work for Assignment 3.
    - **Benchmark for Assessment Measure 8:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 9:** Student understanding of the documentation of existing building and site conditions, as demonstrated through process work for Assignments 1, 2, and 3.
    - **Benchmark for Assessment Measure 9:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 10:** Student understanding of systems of organization and composition in relation to strategies for circulation and daylight in housing, as demonstrated through design work for Assignments 2 and 3.
    - **Benchmark for Assessment Measure 10:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

ARCH 2016 Architectural Design III (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Students demonstrate the ability to articulate the conceptual and disciplinary basis behind your design intentions through written, visual, and oral presentation.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 2:** From the syllabus learning objectives. Students demonstrate the ability to perform design work as a process of iteration, feedback, and repetition. This process is often non-linear and requires study through multiple scales and types of architectural representation.
    - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 3:** From the syllabus learning objectives. Students demonstrate the ability to analyze a building program through quantitative and qualitative design guidelines.
    - **Benchmark for Assessment Measure 3:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 4:** From the syllabus learning objectives. Students demonstrate the ability to develop a design proposal utilizing approaches that negotiate the overlap between space, program, and context.
    - **Benchmark for Assessment Measure 4:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The remaining assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 5:** Demonstrates that the program instills in students processes that integrate multiple factors; conveys methods of intuition and iterative decision making.
    - **Benchmark for Assessment Measure 5:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 6:** Demonstrates that the program instills in students processes that integrate multiple factors; conveys methods of translation from 2 dimensions to 3 dimensions.
    - **Benchmark for Assessment Measure 6:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 7:** Demonstrates that the program instills in students processes that integrate multiple factors; conveys methods of physical making.
    - **Benchmark for Assessment Measure 7:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 8:** Demonstrates that the program instills in students processes that integrate multiple factors; conveys methods of formal ordering.
    - **Benchmark for Assessment Measure 8:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 9:** Demonstrates that the program instills in students processes that integrate multiple factors; conveys methods of transformation of familiar structural and formal strategies into innovative approaches to experiential considerations.
    - **Benchmark for Assessment Measure 9:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 10:** Demonstrates that the program instills in students processes that integrate multiple factors; conveys methods of disciplined transformation of formal strategies based on defined performative criteria.
    - **Benchmark for Assessment Measure 10:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 11:** Demonstrates that the program instills in students processes that integrate multiple factors; conveys methods of site context and boundary between conditions of difference.
    - **Benchmark for Assessment Measure 11:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 12:** Demonstrates that the program instills in students processes that integrate multiple factors; conveys methods of sketching and conceptual representation.
    - **Benchmark for Assessment Measure 12:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 13:** Demonstrates that the program instills in students processes that integrate multiple factors; conveys methods of technical representation.
    - **Benchmark for Assessment Measure 13:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 14:** Demonstrates that the program instills in students processes that integrate multiple factors; conveys methods of experiential representation.
    - **Benchmark for Assessment Measure 14:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

ARCH 3026 Architectural Design VI (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Students employ methods of building design used to responsibly mitigate climate change and its impacts, as demonstrated in Projects 01 and 02.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 2:** From the syllabus learning objectives. Student make design decisions within architectural projects while demonstrating synthesis of user requirements, site requirements, and regulatory contexts, as demonstrated in Project 02.
    - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 3:** From the syllabus learning objectives. Students gain awareness of buildings' ecosystems and how they are engaged in the design process, as demonstrated in the Precedents Study, Project 01, and Project 02.

- **Benchmark for Assessment Measure 3:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 4:** From the syllabus learning objectives. Student develop design workflows with advanced software tools, including Building Information Modeling (BIM), Building Performance Simulation (BPS), parametric computational tools, and rendering software, as demonstrated in Project 02.
    - **Benchmark for Assessment Measure 4:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The remaining assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 5:** Student understanding of intuition and iterative decision making in design, as demonstrated in Project 01 and Project 02.
    - **Benchmark for Assessment Measure 5:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 6:** Student understanding of the role of technical and experiential representation in program development, as demonstrated through design work for Project 01 and Project 02
    - **Benchmark for Assessment Measure 6:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 7:** Student understanding of physical and digital making as methods of ideation, as demonstrated in Site Analysis, Project 01, and Project 02.
    - **Benchmark for Assessment Measure 7:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 8:** Student understanding of topography, site context and boundaries between conditions of difference as demonstrated in Project 02.
    - **Benchmark for Assessment Measure 8:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 9:** Student understanding of disciplined transformation of formal strategies based on defined performative criteria, as demonstrated in Project 01 and Project 02.
    - **Benchmark for Assessment Measure 9:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 10:** Student understanding of systems of organization and composition in relation to strategies for circulation and daylight in office spaces, as demonstrated through design work for Project 02.
    - **Benchmark for Assessment Measure 10:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

ARCH 1025 Architectural Design II: Fundamental Design Methodology (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Student demonstrates the ability to consider multiple factors including form, spatial experience, site, and scale throughout the design process and proposed design solutions as demonstrated in Project 02 and Project 03.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 2:** From the syllabus learning objectives. Student demonstrates the ability to think spatially and communicate three-dimensional spatial conditions through two- and three-dimensional representation as demonstrated in Project 01, Project 02, and Project 03.
    - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The remaining assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 3:** Student understanding of intuition and iterative decision making in design as demonstrated in Project 02 and Project 03.
    - **Benchmark for Assessment Measure 3:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 4:** Student understanding of translation from 2 dimensions to 3 dimensions as demonstrated in Project 02 and Project 03.
    - **Benchmark for Assessment Measure 4:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 5:** Student understanding of translation from 3 dimensions to 2 dimensions as demonstrated in Project 02 and Project 03.
    - **Benchmark for Assessment Measure 5:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 6:** Student understanding of formal ordering as demonstrated in Project 02 and Project 03.
    - **Benchmark for Assessment Measure 6:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 7:** Student understanding of the methods of physical making as demonstrated in Project 02.
    - **Benchmark for Assessment Measure 7:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 8:** Student understanding of the methods of sketching and conceptual representation as demonstrated in Project 03.
    - **Benchmark for Assessment Measure 8:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 9:** Student understanding of the methods of technical representation as demonstrated in Project 01, Project 02, and Project 03.
    - **Benchmark for Assessment Measure 9:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 10:** Student understanding of the methods of experiential representation as demonstrated in Project 01, Project 02, and Project 03.
    - **Benchmark for Assessment Measure 10:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 11:** Student understanding of design as a response to topography, site context, and boundaries between conditions of difference as demonstrated in Project 03.
    - **Benchmark for Assessment Measure 11:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

ARCH 1212 Design Thinking I: Foundations in Technology (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Student develops an understanding of design tools and technology and how they inform the design process as demonstrated in Projects 01-08.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 2:** From the syllabus learning objectives. Student demonstrates the ability to identify and apply appropriate design tools and concepts as demonstrated in Projects 01-08.
    - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 3:** From the syllabus learning objectives. Student integrate design tools and concepts into one’s own design process as demonstrated in Projects 01-08 and in use of tools and concepts in parallel design studio ARCH1015.
    - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The remaining assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 4:** Student understanding of formal ordering as demonstrated in Project 02 and Project 05.
    - **Benchmark for Assessment Measure 4:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 5:** Student understanding of composing abstract elements demonstrated in Project 01 and Project 02.
    - **Benchmark for Assessment Measure 5:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 6:** Student understanding of transformation as demonstrated in Project 07.
    - **Benchmark for Assessment Measure 6:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 7:** Student understanding of the methods of conceptual representation as demonstrated in Project 08.
    - **Benchmark for Assessment Measure 7:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 8:** Student understanding of the methods of technical representation as demonstrated in Project 03, Project 04, and Project 06.
    - **Benchmark for Assessment Measure 8:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

PC2 DESIGN	ASSESSMENT TYPE	ASSIGNMENT	BENCHMARK	ASSESSMENT RESULTS	CHANGES AND IMPROVEMENTS 2022/2023	CHANGES AND IMPROVEMENTS 2023/2024
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 1: Site, Climate, and Ecology Mapping (Experiential diagram of site and context)	78% of class Average Performance at or Above C	64/67 (95.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 1, which assesses the students capacity to interpret site and context. Benchmark met.	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	As computational tools are being incorporated earlier in the curriculum, this assignment will have a heavier emphasis on environmental analysis and data collection. This change still has to be discussed with faculty in the context of design.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 3: Schematic Design of a branch Library (Physical model)	78% of class Average Performance at or Above C	62/67 (92.5%) of students demonstrated Average Performance or Above on their overall Assignment 3 grade, which includes the development of a site and building model. Benchmark met.	In 2022 this assignment was updated to bring physical models back to the studio pedagogy.	Continue collecting data. As 3D printers become more popular among students, this assignment can potentially incorporate other aspects of design technology, such as augmented reality, to the physical models. This change still has to be discussed with faculty in the context of design.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 4: Branch Library (Physical model)	78% of class Average Performance at or Above C	60/67 (89.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes the development of a site and building model. Benchmark met.	In 2022 this assignment was updated to bring physical models back to the studio pedagogy.	Continue collecting data. As 3D printers become more popular among students, this assignment can potentially incorporate other aspects of design technology, such as augmented reality, to the physical models. This change still has to be discussed with faculty in the context of design.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 4: Branch Library (Site plans and shadow studies)	78% of class Average Performance at or Above C	60/67 (89.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	In 2022 this assignment was updated to have a stronger emphasis on site and environmental analysis.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, we expect that the use of analytical tools become more common, so more emphasis can be placed on specific inquiries and on the quality of the final representations.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 4: Branch Library (Hybrid and rendered perspectives)	78% of class Average Performance at or Above C	60/67 (89.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes the production of hybrid and rendered perspectives. Benchmark met.	Similar to the assignment in 2021.	Continue collecting data. As computational tools for visualization become more powerful and easier to learn, it might be possible to reduce the amount of time dedicated to teaching them in 4016. This change still has to be discussed with faculty in the context of design education.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 4: Branch Library (Technical representations with an emphasis on sections)	78% of class Average Performance at or Above C	60/67 (89.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes the production of ortographic drawings. Benchmark met.	Similar to the assignment in 2021.	Continue collecting data. One suggestion is to include building systems not only on the wall sections but also in the regular sections. This change still has to be discussed with faculty in the context of design education.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 4: Branch Library (Diagramming building systems and coding requirements)	78% of class Average Performance at or Above C	60/67 (89.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes diagramming building systems and responses to building code. Benchmark met.	Similar to the assignment in 2021.	Continue collecting data. There is an opportunity to incorporate BIM tools to better understand and produce some of the diagrams, such as HVAC and structure. This change still has to be discussed with faculty in the context of design education.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 4: Branch Library (Wall section, rendered bay, and details)	78% of class Average Performance at or Above C	60/67 (89.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes the production of a wall section, rendered bay, and details. Benchmark met.	In 2022, the assignment was extended with BIM techniques.	Continue collecting data. In the future, it would be great to integrate the technical consultants to the evaluation of the wall sections. This change still has to be discussed with faculty in the context of design education.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 5: Sectioning the Branch Library (Wall section, rendered bay, and details)	78% of class Average Performance at or Above C	62/67 (92.5%) of students demonstrated Average Performance or Above on their overall Assignment 5 grade, which includes the refinement of a wall section, rendered bay, and details. Benchmark met.	In 2022 this assignment was created to allow students to incorporate feedback from the preious assignment into their drawings.	Continue collecting data. In the future, it would be great to integrate the technical consultants to the evaluation of the wall sections. This change still has to be discussed with faculty in the context of design education.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 5: Sectioning the Branch Library (Sectional model)	78% of class Average Performance at or Above C	62/67 (92.5%) of students demonstrated Average Performance or Above on their overall Assignment 5 grade, which includes the production of a large sectional model. Benchmark met.	In 2022 this assignment was created to bring physical models back to the studio pedagogy.	Continue collecting data. In the future, it would be great to integrate the technical consultants to the evaluation of the sectional model. This change still has to be discussed with faculty in the context of design education.
ARCH 1015 ARCHITECTURAL DESIGN I	Provide assessment type here. Add additional rows to the spreadsheet for each assignment that contributes to evidence of the criteria in the course.	Describe the assignment. Add additional rows to the spreadsheet for each assignment that contributes to evidence of the criteria in the course.	Benchmark utilized to determine effectiveness of the assignment/teaching in support of criteria. Baseline Use: 78% of class Average Performance or Above/78% of class 2 or Above GELO. Add rows to provide information for each assignment.	Provide results for each assignment here. Add rows to provide assessment results for each assignment.	Outline Changes that have been made to assignments or the course for 2022/2023 in response to the benchmarks and assessments provided.	Outline Changes that have been made or are planned for assignments or the course in 2023/2024 in response to the benchmarks and assessments provided.
ARCH 1212 DESIGN THINKING I: FOUNDATIONS IN TECHNOLOGY	Standardized Project Rubric	Project 01: 200 Points, 1000 Lines	78% of class Average Performance at or Above C	60/63 (95.2%) of students demonstrated Average Performance at or Above C on their overall Project 01 grade. Benchmark met.	Submission policies and delivery methods were adjusted. Digital workflows were delivered as recorded instructions in liue of in person demonstrations.	Consideration of increased project complexity and less explicit instruction to encourage more engagement in the design process.
ARCH 1212 DESIGN THINKING I: FOUNDATIONS IN TECHNOLOGY	Standardized Project Rubric	Project 02: Articuatled Planes	78% of class Average Performance at or Above C	55/63 (87.3%) of students demonstrated Average Performance at or Above C on their overall Project 02 grade. Benchmark met.	Project guidelines were simplified. Submission policies and delivery methods were adjusted. Digital workflows were delivered as recorded instructions in liue of in person demonstrations.	Consideration of increased project complexity and less explicit instruction to encourage more engagement in the design process.
ARCH 1212 DESIGN THINKING I: FOUNDATIONS IN TECHNOLOGY	Standardized Project Rubric	Project 03: Elevational Environments	78% of class Average Performance at or Above C	58/63 (90.4%) of students demonstrated Average Performance at or Above C on their overall Project 03 grade. Benchmark met.	Submission policies and delivery methods were adjusted. Digital workflows were delivered as recorded instructions in liue of in person demonstrations.	Consideration of increased project complexity and less explicit instruction to encourage more engagement in the design process.
ARCH 1212 DESIGN THINKING I: FOUNDATIONS IN TECHNOLOGY	Standardized Project Rubric	Project 04: Elevated Surfaces	78% of class Average Performance at or Above C	62/63 (98.4%) of students demonstrated Average Performance at or Above C on their overall Project 04 grade. Benchmark met.	Project revised from previous versions to simplify method and make more concrete. Submission policies and delivery methods were adjusted. Digital workflows were delivered as recorded instructions in liue of in person demonstrations.	Consideration of increased project complexity and less explicit instruction to encourage more engagement in the design process.
ARCH 1212 DESIGN THINKING I: FOUNDATIONS IN TECHNOLOGY	Standardized Project Rubric	Project 05: Planar Patterns	78% of class Average Performance at or Above C	60/63 (95.2%) of students demonstrated Average Performance at or Above C on their overall Project 05 grade. Benchmark met.	Submission policies and delivery methods were adjusted. Digital workflows were delivered as recorded instructions in liue of in person demonstrations.	Consideration of increased project complexity and less explicit instruction to encourage more engagement in the design process.
ARCH 1212 DESIGN THINKING I: FOUNDATIONS IN TECHNOLOGY	Standardized Project Rubric	Project 06: Casting Mass	78% of class Average Performance at or Above C	59/63 (93.6%) of students demonstrated Average Performance at or Above C on their overall Project 06 grade. Benchmark met.	Submission policies and delivery methods were adjusted. Digital workflows were delivered as recorded instructions in liue of in person demonstrations.	Consideration of increased project complexity and less explicit instruction to encourage more engagement in the design process.
ARCH 1212 DESIGN THINKING I: FOUNDATIONS IN TECHNOLOGY	Standardized Project Rubric	Project 07: Object Transformations	78% of class Average Performance at or Above C	61/63 (96.8%) of students demonstrated Average Performance at or Above C on their overall Project 07 grade. Benchmark met.	Submission policies and delivery methods were adjusted. Digital workflows were delivered as recorded instructions in liue of in person demonstrations.	Consideration of increased project complexity and less explicit instruction to encourage more engagement in the design process.
ARCH 1212 DESIGN THINKING I: FOUNDATIONS IN TECHNOLOGY	Standardized Project Rubric	Project 08: Visual Statements	78% of class Average Performance at or Above C	58/63 (90.4%) of students demonstrated Average Performance at or Above C on their overall Project 08 grade. Benchmark met.	Submission policies and delivery methods were adjusted. Digital workflows were delivered as recorded instructions in liue of in person demonstrations.	Consideration of increased project complexity and less explicit instruction to encourage more engagement in the design process.
ARCH 1025 ARCHITECTURAL DESIGN II: FUNDAMENTAL DESIGN METHODOLOGY	Standardized Project Rubric	Project 02: Modulating Scale	78% of class Average Performance at or Above C	45/46 (97.8%) of students demonstrated Average Performance at or Above C on their overall Project 02 grade. Benchmark met.	The length of this project was increased to allow more time for iteration and exploration of the module design and system. More models were required to encourage physical exploration.	This project is being reconsidered to include two systems - modular block and frame - simultaneously.
ARCH 1025 ARCHITECTURAL DESIGN II: FUNDAMENTAL DESIGN METHODOLOGY	Standardized Project Rubric	Project 03: Modulating Sequence	78% of class Average Performance at or Above C	43/46 (93.4%) of students demonstrated Average Performance at or Above C on their overall Project 03 grade. Benchmark met.	The length of this project was increased to allow more time for conceptual study of systems to further integrate the modular block system in the overall design.	Program and site are being reconsidered to encourage more engagement with public spaces.
ARCH 2016 ARCHITECTURAL DESIGN III	Standardized Rubric	Assignment 1: Familiar Roofs	78% of class Average Performance at or Above C	97/99 (98%) of students demonstrated Average Performance or Above on Assignment 1: Familiar Roofs, which includes collaborative research and design of synthetic diagrams related to precedent	The set of precedents that was studied was refined in response to student outcomes from the previous year.	Planned refinement of the requirements for diagrams related to rainwater management.
ARCH 2016 ARCHITECTURAL DESIGN III	Standardized Rubric	Assignment 2: Familiar Exceptions	78% of class Average Performance at or Above C	93/99 (94%) of students demonstrated Average Performance or Above on Assignment 1: Familiar Roofs, which includes collaborative research and design of synthetic diagrams related to precedent	This assignment was modified to better teach students the value of abstraction in focusing a design study--in this case on light and spatial quality.	Planned update to the assignment to require black and white photography of physical models--focusing students on the quality of light. Possible update of the building program so that this light study becomes more attuned to
ARCH 2016 ARCHITECTURAL DESIGN III	Standardized Rubric	Assignment 3: Chicago Market	78% of class Average Performance at or Above C	91/99 (92%) of students demonstrated Average Performance or Above on Assignment 3: Chicago Market, which is a focused design exercise comprising the majority of the semester. Benchmark	The project site was changed from the previous iteration (an infill project) to include more outdoor space that students were responsible for designing--demonstrating to students the importance of a holistic design solution that includes the	Possible change to the program of the project to better fit the goals of working with structure and nuanced natural light.
ARCH 2026 ARCHITECTURAL DESIGN IV	Provide assessment type here. Add additional rows to the spreadsheet for each assignment that contributes to evidence of the criteria in the course.	Describe the assignment. Add additional rows to the spreadsheet for each assignment that contributes to evidence of the criteria in the course.	Benchmark utilized to determine effectiveness of the assignment/teaching in support of criteria. Baseline Use: 78% of class Average Performance or Above/78% of class 2 or Above GELO. Add rows to provide information for each assignment.	Provide results for each assignment here. Add rows to provide assessment results for each assignment.	Outline Changes that have been made to assignments or the course for 2022/2023 in response to the benchmarks and assessments provided.	Outline Changes that have been made or are planned for assignments or the course in 2023/2024 in response to the benchmarks and assessments provided.
ARCH 3016 ARCHITECTURAL DESIGN V	Standardized Rubric	Assignment 2: Individual Design Project: *Houses*	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	68/71 (95.8%) of students demonstrated Average Performance or Above on their overall Assignment 02 grade. Benchmark met.	Faculty made changes to Assignment 02 content to better address outcomes recorded before 2022.	Continue collecting data; Faculty to discuss revisions to standardized rubrics to improve granularity of data collection for specific outcomes pertaining to PC.2-related measures.
ARCH 3026 ARCHITECTURAL DESIGN VI	Standardized Rubric	Project 01: Selective Spaces Students design a facade mockup with performance requirements based in human welfare (e.g., daylight)	78% of class Average Performance at or Above C	0.9865	The project was adjusted to better focus the students' efforts the fewer design problems and to encourage more fluent discussion of building performance metrics. Assessment of the work can more acutely respond to the project's focus.	Future iterations of this project may include a less prescriptive use of building performance tools without lowering the standards. While this may yield fewer students achieving the benchmark, many will benefit from the challenge.
ARCH 3026 ARCHITECTURAL DESIGN VI	Standardized Rubric	Project 02.3: Ecological Urbanism Students design a large office building in a dense urban setting. The project is driven by strategies in energy, water, and habitat ecosystems.	78% of class Average Performance at or Above C	0.973	The project was adjusted to increase focus on the building program and an urban response.	Future iterations of this project may include a more balanced integration of criteria.
ARCH 4116 ARCHITECTURAL DESIGN VIII	Provide assessment type here. Add additional rows to the spreadsheet for each assignment that contributes to evidence of the criteria in the course.	Describe the assignment. Add additional rows to the spreadsheet for each assignment that contributes to evidence of the criteria in the course.	Benchmark utilized to determine effectiveness of the assignment/teaching in support of criteria. Baseline Use: 78% of class Average Performance or Above/78% of class 2 or Above GELO. Add rows to provide information for each assignment.	Provide results for each assignment here. Add rows to provide assessment results for each assignment.	Outline Changes that have been made to assignments or the course for 2022/2023 in response to the benchmarks and assessments provided.	Outline Changes that have been made or are planned for assignments or the course in 2023/2024 in response to the benchmarks and assessments provided.

PC.3 Ecological Knowledge and Responsibility

ARCH 4152 Environmental Technology III (Primary)

- **Assessment Measure 1:** From the syllabus learning objectives. Student ability to demonstrate capacity to integrate building systems, such as envelope, assemblies, structure, and environmental control with the support of computational modeling. In terms of ecological knowledge, this is demonstrated through the combination of parametric design, BIM, and building performance simulation in Assignments 3 and 4.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher
- **Assessment Measure 2:** From the syllabus learning objectives. Student ability to understand the importance of design iterations and feedback to integrate multiple factors and scales relative to the building design, such as user requirements, regulatory requirements, site conditions, accessible design, and environmental impacts. In terms of ecological knowledge, this is demonstrated through building performance simulation in Assignments 3 and 4.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher
- **Assessment Measure 3:** From the syllabus learning objectives. Student ability to demonstrate a holistic understanding of the dynamic between built and natural environments during the development of a design, as demonstrated incrementally through the integration of GIS, environmental analysis, and building performance simulation in Assignments 1, 2, and 3.
    - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher

The assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades. Tags include

- PC.3 Ecological Knowledge and Responsibility: instills in students a holistic understanding of the dynamic between built and natural environments; site and climate analysis
- PC.3 Ecological Knowledge and Responsibility: the program enables future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles; radiation analysis and shadow studies
- PC.3 Ecological Knowledge and Responsibility: the program enables future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles; site analysis with water runoff simulation
- PC.3 Ecological Knowledge and Responsibility: mitigate climate change; use of mass timber

ARCH 4016 Architectural Design VII (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Student ability to have a holistic understanding of the dynamic between built and natural environments, to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities, as demonstrated incrementally through process work over all the assignments, but particularly in Assignments 3 and 4.

- o **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher

The assessment measures have been developed by faculty and department head and have been used as the basis of student work tags. The tags are utilized in the evaluation of student portfolios during workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades. Tags include

- PC.3 Ecological Knowledge and Responsibility: instills in students a holistic understanding of the dynamic between built and natural environments; site and climate analysis
- PC.3 Ecological Knowledge and Responsibility: the program enables future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles; radiation analysis and shadow studies
- PC.3 Ecological Knowledge and Responsibility: the program enables future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles; site analysis with water runoff simulation
- PC.3 Ecological Knowledge and Responsibility: mitigate climate change; use of mass timber

ARCH 2016 Architectural Design III (Secondary)

The following assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 1:** Demonstrates how the program instills in students understanding of the dynamic between built and natural environments; analysis of rainwater management systems in precedent buildings, as demonstrated through Project 1.
- **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 2:** Demonstrates how : the program instills in students understanding of the dynamic between built and natural environments; *understanding rainwater management systems to inform design*, as demonstrated through Projects 2 and 3.
- **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 3:** Demonstrates how the program instills in students understanding of the dynamic between built and natural environments; solar analysis of a precedent study, as demonstrated through precedent research in Project 1.
- **Benchmark for Assessment Measure 3:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 4:** Demonstrates how the program instills in students understanding of the dynamic between built and natural environments; solar analysis of a precedent study, as demonstrated through precedent research in Project 1.
- **Benchmark for Assessment Measure 4:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

ARCH 3026 Architectural Design VI (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Students employ methods of building design used to responsibly mitigate climate change and its impacts, as demonstrated in Projects 01 and 02.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 2:** From the syllabus learning objectives. Students demonstrate a holistic understanding of the dynamic between built and natural environments, as demonstrated in Project 02.
    - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 3:** From the syllabus learning objectives. Students gain awareness of buildings' ecosystems and how they are engaged in the design process, as demonstrated in the Precedents Study, Project 01, and Project 02.
    - **Benchmark for Assessment Measure 3:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 4:** From the syllabus learning objectives. Students demonstrate an understanding of the various scales of buildings' ecological impact, as demonstrated in Project 02.
    - **Benchmark for Assessment Measure 4:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 5:** From the syllabus learning objectives. Students engage with the complexities of dense, urban sites, including transit, solar access, urban street wall, and urban green space, as demonstrated in Project 02.
    - **Benchmark for Assessment Measure 5:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The remaining assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 6:** Student understanding of analysis of rainwater management on site, as demonstrated in Site Analysis and Project 02.
    - **Benchmark for Assessment Measure 6:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 7:** Student understanding integration of rainwater strategies, as demonstrated through design work for Project 02
    - **Benchmark for Assessment Measure 7:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 8:** Student understanding of solar analysis to inform design and solar responsive envelopes, as demonstrated in Project 01 and Project 02.

    - **Benchmark for Assessment Measure 8:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 9:** Student understanding of analysis of existing and native tree species and integrating native species in design, as demonstrated in Site Analysis and Project 02.
    - **Benchmark for Assessment Measure 9:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 10:** Student understanding of designing for daylighting, as demonstrated in Project 01 and Project 02.
    - **Benchmark for Assessment Measure 10:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

ARCH 2132 Environmental Technology I (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Understand the principles of passive design strategies, including passive heating, passive cooling, shading and daylighting and how these strategies are imbedded in understanding a buildings environmental performance. This is primary in the lecture content and assessed through Exams 1, 2, and 3 and in the course readings and assessed in the quizzes.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher

- **Assessment Measure 2:** From the syllabus learning objectives. Recognize the primary climate regions and how design for climate types affects overall building performance. This is in the lecture content and assessed through Exams 1, 2, and 3 and in Assignment 2: Climate and Daylighting.
    - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher

- **Assessment Measure 3:** From the syllabus learning objectives. Understand the site-specific implications of natural forces- sun, wind, and light. This is in the lecture content and assessed through Exams 1, 2, and 3 and in Assignment 2: Climate and Daylighting.
    - **Benchmark for Assessment Measure 3:** 78% of students earning a grade of C or higher

- **Assessment Measure 4:** From the syllabus learning objectives. Understand the dynamic between the built and natural environment, and how sustainable practices are an integral part of design today and embedded in the study of environmental design. This is in the lecture content and assessed through Exams 1, 2, and 3 and in the course readings and assessed in the quizzes.
    - **Benchmark for Assessment Measure 4:** 78% of students earning a grade of C or higher

PC3 ECOLOGICAL KNOWLEDGE & RESPONSIBILITY	ASSESSMENT TYPE	ASSIGNMENT	BENCHMARK	ASSESSMENT RESULTS	CHANGES AND IMPROVEMENTS 2022/2023	CHANGES AND IMPROVEMENTS 2023/2024
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 1: Site, Climate, and Ecology Mapping (Site and environmental diagrams)	78% of class Average Performance at or Above C	59/67 (88%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 1, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, this assignment will have a heavier emphasis on environmental analysis and data collection. This change still has to be discussed with faculty in the context of ecological knowledge
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 4: Branch Library (Site plans and shadow studies)	78% of class Average Performance at or Above C	38/67 (56.7%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes environmental analysis, performance simulation and iterative design. Benchmark not met.	In 2022 this assignment was updated to have a stronger emphasis on site and environmental analysis.	Continue collecting data. Due to the heavy load of the studio, the environmental analysis tend to be treated as secondary by the students in the main project in contrast to formal exploration. Over time, we expect that the incorporation of iterative and performative design will
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 4: Branch Library (Use of mass timber)	78% of class Average Performance at or Above C	38/67 (56.7%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes environmental analysis, performance simulation and iterative design. Benchmark not met.	The use of mass timber is consistent with the 2021 version of this assignment.	Continue collecting data. The performance of the students in the adoption of mass timber was satisfactory, which is not expressed in the overall grade of the assignment. For the future, this grade might become more granular to capture these differences.
ARCH 2132 ENVIRONMENTAL TECHNOLOGY I	Standardized Rubric	Exams 1, 2, and 3 include multiple choice, short answer/fill-in-the-blank and diagramming questions to test their knowledge over the lectures and discussions in class.	78% of class Average Performance at or Above C	81% of the students scored C or better on their cumulative exam grade.	Each year, exam questions are assessed based on previous year student performance on each question. Specific questions are updated for clarity, and other questions are added to further align with learning outcomes and	Reconsider the value of some content and update to reflect current thinking and processes.
ARCH 2132 ENVIRONMENTAL TECHNOLOGY I	Standardized Rubric	Assignment 1 focuses on solar geometry and Assignment 2 focuses on climate and daylighting and introduces ClimateStudio.	78% of class Average Performance at or Above C	92% of the class scored C or better on their cumulative assignment grade.	Assignments are designed to be aligned with the projects in ARCH 2016 and each year they are recalibrated to make sure that the goals for ARCH 2132 are met and that the assignment helps the students understand the relationship	Work with TA's to provide more support for students during the assignments. Continue to develop the assignments to align with and reinforce the ideas in ARCH 2016.
ARCH 2132 ENVIRONMENTAL TECHNOLOGY I	Standardized Rubric	Reading Quizzes. Students complete brief, post-class online quizzes over textbook and supplemental readings.	78% of class Average Performance at or Above C	92% of the class scored C or better on their cumulative quiz grade.	Readings are reconsidered each year based on the relationship of the course content, and the students understanding and interest in the readings.	Add more support for technical knowledge discussed in the lectures.
ARCH 3026 ARCHITECTURAL DESIGN VI	Standardized Rubric	Project 02.3: Ecological Urbanism Students design a large office building in a dense urban setting. The project is driven by strategies in energy, water, and habitat ecosystems.	78% of class Average Performance at or Above C	0.973	The project was adjusted to increase focus on the building program. Occupancy of the building is more closely tied to the ecological objectives.	Future iterations of this project may be based in a more challenging climate, where issues related to human health, safety, and welfare are more intense.
ARCH 3253 ENVIRONMENTAL TECHNOLOGY II	Design Integration Project	Design Integration Project - Students design and integrate the HVAC, electric lighting and acoustics systems into the parallel Project 01 of the design studio (Arch 3026).	78% of class Average Performance or Above/78% of class	64/75 (86.0%) of students demonstrated Average Performance or Above on their overall DIP Project grade, which includes collaborative design work. Benchmark met. Students perform better with project-based assignments than with class exam.	The project was further modified to ascertain evidence of the contribution to the project development by each member of the team.	Equip the students with the ability to use Revit as the patform of interface with other performance software.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 1: Site, Climate, and Ecology Mapping	78% of class Average Performance at or Above C	64/67 (95.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 1, which assesses the students capacity to interpret site and context. Benchmark met.	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	As computational tools are being incorporated earlier in the curriculum, this assignment will have a heavier emphasis on iterative design with feedback from environmental analysis. This change still has to be discussed with faculty in the context of design.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 4: Branch Library	78% of class Average Performance at or Above C	60/67 (89.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes the development of a site and building model. Benchmark met.	In 2022 this assignment was updated to have a stronger emphasis on site and environmental analysis.	As computational tools are being incorporated earlier in the curriculum, this assignment will have a heavier emphasis on iterative design with feedback from environmental analysis. This change still has to be discussed with faculty in the context of design.

PC 4: History and Theory

How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, culture, economic, and political forces, nationally and globally.

ARCH 4433 History of Architecture 3 (Primary Evidence)

ARCH 1222 Design Thinking II Foundations in History (Secondary Evidence)
ARCH 2223 History of Architecture 1 (Secondary Evidence)
ARCH 2243 History of Architecture 2 (Secondary Evidence)
ARCH 4523 Architectural Theory (Secondary Evidence)

ARCH 1025 Architectural Design II (Tertiary Evidence)
ARCH 2016 Architectural Design III (Tertiary Evidence)
ARCH 2026 Architectural Design IV (Tertiary Evidence)
ARCH 3016 Architectural Design V (Tertiary Evidence)

Assessment and Benchmarking: Primary Evidence
ARCH 4433 History of Architecture 3

Assessment Measure 1:

Learning Objective: Students shall demonstrate ability to identify, understand, and critique the central issues, major figures, and key monuments that influenced the progress of architecture through the course of the twentieth century and into the twenty-first century, including national, global, and vernacular examples and recognizing reciprocity with allied works in allied disciplines, especially fine and applied arts.

In-class exams demonstrate the degree to which students fulfill this learning objective through formal analysis of examples; contrast and comparison of known (and unknown) examples; and contextual analysis that demands engagement with socio-cultural, economic, and political forces.

Relative to the curricular framework of the professional program, although the domain of architectural historical knowledge is fundamentally removed from the functional sensibilities of materials, energy, and environmental concerns, the influence of technological transformation and innovation on design expression through the twentieth century is a recurring subtext for understanding the progress of modernism at the scale of buildings, cities, and global regions alike. In parallel, critical assessment of the consequences and influences of twentieth-century patterns of regionalism vs. internationalism, urbanization, technological transfer, and environmental stewardship (or lack thereof) provide sobering frameworks for assessing the impact of historical precedent on contemporary practice.

Benchmark for Assessment Measure 1:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher). Based upon student performance data of the past five years, the desired benchmark for student success is 50% of students earning a term grade of B or better, a metric which exceeds the department baseline.

Assessment of in-class exams should be understood relative to overarching quantitative assessment of student achievement in ARCH 4433 fall 2022, based upon the final term grade. Final grades indicate that 41% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 4; 34% evidence good achievement (grades B- to B+), and 22% attain average achievement (grades C to C+). In summary, 97% of the class is working at a “C” level or above, with most of the class earning grades in the range of A (A; A-) and B (B+, B, B-). This exceeds the department baseline and is consistent with performance of professional program students in the class over the last five years.

Assessment Measure 2:

Learning Objective: Students shall demonstrate comprehension of how the made environment embodies diverse social and cultural context, including how its histories inform the understanding of place, race, and gender

Although iterative components of in-class examinations include integration of social and cultural contexts into student performance, “think pieces” (short, critical essays in response to and upon reflection of lectures and specific reading assignments) require pointed and deep consideration of how the made environment embodies diverse social and cultural contexts. Think pieces also present opportunities for students to make productive connections between the precedents to which they are exposed in this class and related issues of place-making, inclusion, and diversity in the co-requisite ARCH 3016 design studio. Further, relative to the curricular framework of the professional program, holistic understanding of the social, economic, and technological issues that influenced twentieth-century design thinking and their influence on contemporary practice bridge this learning objective to concurrent work in the design studio.

Benchmark for Assessment Measure 2:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher). Based upon student performance data of the past five years, the desired benchmark for student success is 50% of students earning a grade of B or better, a metric which exceeds the department baseline.

Quantitative assessment of student achievement, based upon the “think piece” grades indicates that 29.73% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 4. 49.55% evidence good achievement (grades B- to B+), and 12.62% attain average achievement (grades C to C+). In other words, 91.90 of the class is achieving a “C” level or above on “think pieces”, exceeding the department baseline, with a significant part of the class, 79.28%, earning grades in the range of A (A; A-) and B (B+, B, B-).

Assessment of think pieces should be understood relative to overarching quantitative assessment of student achievement in ARCH 4433 fall 2022, based upon the final term grade. Final grades indicate that 41% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 4; 34% evidence good achievement (grades B- to B+), and 12.62% attain average achievement (grades C to C+). In other words, 97% of the class is working at a “C” level or above, with most of the class earning grades in the range of A (A; A-) and B (B+, B, B-). This is consistent with performance of professional program students in the class over the last five years.

Assessment Measure 3:

Learning Objective: Students shall be able to discuss the relationships between architecture and the society that produced, with direct attention to the context of socio-cultural, economic, and political forces that influence design thinking and practice.

Both in-class exams and “think pieces” require students to write about the relationships between architecture and the society that produced. Relative to the curricular framework of the professional program, holistic understanding of the social, economic, and technological issues that influenced twentieth-century design thinking and their influence on contemporary practice bridge this learning objective to concurrent work in the design studio.

Benchmark for Assessment Measure 3:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher). Based upon student performance data of the past five years, the desired benchmark for student success is 50% of students earning a grade of B or better, a metric which exceeds the department baseline.

Quantitative assessment of student achievement, based upon the cumulative scores of in-class exams and "think piece" grades indicates that 31.76% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 4. 40.32% evidence good achievement (grades B- to B+), and 13.06% attain average achievement (grades C to C+). In other words, 85.14% of the class is achieving a "C" level or above on the combined evidence of in-class exams and "think pieces", exceeding the department baseline, with a significant part of the class, 72.07% earning grades in the range of A (A; A-) and B (B+, B, B-).

Assessment of think pieces should be understood relative to overarching quantitative assessment of student achievement in ARCH 4433 fall 2022, based upon the final term grade. Final grades indicate that 41% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 4; 34% evidence good achievement (grades B- to B+), and 12.62% attain average achievement (grades C to C+). In other words, 97% of the class is working at a "C" level or above, with most of the class earning grades in the range of A (A; A-) and B (B+, B, B-). This is consistent with performance of professional program students in the class over the last five years.

Assessment Measure 4:

Learning Objective: Students shall be able to engage with design ideas, theoretical positions, and cultural beliefs about the made environment that may differ from their own world views. Simply stated, students must be able to address the non-architectural factors that are signified in a work of architecture, or which contribute to the significance of a work of architecture.

Think pieces" (short, critical essays in response to and upon reflection of lectures and specific reading assignments) require pointed and deep consideration of the relationships among practice, theory, cultures, and societies. So too, they challenge students to confront ideas propounded in iconic primary source literature that fueled the development of modern architecture as well as contemporary writings that challenge and deconstruct mainstream, and often biased, discourses on history and theory. The think pieces also present opportunities for students to make productive connections between the precedents to which they are exposed in this class and parallel issues of theory and culture engaged in the co-requisite ARCH 3016 design studio. More directly, these conceptual frameworks for learning and inquiry prepare students for ways of working and critical skills engaged in the post-requisite ARCH 4253, Architectural Theory.

Benchmark for Assessment Measure 4:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher). Based upon student performance data of the past five years, the desired benchmark for student success is 50% of students earning a grade of B or better, a metric which exceeds the department baseline.

Quantitative assessment of student achievement, based upon the "think piece" grades indicates that 29.73% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 4. 49.55% evidence good achievement (grades B- to B+), and 12.62% attain average achievement (grades C to C+). In summary, 91.90% of the class is achieving a "C" level or above on "think pieces", exceeding the department baseline, with a significant part of the class, 79.28%, earning grades in the range of A (A; A-) and B (B+, B, B-). These metrics aside, qualitative assessment of writing assignments since fall 2020 make clear that the think pieces can create some discomfort for students for whom consideration of difference and diversity in the made environment among those who produce it

Assessment of think pieces should be understood relative to overarching quantitative assessment of student achievement in ARCH 4433 fall 2022, based upon the final term grade. Final grades indicate that 41% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 4; 34% evidence good achievement (grades B- to B+), and 12.62% attain average achievement (grades C to C+). In other words, 97% of the class is working at a "C" level or above, with most of the class earning grades in the range of A (A; A-) and B (B+, B, B-). This is consistent with performance of professional program students in the class over the last five years.

Assessment Measure 5:

Learning Objective: Students shall be able to analyze, synthesize, and critically relate verbal (literary and theoretical) and visual (corporeal form and representation) information as equally significant components in the construction of a holistic history of the made environment.

An analytique (term project) that requires students to research and graphically analyze a work of contemporary architecture or urbanism and consider how it embodies, elaborates, and/or rejects the legacies of twentieth-century building and theory using both verbal and visual skills sets responds directly to this learning objective. Students are encouraged to explore global contexts for recent building in making their topic selections and enabled to know and appreciate the influence of history and theory through both writing about and graphically representation.

Benchmark for Assessment Measure 5:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher). Based upon student performance data of the past five years, the desired benchmark for student success is 50% of students earning a grade of B or better, a metric which exceeds the department baseline.

Quantitative assessment of student achievement, based upon analytique (term project) grades indicates that 37.31% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 35.82% evidence good achievement (grades B- to B+), and 20.90% attain average achievement (grades C to C+). In summary, 94.03% of the class is achieving a "C" level or above on "think pieces", exceeding the department baseline, with a significant part of the class, 73.13%, earning grades in the range of A (A; A-) and B (B+, B, B-).

Assessment of the analytique (term project) should be understood relative to overarching quantitative assessment of student achievement in ARCH 4433 fall 2022, based upon the final term grade. Final grades indicate that 41% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 4; 34% evidence good achievement (grades B- to B+), and 12.62% attain average achievement (grades C to C+). In summary, 97% of the class is working at a "C" level or above, with most of the class earning grades in the range of A (A; A-) and B (B+, B, B-). This is consistent with performance of professional program students in the class over the last five years.

Summary

As noted for each of the above-addressed assessment criteria and related benchmarks, quantitative assessment of student achievement, based upon the final term grade indicates 41% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 4; 34% evidence good achievement (grades B- to B+), and 12.62% attain average achievement (grades C to C+). In summary, 97% of the class is working at a “C” level or above, with most of the class earning grades in the range of A (A; A-) and B (B+, B, B-). This is consistent with performance of professional program students in the class over the last five years.

The demonstrated student success is the result of a grading structure that is designed to recognize improvement over the full course of the semester and accommodate multiple learning styles through a combination of traditional in-class exams, essays, and graphic analysis, all weighted equitably in the grading rubric. Each student’s highest grade is counted twice in the course average, offering further leverage for individual student’s strengths even in the larger lecture setting. So too, performance metrics indicate that students’ work, particularly on exams, improves dramatically through the course of the semester as they attain greater experience with responding to the increased demands of the 4000-level history course for deeply structured context, take advantage of extra-curricular skill-building workshops, and seek individual consultation with the instructor of record and/or the teaching assistant team.

Assessment and Benchmarking: Secondary Evidence
ARCH 1222 Design Thinking II: Foundations of History

Assessment Measure 1:

All assessment instruments for ARCH 1222 evaluate student success in grasping broad frameworks of theory, including both historic and contemporary positions, that inform foundational design principles provide touchstones for both the co-requisite design studio (ARCH 1025) and post-requisite courses in history and theory of architecture (ARCH 2233, 2243, 4433, and 4523).

Essential to this overarching goal, students must understand the role of the design process in shaping the built environment and the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. Exams, together with the projects integrated into a comprehensive visual portfolio demonstrate fulfillment of this learning objective.

Benchmark for Assessment Measure 1:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. That review process, supported by the school’s professional advisors, assures that student success in history and theory of architecture is an intrinsic part of the overarching assessment. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher).

Quantitative assessment of student achievement, based upon term (final) grades indicates that 10% of spring ARCH 1222 2022 students demonstrate outstanding achievement (grades of A- to A, a GELO score of 4)) relative to PC 4. 15% evidence good achievement (grades B- to B+, a GELO score of 3), and 50% attain average achievement (grades C to C+, a GELO score of 2). In summary, 75% of the class is achieving a “C” level or above, slightly below the department baseline of 78%. The data invites further analysis to understand its implications for student success relative to first-year attrition patterns, first-year experience, and, for this cohort, the impact of secondary school learning delivered remotely during the pandemic.

Assessment Measure 2:

Student must demonstrate a holistic understanding of the dynamic between built and natural environments. Exams, together with the projects integrated into a comprehensive visual portfolio demonstrate fulfillment of this learning objective.

Benchmark for Assessment Measure 2:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. That review process, supported by the school's professional advisors, assures that student success in history and theory of architecture is an intrinsic part of the overarching assessment. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher).

Quantitative assessment of student achievement, based upon term (final) grades indicates that 10% of spring ARCH 1222 2022 students demonstrate outstanding achievement (grades of A- to A, a GELO score of 4)) relative to PC 4. 15% evidence good achievement (grades B- to B+, a GELO score of 3), and 50% attain average achievement (grades C to C+, a GELO score of 2). In summary, 75% of the class is achieving a "C" level or above, slightly below the department baseline of 78%. The data invites further analysis to understand its implications for student success relative to first-year attrition patterns, first-year experience, and, for this cohort, the impact of secondary school learning delivered remotely during the pandemic.

Assessment Measure 3:

Students must appreciate diverse cultural and social context for understanding the built and natural environments. Exams, together with the projects integrated into a comprehensive visual portfolio demonstrate fulfillment of this learning objective.

Benchmark for Assessment Measure 3:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. That review process, supported by the school's professional advisors, assures that student success in history and theory of architecture is an intrinsic part of the overarching assessment. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher).

Quantitative assessment of student achievement, based upon term (final) grades indicates that 10% of spring ARCH 1222 2022 students demonstrate outstanding achievement (grades of A- to A, a GELO score of 4)) relative to PC 4. 15% evidence good achievement (grades B- to B+, a GELO score of 3), and 50% attain average achievement (grades C to C+, a GELO score of 2). In summary, 75% of the class is achieving a "C" level or above, slightly below the department baseline of 78%. The data invites further analysis to understand its implications for student success relative to first-year attrition patterns, first-year experience, and, for this cohort, the impact of secondary school learning delivered remotely during the pandemic.

Assessment Measure 4:

Students must understand the influence of the built environment on human health, safety, and welfare at multiple scales from buildings to cities. Exams, together with the projects integrated into a comprehensive visual portfolio demonstrate fulfillment of this learning objective.

Benchmark for Assessment Measure 4:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. That review process, supported by the school's professional advisors, assures that student success in history and theory of architecture is an intrinsic part of the overarching assessment. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher).

Quantitative assessment of student achievement, based upon term (final) grades indicates that 10% of spring ARCH 1222 2022 students demonstrate outstanding achievement (grades of A- to A, a GELO score of 4)) relative to PC 4. 15% evidence good achievement (grades B- to B+, a GELO score of 3), and 50% attain average achievement (grades C to C+, a GELO score of 2). In summary, 75% of the class is achieving a "C" level or above, slightly below the department baseline of 78%. The data invites further analysis to understand its implications for student success relative to first-year attrition patterns, first-year experience, and, for this cohort, the impact of secondary school learning delivered remotely during the pandemic.

Assessment Measurement 5:

Students must understand the varied nature of design thinking, by developing the ability to identify multiple design thinking methods and be able to apply those methods in novel situations. Exams, together with the projects integrated into a comprehensive visual portfolio demonstrate fulfillment of this learning objective.

Benchmark for Assessment Measure 5:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. That review process, supported by the school's professional advisors, assures that student success in history and theory of architecture is an intrinsic part of the overarching assessment. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher).

Quantitative assessment of student achievement, based upon term (final) grades indicates that 10% of spring ARCH 1222 2022 students demonstrate outstanding achievement (grades of A- to A, a GELO score of 4)) relative to PC 4. 15% evidence good achievement (grades B- to B+, a GELO score of 3), and 50% attain average achievement (grades C to C+, a GELO score of 2). In summary, 75% of the class is achieving a "C" level or above, slightly below the department baseline of 78%. The data invites further analysis to understand its implications for student success relative to first-year attrition patterns, first-year experience, and, for this cohort, the impact of secondary school learning delivered remotely during the pandemic.

Assessment and Benchmarking: Secondary Evidence
ARCH 2233 and ARCH 2243 History of Architecture 1 and 2

Assessment Measure 1:

The required (chronological) architectural history sequence (ARCH 2223, 2243, and 4433) is conceived and understood as a holistic and interrelated curriculum through which students obtain a critical overview of the history and theory of architecture and urbanism from ancient times through the twentieth century, including its relationship to and influence on contemporary design thinking.

Students must demonstrate competence, knowledge, and skills in this sub-disciplinary area of history and theory that evidence accountability for knowledge and skills attained in required pre-requisite courses in the sequence as well as in the discrete semester of evaluation. Regular exchange of syllabi and evaluation instruments among history and theory faculty, together with monitoring of grading to assess achievement patterns also supports this goal.

End-term grades in the architectural history sequence document of student success across the sub-disciplinary curriculum for engaging the socio-cultural, historic, economic, and political construction of architectural history,

Benchmark for Assessment Measure 1:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. That review process, supported by the school's professional advisors, assures that student success in history and theory of architecture is an intrinsic part of the overarching assessment. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher).

Quantitative assessment of student achievement in one cycle of the chronological architectural history sequence, predicated upon end-term grades, indicates the following pattern of evolution from ARCH 2233 through ARCH 4433 for the period from fall 2021 to spring 2022:

> 34% of fall ARCH 2233 2021 students demonstrate outstanding achievement (grades of A- to A) relative to PC 4. 34% evidence good achievement (grades B- to B+), and 14% attain average achievement (grades C to C+). In summary, 82% of the class is achieving a "C" level or ARCH 4433, meeting the department baseline
>
> 14.9% of spring ARCH 2243 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 4; 32.1% evidence good achievement (grades B- to B+), and 29.8% attain average achievement (grades C to C+). In summary, 76.8% of the class is achieving a "C" level or ARCH 2243, 1.2% below the department baseline
>
> 19.6% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 4; 34.13% evidence good achievement (grades B- to B+), and 13.51% attain average achievement (grades C to C+). In summary, 86.85 of the class is achieving a "C" level or ARCH 4433, meeting the department baseline

Assessment and Benchmarking: Secondary Evidence
ARCH 4523 Architectural Theory

Assessment Measure 1:

Beginning with theoretical ideas embedded in foundational design principles as early as ARCH 1222 (Design Thinking I: Foundations of History) and continuing through ARCH 2233, ARCH 2243, and ARCH 4433, students demonstrate understanding of the reciprocities among history, theory, and design. Architectural Theory relies on the breadth of knowledge students gain about the built environment in the three prerequisite history courses and holds students accountable for the competence, knowledge, and skills developed in the pre-requisite courses.

Students shall be able to demonstrate the ability to think critically across fundamental concepts and principles of architecture to achieve competence in architectural theory. Term (final) grades in ARCH 4523 document of student success in integrating diverse and global theoretical perspectives across time for engaging the socio-cultural, historic, economic, and political construction of architectural history,

Benchmark for Assessment Measure 1:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. That review process, supported by the school's professional advisors, assures that student success in history and theory of architecture is an intrinsic part of the overarching assessment. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher).

Quantitative assessment of student achievement, based upon term (final) grades indicates that 22.1% of spring ARCH 4523 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 4. 50.7% evidence good achievement (grades B- to B+), and 15.6% attain average achievement (grades C to C+). In summary, 88.4% of the class is achieving a "C" level or above, exceeding the department baseline, with a significant part of the class, 72.8%, earning grades in the range of A (A; A-) and B (B+, B, B-).

Assessment Measure 2:

Students shall be able to engage in critical discourse with architectural thought and production from multiple perspectives. Weekly presentations, written assessments, a final exercise, and the chronicling of developing ideas in a course notebook demonstrate fulfillment of this learning objective.

Benchmark for Assessment Measure 2:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. That review process, supported by the school's professional advisors, assures that student success in history and theory of architecture is an intrinsic part of the overarching assessment. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher).

Quantitative assessment of student achievement, based upon term (final) grades indicates that 22.1% of spring ARCH 4523 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 4. 50.7% evidence good achievement (grades B- to B+), and 15.6% attain average achievement (grades C to C+). In summary, 88.4% of the class is achieving a "C" level or above, exceeding the department baseline, with a significant part of the class, 72.8%, earning grades in the range of A (A; A-) and B (B+, B, B-).

Assessment Measure 3:
Students must demonstrate the ability to analyze arguments and form new ones and be able to demonstrate the ability to present those conclusions in both oral and written form. Weekly presentations, written assessments, a final exercise, and the chronicling of developing ideas in a course notebook demonstrate fulfillment of this learning objective.

Benchmark for Assessment Measure 3:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. That review process, supported by the school's professional advisors, assures that student success in history and theory of architecture is an intrinsic part of the overarching assessment. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher).

Quantitative assessment of student achievement, based upon term (final) grades indicates that 22.1% of spring ARCH 4523 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 4. 50.7% evidence good achievement (grades B- to B+), and 15.6% attain average achievement (grades C to C+). In summary, 88.4% of the class is achieving a "C" level or above, exceeding the department baseline, with a significant part of the class, 72.8%, earning grades in the range of A (A; A-) and B (B+, B, B-).

Assessment and Benchmarking: Tertiary Evidence
ARCH 1025 Architectural Design II (Tertiary Evidence)

Assessment Measurement 1:

Students demonstrate an understanding of diverse cultural and social contexts and perspectives and use this understanding to inform the design process. In parallel with conceptual frameworks pursued in the co-requisite ARCH 1222, this learning objective forms a foundational principle for integrating design thinking and making sought in all projects and documented in the course grade.

Benchmark for Assessment Measure 1:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher).

Quantitative assessment of student achievement, based upon term (final) grades indicates 97.22% of the spring 2022 ARCH 1025 class is achieving a "C" level or above, substantially exceeding the department baseline.

Assessment Measurement 2:

Students must understand historical and theoretical influences and demonstrate the ability to integrate them into the design process. In parallel with conceptual frameworks pursued in the co-requisite ARCH 1222, this learning objective forms a foundational principle for integrating design thinking and making sought in all projects with particular focus in a precedent study requiring analysis of religious architecture fulfills this learning objective

Benchmark for Assessment Measure 2:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher).

Quantitative assessment of student achievement in the precedent study indicates 97.22% of the class is achieving a “C” level or above, substantially exceeding the department baseline.

Assessment and Benchmarking: Tertiary Evidence
ARCH 2016 Architectural Design III (Tertiary Evidence)

Assessment Measurement 1:

Students demonstrate the ability to analyze a building program through quantitative and qualitative design guidelines. This learning objective, which engages skills of analysis developing concurrently in the co-requisite ARCH 2233, figures in all projects and reflected in the course grade.

Benchmark for Assessment Measure 1:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher).

Quantitative assessment of student achievement, based upon term (final) grades indicates 94% of the class is achieving a “C” level or above, substantially exceeding the department baseline.

Assessment and Benchmarking: Tertiary Evidence
ARCH 2026 Architectural Design IV (Tertiary Evidence)

Assessment Measurement 1:

Students demonstrate the ability to articulate the conceptual and disciplinary basis behind their design intentions through written, visual, and oral presentation, including case study research. This learning objective is integral to the case study project and research and analysis project.

Benchmark for Assessment Measure 1:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher).

Quantitative assessment of student achievement in the case study project, indicates 100% of the class is achieving a “C” level or above, substantially exceeding the department baseline. Similarly, the research and analysis project show 98% of the class achieving a “C” level or above, substantially exceeding the department baseline.

Assessment and Benchmarking: Tertiary Evidence
ARCH 3016 Architectural Design V (Tertiary Evidence)

Assessment Measurement 1:

Students demonstrate empathy and appreciation for the needs of diverse constituencies through socially driven programs, and by an engagement with urban sites with rich social and cultural histories. This learning objective directly engages parallel and integrated bodies of knowledge and conceptual frameworks for understanding and assessing twentieth-century urbanism and housing, developing concurrently in the co-requisite ARCH 4433. Fulfillment of this learning objective figures in all projects and is reflected in the course grade. In addition, “Inhabiting A Mid-Century Suburban Los Angeles,” the first project of the semester, places close, critical focus on socio-historical context for architecture and urbanism.

Benchmark for Assessment Measure 1:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher).

Quantitative assessment of student achievement in course grade, indicates 97.18% of the class is achieving a “C” level or above, substantially exceeding the department baseline. Similarly, “Inhabiting A Mid-Century Suburban Los Angeles” project shows 97.18% of the class achieving a “C” level or above, substantially exceeding the department baseline.

Assessment Measurement 2:

Students understand social/historical/disciplinary/regulatory context and engage with the histories and/or theories of urbanism in relation to urban/suburban sites. This learning objective directly engages parallel and integrated bodies of knowledge and conceptual frameworks for understanding and assessing twentieth-century urbanism and housing, developing concurrently in the co-requisite ARCH 4433. Fulfillment of this learning objective figures in all projects and is reflected in the course grade. In addition, “Inhabiting A Mid-Century Suburban Los Angeles,” the first project of the semester, places close, critical focus on socio-historical context for architecture and urbanism.

Benchmark for Assessment Measure 2:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher).

Quantitative assessment of student achievement in course grade, indicates 97.18% of the class is achieving a “C” level or above, substantially exceeding the department baseline. Similarly, “Inhabiting A Mid-Century Suburban Los Angeles” project shows 97.18% of the class achieving a “C” level or above, substantially exceeding the department baseline.

PC.4 History and Theory	ASSESSMENT TYPE	ASSIGNMENT	BENCHMARK	ASSESSMENT RESULTS	CHANGES AND IMPROVEMENTS 2022/2023	CHANGES AND IMPROVEMENTS 2023/2024
ARCH 4433 HISTORY OF ARCHITECTURE III	Score of Exam	In-Class Examination 1: Positive knowledge and critical analysis, covering 1880s - 1920s.	78% of class Average Performance or Above/78% of class 2 or Above GELO.	35 of 73 students (48%) meet or exceed benchmark.	Faculty revised examination instrument and writing (style) requirements for greater clarity and acessibility to students of diverse learning styles.	Continue to collect and assess data. Review and refresh course content and organization to support, improve, and deepen fulfillment of learning objective. Introduce skill-building workshops sooner in semester.
ARCH 4433 HISTORY OF ARCHITECTURE III	Score of Exam	In-Class Examination 2: Positive knowledge and critical analysis, covering high modernism (1920s) - the formative critiques of modernism (1960s).	78% of class Average Performance or Above/78% of class 2 or Above GELO.	57 of 73 students (78%) meet or exceed benchmark.	Faculty developed and TAs conducted workshop to foster improved study techniques and exam-taking strategies.	Continue to collect and assess data. Review and refresh course content and organization to support, improve, and deepen fulfillment of learning objectives. Develop additional workshops to improve student performance.
ARCH 4433 HISTORY OF ARCHITECTURE III	Standardized Rubric	Think Piece 1: "What's Missing in Modern?" Critical assessment of biases inherent in architectural history.	78% of class Average Performance or Above/78% of class 2 or Above GELO.	63 of 70 students (86.5%) meet of exceed benchmark.	Faculty reviewed and revised "think piece" prompts, best writing practices guidelines, and evaluation rubric.	Continue to collect and assess data. Introduce writing workshops sooner in the semester. Review and refresh "think piece" prompts. Revise and improve rubric.
ARCH 4433 HISTORY OF ARCHITECTURE III	Standardized Rubric	Think Piece 2: "Black Skyscraper" Critical consideration of difference in experiencing the made environment, including comparative analysis of 1920s-30s high rises with literature and art that depicts them.	78% of class Average Performance or Above/78% of class 2 or Above GELO.	66 of 73 students (90.5%) meet or exceed benchmark.	Faculty reviewed and revised "think piece" prompt. Faculty developed and TAs conducted workshop to critique "think piece" 1 and review successful writing strategies.	Continue to collect and assess data. Review and refresh "think piece" prompt. Review and improve rubric.
ARCH 4433 HISTORY OF ARCHITECTURE III	Standardized Rubric	Think Piece 3: "Beyond the Moderni Movement" Critical consideration of architectural and urban design and theory influenced by the critique of modernism, changing societal constructs, social equity and inclusion, and globalization.	78% of class Average Performance or Above/78% of class 2 or Above GELO.	66 of 73 students (90.5%) meet or exceed benchmark.	Faculty reviewed and revised "think piece" prompt to reflect modifications in course content convering emerging 21st-century issues as well as to engage ideas that foster relationships between course content and that of co-requisite design studio.	Continue to collect and assess data. Review and refresh "think piece" prompt to afford pertinent connections to related issues and ideas in the co-requisite design studio. Review and refresh rubric.
ARCH 4433 HISTORY OF ARCHITECTURE III	Standardized Rubric	Written and Graphic Analytique, "The State of the Art of Architecture." Comparison, constrast and critical assessment of the relatioinship between contemporary design and modern architecture and urbanism.	78% of class Average Performance or Above/78% of class 2 or Above GELO.	65 of 71 students (89.5%) meet or exceed benchmark.	Faculty reviewed and revised rubric relative to learning outcomes. Faculty created archive of previous semester student projects to offer more accessible, graphic examples and benchmarks for students.	Review and refresh rubric relative to learning outcomes. Collaborate with co-requisite studio faculty to dvelop workshop on history and execution of the analytique. Reconsider sequencing and due dates for project proposal, first draft, and final submission for improved coordination with co-requisite courses.

PC.5 Research & Innovation

ARCH 4016 Architectural Design VII (Primary)

- **Assessment Measure 1:** From the syllabus learning objectives. Student ability to 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. This is demonstrated through the use of analytical tools for environmental and building performance in Assignments 1 and 2.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher
- **Assessment Measure 2:** From the syllabus learning objectives. Student ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. This is demonstrated through design work for Assignments 4 and 5, which include HVAC integration, parametric envelope systems, daylight analysis, artificial light, etc.
    - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher
- **Assessment Measure 3:** From the syllabus learning objectives. Student ability to have a holistic understanding of the dynamic between technology, building systems, and natural environments, as demonstrated through site analysis with weather data, GIS, and performance simulation in Assignment 1 and 2.
    - **Benchmark for Assessment Measure 3:** 78% of students earning a grade of C or higher

The assessment measures have been developed by faculty and department head and have been used as the basis of student work tags. The tags are utilized in the evaluation of student portfolios during workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades. Tags include

- PC5 Research and Innovation: engage and participate in architectural research to test and evaluate innovations in the field; visibility and experiential diagrams
- PC5 Research and Innovation: engage and participate in architectural research to test and evaluate innovations in the field; use of building performance simulation as part of the design process
- PC5 Research and Innovation: engage and participate in architectural research to test and evaluate innovations in the field; use of GIS and databases to investigate context
- PC5 Research and Innovation: engage and participate in architectural research to test and evaluate innovations in the field; use of parametric design and BIM workflows

ARCH 3016 Architectural Design V (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Student ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards, as demonstrated through process work for Assignments 1, 2, and 3.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 2:** From the syllabus learning objectives. Student ability to gather, assess, record, and apply relevant information and research findings to generate multiple concepts and/or multiple design responses to social, cultural, and environmental requirements, as demonstrated through process work for Assignments 1, 2, and 3.
    - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The remaining assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 3:** Student understanding of precedent research in relation to the design of living environments, as demonstrated through design work for Assignment 2.
    - **Benchmark for Assessment Measure 3:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 4:** Student understanding of precedent research in relation to architectural and urban design of multi-family housing, as demonstrated through design work for Assignment 3.
    - **Benchmark for Assessment Measure 4:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

ARCH 2016 Architectural Design III (Secondary)

The following assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 1:** Demonstrates how the program prepares students to engage and participate in architectural research; precedent research in relation to material, structure, light, and rainfall, as demonstrated in Project 1.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 2:** Demonstrates how the program prepares students to test and evaluate innovations in the field; transforming familiar structural systems and load testing new configurations, as demonstrated in Project 2.
    - **Benchmark for Assessment Measure 2:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 3:** Demonstrates how the program prepares students to test and evaluate innovations in the field; transforming familiar structural systems and performing solar analysis digitally and/or through physical modeling, as demonstrated in Project 2.
    - **Benchmark for Assessment Measure 3:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 4:** Demonstrates how the program prepares students to test and evaluate innovations in the field; engendering curiosity through empirical play, as demonstrated in Project 2.
    - **Benchmark for Assessment Measure 4:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

ARCH 3026 Architectural Design VI (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Students develop design workflows with advanced software tools, including Building Information Modeling (BIM), Building Performance Simulation (BPS), parametric computational tools, and rendering software as demonstrated in Projects 01 and 02.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 2:** From the syllabus learning objectives. Students create large-scale physical models to explicate building structures and envelopes, as demonstrated in Project 02.
    - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 3:** From the syllabus learning objectives. Students conduct site research, building performance research, and procurement systems research in the service of design, as demonstrated in Project 02.
    - **Benchmark for Assessment Measure 3:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The remaining assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 4:** Student understanding of analytical research in relation to rainfall, daylight, and solar radiation, as demonstrated in Site Analysis.
    - **Benchmark for Assessment Measure 4:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 5:** Student understanding virtual mock-up research to test daylight and solar gain strategies, as demonstrated through design work for Project 01.
    - **Benchmark for Assessment Measure 5:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 6:** Student understanding of precedent research in relation to ecological performance for large building and site design, as demonstrated in Precedent Study.
    - **Benchmark for Assessment Measure 6:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

PC5 RESEARCH & INNOVATION	ASSESSMENT TYPE	ASSIGNMENT	BENCHMARK	ASSESSMENT RESULTS	CHANGES AND IMPROVEMENTS 2022/2023	CHANGES AND IMPROVEMENTS 2023/2024
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 1: Site, Climate, and Ecology Mapping (Site and environmental diagrams)	78% of class Average Performance at or Above C	64/67 (95.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 1, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, this assignment will have a heavier emphasis on environmental analysis and data collection. This change still has to be discussed with faculty in the context of ecological knowledge, research
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 2: Spatializing Performance (Integrating environmental diagrams to the design process)	78% of class Average Performance at or Above C	65/67 (97%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 2, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, the incorporation of iterative and performative design will become more natural and this assignment will have more specific design benchmarks.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 4: Branch Library (Parametric design and BIM workflows)	78% of class Average Performance at or Above C	60/67 (89.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	The explicit incorporation of BIM and parametric design to this assignment in 2022 is part of a larger curriculum effort to expose students to modern workflows that are more efficient and that will provide access to more jobs in AEC.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, this component will not have to be explicitly addressed. Therefore, more emphasis will be placed on the quality of the final representations.
ARCH 2016 ARCHITECTURAL DESIGN III	Standardized Rubric	Assignment 1: Familiar Roofs	78% of class Average Performance at or Above C	97/99 (98%) of students demonstrated Average Performance or Above on Assignment 1: Familiar Roofs, which includes collaborative research and design of synthetic diagrams related to precedent	The set of precedents that was studied was refined in response to student outcomes from the previous year.	Planned refinement of the requirements for diagrams related to rainwater management.
ARCH 2016 ARCHITECTURAL DESIGN III	Standardized Rubric	Assignment 2: Familiar Exceptions	78% of class Average Performance at or Above C	93/99 (94%) of students demonstrated Average Performance or Above on Assignment 1: Familiar Roofs, which includes collaborative research and design of synthetic diagrams related to precedent	This assignment was updated to better focus students on qualitative goals of natural lighting design using techniques of abstraction.	Planned refinement to the assignment, clarifying the process of re-structuring an abstracted design, so that students can learn to be creative using structural knowledge--a roadmap to innovation.
ARCH 3016 ARCHITECTURAL DESIGN V	Standardized Rubric	Assignment 3, Part 1: Collaborative Housing Precedent Analysis	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	69/71 (97.2%) of students demonstrated Average Performance or Above on their overall Assignment 3 grade, which includes collaborative research and analysis. Benchmark met.	Faculty made changes to Assignment 03, Part 1 content to better address outcomes recorded before 2022.	Continue collecting data; Faculty to discuss revisions to standardized rubrics to improve granularity of data collection for specific outcomes pertaining to PC.5-related measures.
ARCH 3026 ARCHITECTURAL DESIGN VI	Standardized Rubric	Project 01: Selective Spaces Students design a facade mockup with performance requirements. They use a combination of parametric and analytical tools to inform design.	78% of class Average Performance at or Above C	0.9865	The project was adjusted to better focus the students' efforts the fewer design problems and to encourage more fluent discussion of building performance metrics. Assessment of the work can more acutely respond to the project's focus.	Future iterations of this project may require a more tactile innovation and experimentation environment, with physical making and testing.

PC.6 Leadership & Collaboration

ARCH 3016 Architectural Design V (Primary)

- **Assessment Measure 1:** From the syllabus learning objectives. Students demonstrate skills in collaboration, consensus building, and teamwork, as demonstrated through final design work for Assignments 1 and 3.
- **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The remaining assessment measures for ARCH 3016 were developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 2:** Student understanding of collaborative site documentation, as demonstrated through design work for Assignment 1.
- **Benchmark for Assessment Measure 3:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 3:** Student understanding of collaborative precedent analysis, as demonstrated through design work for Assignment 3.
- **Benchmark for Assessment Measure 4:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 4:** Student understanding of a collaborative design project, as demonstrated through design work for Assignment 3.
- **Benchmark for Assessment Measure 5:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

ARCH 4016 Architectural Design VII (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Student ability to balance critical, spatial, tectonic, and technical resolutions. Assignment 3 consists of the design of a single proposal by a group of students in collaboration with a team of consultants.
- **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher

- **Assessment Measure 2:** From the syllabus learning objectives. Student ability to understand how site, program, and technology are creatively engaged with the goal of achieving substantial and substantive resolutions. Assignment 3 consists of the design of a single proposal by a group of students in collaboration with a team of consultants.
- **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher

- **Assessment Measure 3:** From the syllabus learning objectives. Student ability to sustain self-directed investigations of form and space and present findings through visual and oral modes of presentation including modeling, sketching, drawing, photographing and digital media. While this permeates all the assignments, it is demonstrated by a group of students in collaboration with a team of consultants in assignment 3.
- **Benchmark for Assessment Measure 3:** 78% of students earning a grade of C or higher

ARCH 3026 Architectural Design VI (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Students Demonstrate skill and understanding in collaboration, as demonstrated in collaborative work on Project 02.
- **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The remaining assessment measures for ARCH 3026 were developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 2:** Student understanding of collaborative site analysis, as demonstrated through the Site Analysis assignment.
- **Benchmark for Assessment Measure 3:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 3:** Student understanding of collaborative precedent analysis, as demonstrated through the Precedent Study assignment.
- **Benchmark for Assessment Measure 4:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 4:** Student understanding of a collaborative design project, as demonstrated through collaborative work for Project 02.
- **Benchmark for Assessment Measure 5:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

ARCH 2026 Architectural Design IV (Secondary)

The assessment measures for ARCH 2026 were developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 1:** Students learn how to apply effective collaboration skills through collaborative case study analysis, as demonstrated through design work for Assignment 1.
- **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

ARCH 2016 Architectural Design III (Secondary)

- **Assessment Measure 1:** Students learn how to apply effective collaboration skills through collaborative case study analysis, as demonstrated through design work for Assignment 1.
- **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

PC.6 Leadership and Collaboration	ASSESSMENT TYPE	ASSIGNMENT	BENCHMARK	ASSESSMENT RESULTS	CHANGES AND IMPROVEMENTS 2022/2023	CHANGES AND IMPROVEMENTS 2023/2024
ARCH 3016 ARCHITECTURAL DESIGN V	Standardized Rubric	Assignment 1, Part 3: Collaborative Site Documentation	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	69/71 (97.2%) of students demonstrated Average Performance or Above on their overall Assignment 1 grade, which includes collaborative research and documentation, large-group coordination, and leadership components. Benchmark met.	Faculty made changes to Assignment 01, Part 3 content to better address outcomes recorded before 2022.	Continue collecting data; Faculty to discuss revisions to standardized rubrics to improve granularity of data collection for specific outcomes pertaining to PC.6-related measures.
ARCH 3016 ARCHITECTURAL DESIGN V	Standardized Rubric	Assignment 3, Part 1: Collaborative Housing Precedent Analysis	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	69/71 (97.2%) of students demonstrated Average Performance or Above on their overall Assignment 3 grade, which includes collaborative research and analysis. Benchmark met.	Faculty made changes to Assignment 03, Part 1 content to better address outcomes recorded before 2022.	Continue collecting data; Faculty to discuss revisions to standardized rubrics to improve granularity of data collection for specific outcomes pertaining to PC.6-related measures.
ARCH 3016 ARCHITECTURAL DESIGN V	Standardized Rubric	Assignment 3, Part 2: Collaborative Design Project: Urban Design Framework	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	69/71 (97.2%) of students demonstrated Average Performance or Above on their overall Assignment 3 grade, which includes collaborative design work. Benchmark met.	Faculty made changes to Assignment 03, Part 2 content to better address outcomes recorded before 2022.	Continue collecting data; Faculty to discuss revisions to standardized rubrics to improve granularity of data collection for specific outcomes pertaining to PC.6-related measures.
ARCH 3016 ARCHITECTURAL DESIGN V	Standardized Rubric	Assignment 3, Part 3: Collaborative Design Project: Architectural Design	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	69/71 (97.2%) of students demonstrated Average Performance or Above on their overall Assignment 03 grade, which includes collaborative design work. Benchmark met.	Faculty made changes to Assignment 03, Part 3 content to better address outcomes recorded before 2022.	Continue collecting data; Faculty to discuss revisions to standardized rubrics to improve granularity of data collection for specific outcomes pertaining to PC.6-related measures.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 4: Branch Library	78% of class Average Performance at or Above C	60/67 (89.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	Similarly to the version of 2021, students work in groups of 2 to 3 to produce a single design with the support of consultants.	Continue collecting data. Maybe the collaborative design process could be achieved by teams designing different parts of the same project, keeping the same interaction with consultants.
ARCH 3026 ARCHITECTURAL DESIGN VI	Standardized Rubric	Project 02.1: Precedent Study Working in pairs, students examine principles that have strategies for energy, water, and ecosystems, all of which impact human welfare in buildings and cities.	78% of class Average Performance at or Above C	98.65%	The project was adjusted to become an individual, design-driven project. Students extracted and remapped the strategies in a new site, effectively problematizing the understanding of strategies.	Future iterations of this project may include a more expansive set of precedent buildings whose performance characteristics more holistically consider human welfare.
ARCH 3026 ARCHITECTURAL DESIGN VI	Standardized Rubric	Project 02.2: Site Analysis Working collaboratively in physical and digital settings, students used analytical tools to assess the project site and created digitial and physical models.	78% of class Average Performance at or Above C	97.30%	The project was adjusted based on an in-person visit to the site. Students spent less time collaborating in a digital setting.	Future iterations of this project may include a more robust study of the site with the use of analytical tools. This may reduce the number of students who reach the benchmark.
ARCH 3026 ARCHITECTURAL DESIGN VI	Standardized Rubric	Project 02.3: Ecological Urbanism Working in pairs, students design a large office building in a dense urban setting. The project is driven by strategies in energy, water, and habitat ecosystems.	78% of class Average Performance at or Above C	97.30%	The project was adjusted to increase focus on the building program. Occupancy of the building is more closely tied to the ecological objectives.	Future iterations of this project may be based in a more challenging climate, where issues related to human health, safety, and welfare are more intense.
ARCH 2026 ARCHITECTURAL DESIGN IV	Standardized Rubric	Assignment 1: Collaborative Case Study Analysis	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	84/84 (100%) of students demonstrated Average Performance or Above on their overall Assignment 1 grade, which includes collaborative research and documentation, and leadership components. Benchmark met.	Continue collecting data; Faculty to discuss revisions to standardized rubrics to improve granularity of data collection for specific outcomes pertaining to PC.6-related measures.	Continue collecting data; Faculty collected Peer-to-Peer evaluation assessments to better understand effectiveness of collaboration and leadership in team project.
ARCH 2016 ARCHITECTURAL DESIGN III	Standardized Rubric	Assignment 1: Familiar Roofs	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	97/99 (98%) of students demonstrated Average Performance or Above on Assignment 1: Familiar Roofs, which includes collaborative research, drawing documentation, model documentation, and synthesis in diagrams. Benchmark met.	Continue collecting data; Faculty to discuss revisions to standardized rubrics to improve granularity of data collection for specific outcomes pertaining to PC.6-related measures.	Continue collecting data; Faculty collected Peer-to-Peer evaluation assessments to better understand effectiveness of collaboration and leadership in team project.

PC.7 Teaching and Learning Culture

ARCH 1212 Design Thinking I: Foundations in Technology

- **Assessment Measure 1:** From the syllabus learning objectives. Student develops healthy design habits based in engaged, open discussions, positive responses to feedback, and continual improvement through the iterative design process as demonstrated through improvement in design and digital craft across Projects 01-08.
- **Benchmark for Assessment Measure 1:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 2:** From the syllabus learning objectives. Student develops an understanding of design tools and technology and how they inform the design process as demonstrated through Project 01-08.
- **Benchmark for Assessment Measure 2:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 3:** From the syllabus learning objectives. Student integrates design tools and concepts into one's own design process as demonstrated through Projects 01-08 and through the use of tools and concepts in the parallel design studio ARCH1015.
- **Benchmark for Assessment Measure 3:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 4:** Student develops healthy design habits based in working incrementally and in advance to allow time for problem solving and the production of quality work as demonstrated by attendance at Instructor and Teaching Assistantship office hours and submitting work by the due date.
- **Benchmark for Assessment Measure 4:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 5:** Student develops healthy learning habits based in engagement in the course and independent learning skills as demonstrated through class and office hour attendance and participation grades.
- **Benchmark for Assessment Measure 5:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

ARCH 1025 Architectural Design II: Fundamental Design Methodology

- **Assessment Measure 1:** From the syllabus learning objectives. Student demonstrates the ability to thoughtfully engage in design culture and foster an environment of respect, optimism, and innovation as demonstrated through participation in in-class discussions and review of their own work and the work of their peers.
- **Benchmark for Assessment Measure 1:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 2:** Student develops healthy design habits based in continual improvement as demonstrated through improvement in design and skill across Projects 01-03.
- **Benchmark for Assessment Measure 2:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 3:** Student develops healthy design habits based in working incrementally and engaging in the iterative design process as demonstrated by evaluation of process in addition to product for Projects 01-03.
- **Benchmark for Assessment Measure 3:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 4:** Student builds on previously gained knowledge and skills and integrate them into their design process as demonstrated by the final project.
- **Benchmark for Assessment Measure 4:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

PC.7 Learning and Teaching Culture How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.	ASSESSMENT TYPE	ASSIGNMENT	BENCHMARK	ASSESSMENT RESULTS	CHANGES AND IMPROVEMENTS 2022/2023	CHANGES AND IMPROVEMENTS 2023/2024
ARCH 1212 DESIGN THINKING I: FOUNDATIONS IN TECHNOLOGY	Standardized Project Rubric	Project 01: 200 Points, 1000 Lines	78% of class Average Performance at or Above C	60/63 (95.2%) of students demonstrated Average Performance at or Above C on their overall Project 01 grade. Benchmark met.	Submission policies and delivery methods were adjusted. Late submissions were adjusted to be a 50% grade reduction and digital workflows were delivered as recorded instructions in lieu of in person demonstrations.	Consideration of increased project complexity and less explicit instruction to encourage an increase in independent learning of digital skills.
ARCH 1212 DESIGN THINKING I: FOUNDATIONS IN TECHNOLOGY	Standardized Project Rubric	Project 02: Articuatled Planes	78% of class Average Performance at or Above C	55/63 (87.3%) of students demonstrated Average Performance at or Above C on their overall Project 02 grade. Benchmark met.	Submission policies and delivery methods were adjusted. Late submissions were adjusted to be a 50% grade reduction and digital workflows were delivered as recorded instructions in lieu of in person demonstrations.	Consideration of increased project complexity and less explicit instruction to encourage an increase in independent learning of digital skills.
ARCH 1212 DESIGN THINKING I: FOUNDATIONS IN TECHNOLOGY	Standardized Project Rubric	Project 03: Elevational Environments	78% of class Average Performance at or Above C	58/63 (90.4%) of students demonstrated Average Performance at or Above C on their overall Project 03 grade. Benchmark met.	Submission policies and delivery methods were adjusted. Late submissions were adjusted to be a 50% grade reduction and digital workflows were delivered as recorded instructions in lieu of in person demonstrations.	Consideration of increased project complexity and less explicit instruction to encourage an increase in independent learning of digital skills.
ARCH 1212 DESIGN THINKING I: FOUNDATIONS IN TECHNOLOGY	Standardized Project Rubric	Project 04: Elevated Surfaces	78% of class Average Performance at or Above C	62/63 (98.4%) of students demonstrated Average Performance at or Above C on their overall Project 04 grade. Benchmark met.	Submission policies and delivery methods were adjusted. Late submissions were adjusted to be a 50% grade reduction and digital workflows were delivered as recorded instructions in lieu of in person demonstrations.	Consideration of increased project complexity and less explicit instruction to encourage an increase in independent learning of digital skills.
ARCH 1212 DESIGN THINKING I: FOUNDATIONS IN TECHNOLOGY	Standardized Project Rubric	Project 05: Planar Patterns	78% of class Average Performance at or Above C	60/63 (95.2%) of students demonstrated Average Performance at or Above C on their overall Project 05 grade. Benchmark met.	Submission policies and delivery methods were adjusted. Late submissions were adjusted to be a 50% grade reduction and digital workflows were delivered as recorded instructions in lieu of in person demonstrations.	Consideration of increased project complexity and less explicit instruction to encourage an increase in independent learning of digital skills.
ARCH 1212 DESIGN THINKING I: FOUNDATIONS IN TECHNOLOGY	Standardized Project Rubric	Project 06: Casting Mass	78% of class Average Performance at or Above C	59/63 (93.6%) of students demonstrated Average Performance at or Above C on their overall Project 06 grade. Benchmark met.	Submission policies and delivery methods were adjusted. Late submissions were adjusted to be a 50% grade reduction and digital workflows were delivered as recorded instructions in lieu of in person demonstrations.	Consideration of increased project complexity and less explicit instruction to encourage an increase in independent learning of digital skills.
ARCH 1212 DESIGN THINKING I: FOUNDATIONS IN TECHNOLOGY	Standardized Project Rubric	Project 07: Object Transformations	78% of class Average Performance at or Above C	61/63 (96.8%) of students demonstrated Average Performance at or Above C on their overall Project 07 grade. Benchmark met.	Submission policies and delivery methods were adjusted. Late submissions were adjusted to be a 50% grade reduction and digital workflows were delivered as recorded instructions in lieu of in person demonstrations.	Consideration of increased project complexity and less explicit instruction to encourage an increase in independent learning of digital skills.
ARCH 1212 DESIGN THINKING I: FOUNDATIONS IN TECHNOLOGY	Standardized Project Rubric	Project 08: Visual Statements	78% of class Average Performance at or Above C	58/63 (90.4%) of students demonstrated Average Performance at or Above C on their overall Project 08 grade. Benchmark met.	Submission policies and delivery methods were adjusted. Late submissions were adjusted to be a 50% grade reduction and digital workflows were delivered as recorded instructions in lieu of in person demonstrations.	Consideration of increased project complexity and less explicit instruction to encourage an increase in independent learning of digital skills.
ARCH 1212 DESIGN THINKING I: FOUNDATIONS IN TECHNOLOGY	Attendance Tracking	Attendance	78% of class Average Performance at or Above C	63/63 (100%) of students demonstrated Average Performance at or Above C for their overall class attendance. Benchmark met.	Attendance policies were adjusted to include grade penalties for unexcused absences.	Continue enforcement of attendance policies.
ARCH 1212 DESIGN THINKING I: FOUNDATIONS IN TECHNOLOGY	Weighting of Attendance to Class and Office Hours, Engagement in Class, via Email, or in Office Hours, and Number of On-Time/Late Submissions	Participation	78% of class Average Performance at or Above C	63/63 (100%) of students demonstrated Average Performance at or Above C for their overall participation grade. Benchmark met.	Attendance and late submission policies were adjusted to be less accommodating. Additional office hour times were provided to students.	Continue enforcement of attendance and late submission policies. Reconsider structure of office hours to further encourage advanced, incremental work.
ARCH 1025 ARCHITECTURAL DESIGN II: FUNDAMENTAL DESIGN METHODOLOGY	Standardized Project Rubric	Project 02: Modulating Scale	78% of class Average Performance at or Above C	45/46 (97.8%) of students demonstrated Average Performance or Above on their overall Project 08 grade. Benchmark met.	The length of this project was increased to allow more time for iteration and exploration of the module design and system. .	Considerations include casting of modules as an in-class activity to foster excitement and shared knowledge about the process.
ARCH 1025 ARCHITECTURAL DESIGN II: FUNDAMENTAL DESIGN METHODOLOGY	Standardized Project Rubric	Project 03: Modulating Sequence	78% of class Average Performance at or Above C	43/46 (93.4%) of students demonstrated Average Performance or Above on their overall Project 08 grade. Benchmark met.	Conceptual development of this project was reconsidered to build on knowledge and skill developed in previous projects and encourage increased integration of previous module design work.	Review format is being reconsidered to encourage knowledge sharing and create accountability for integration of feedback.

PC 8: Social Equity and Inclusion

How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, culture, economic, and political forces, nationally and globally.

ARCH 4433 History of Architecture 3 (Primary Evidence)

ARCH 4523 Architectural Theory (Secondary Evidence)
ARCH 3016 Architectural Design V (Secondary Evidence)

ARCH 1212 Design Thinking I: Architectural Technology (Tertiary Evidence)
ARCH 1222 Design Thinking II: Foundations of History (Tertiary Evidence)
ARCH 4016 Architectural Design VII: Integrated Design Studio (Tertiary Evidence)

NOMAS (Non-curricular)
Lecture Series (Non-curricular)

Assessment and Benchmarking: Primary Evidence
ARCH 4433 History of Architecture 3

Assessment Measure 1:

Students must understand how the made environment embodies diverse social and cultural contexts, including how its histories inform the understanding of place, race, and gender. This learning objective is measured through critical-analytical components of in-class examinations and “think pieces,” short critical and reflective essays that respond directly to social and cultural histories that require confrontation with the context and influence of race and gender on the production, apprehension, and experience of architecture.

Although iterative components of in-class examinations include integration of social and cultural contexts into student performance, “think pieces” (short, critical essays in response to and upon reflection of lectures and specific reading assignments) require pointed and deep consideration of how the made environment embodies diverse social and cultural contexts. Think pieces also present opportunities for students to make productive connections between the precedents to which they are exposed in this class and related issues of place-making, inclusion, and diversity in the co-requisite ARCH 3016 design studio. Within the required architectural history sequence, this course builds on foundation knowledge provided in ARCH 2233 History of Architecture 1 and ARCH 2243 History of Architecture 2, both of which present race, gender, and class as essential constructs for knowing the made environment. So too, think pieces and their attention to race, class, and gender are conceived to prepare students to deepen exploration of these issue in the post-requisite ARCH 4523 Architectural Theory course.

Benchmark for Assessment Measure 1:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher). Based upon student performance data of the past five years, the desired benchmark for student success is 50% of students earning a grade of B or better, a metric which exceeds the department baseline.

Quantitative assessment of student achievement, based upon in-class examination grades indicates that 25.53% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 8. 25.42% evidence good achievement (grades B- to B+), and 12.23% attain average achievement (grades C to C+). In other words, 63.18% of the class is achieving a “C” level or above on in-class exams, a metric significantly lower than the department baseline. The metric reflects unprecedently poor performance on the first in-class exam with only 48.14% of the class attaining the department baseline. Measures taken to improve performance on the second exam resulted in 77.02% of the class achieving a "C" level or above, better – but still not at the department baseline.

Quantitative assessment of student achievement, based upon the "think piece" grades indicates that 29.73% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 8. 49.55% evidence good achievement (grades B- to B+), and 12.62% attain average achievement (grades C to C+). In other words, 91.90 of the class is achieving a "C" level or above on "think pieces", exceeding the department baseline, with a significant part of the class, 79.28%, earning grades in the range of A (A; A-) and B (B+, B, B-).

Assessment of think pieces and in-class examinations should be understood relative to overarching quantitative assessment of student achievement in ARCH 4433 fall 2022, based upon the final term grade. Final grades indicate that 41% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 4; 34% evidence good achievement (grades B- to B+), and 12.62% attain average achievement (grades C to C+). In other words, 97% of the class is working at a "C" level or above, with most of the class earning grades in the range of A (A; A-) and B (B+, B, B-). This is consistent with performance of professional program students in the class over the last five years.

Assessment Measure 2:

Students must be able to discuss the relationships between architecture and the society that produced, with direct attention to the context of global socio-cultural, economic, and political forces that manifest issues of race, gender, and class. This learning objective is measured through critical-analytical components of in-class examinations and "think pieces," short critical and reflective essays that respond directly to these issues. The third "think piece," "Beyond the Modern Movement" requires demonstration of cumulative knowledge accrued across the full semester and consideration of post-colonial global conditions.

Relative to the curricular framework of the professional program, holistic understanding of the social, economic, and political issues that influenced twentieth-century design thinking and their influence on contemporary practice bridge this learning objective to concurrent work in the co-requisite ARCH 3016 design studio. Within the required architectural history sequence, this course builds on foundation knowledge provided in ARCH 2233 History of Architecture 1 and ARCH 2243 History of Architecture 2, both of which develop deeply structured socio-economic, political, and historical contexts for knowing the made environment. So too, think pieces and their attention to socio-economic, political, and historical contexts and global practices are conceived to prepare students to deepen exploration of these issue in the post-requisite ARCH 4523 Architectural Theory course.

Benchmark for Assessment Measure 2:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher). Based upon student performance data of the past five years, the desired benchmark for student success is 50% of students earning a grade of B or better, a metric which exceeds the department baseline.

Quantitative assessment of student achievement, based upon in-class examination grades indicates that 25.53% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 8. 25.42% evidence good achievement (grades B- to B+), and 12.23% attain average achievement (grades C to C+). In other words, 63.18% of the class is achieving a "C" level or above on in-class exams, a metric significantly lower than the department baseline. The metric reflects unprecedently poor performance on the first in-class exam with only 48.14% of the class attaining the department baseline. Measures taken to improve performance on the second exam resulted in 77.02% of the class achieving a "C" level or above, better – but still not at the department baseline.

Quantitative assessment of student achievement, based upon the cumulative scores of in-class exams and "think piece" grades indicates that 31.76% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 4. 40.32% evidence good achievement (grades B- to B+), and 13.06% attain average achievement (grades C to C+). In other words, 85.14% of the class is achieving a "C" level or above on the combined evidence of in-class exams and "think pieces", exceeding the department baseline, with a significant part of the class, 72.07% earning grades in the range of A (A; A-) and B (B+, B, B-).

Assessment of think pieces and in-class exams should be understood relative to overarching quantitative assessment of student achievement in ARCH 4433 fall 2022, based upon the final term grade. Final grades indicate that 41% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 4; 34% evidence good achievement (grades B- to B+), and 12.62% attain average achievement (grades C to C+). In other words, 97% of the class is working at a "C" level or above, with most of the class earning grades in the range of A (A; A-) and B (B+, B, B-). This is consistent with performance of professional program students in the class over the last five years.

Assessment Measure 3:

Students develop competency to identify and describe examples of historical and present-day issues related to diversity and inclusion in the United States. This learning objective is measured through critical-analytical components of "think pieces," short critical and reflective essays that respond directly to these issues, with particular focus in the first "think piece," "What's Missing in Modern." Note: Student success in attaining this measure of assessment fulfills University of Arkansas (General Education) Learning Outcome 4.2, "students will have developed familiarity with concepts of diversity in the United States."

Relative to the curricular framework of the professional program, this competency facilitates students' conceptual and cultural frameworks for concurrent work in the co-requisite ARCH 3016 design studio. Within the required architectural history sequence, direct connections can be made with the introduction to the difficult histories of people of color relative to the progress of nineteenth-century American architecture addressed in ARCH 2243 History of Architecture 2. So too, think pieces and their attention to socio-economic, political, and historical contexts and global practices are conceived to prepare students to deepen exploration of these issue in the post-requisite ARCH 4523 Architectural Theory course.

Benchmark for Assessment Measure 3:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher). Based upon student performance data of the past five years, the desired benchmark for student success is 50% of students earning a grade of B or better, a metric which exceeds the department baseline. The same measurement, a GELO score of 2 of higher, fulfills the University of Arkansas General Education learning indicator addressed by this competency.

Quantitative assessment of student achievement based upon the "think piece" grades indicates that 29.73% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 8. 49.55% evidence good achievement (grades B- to B+), and 12.62% attain average achievement (grades C to C+). In other words, 91.90 of the class is achieving a "C" level or above on "think pieces", exceeding the department baseline, with a significant part of the class, 79.28%, earning grades in the range of A (A; A-) and B (B+, B, B-).

Assessment of think pieces should be understood relative to overarching quantitative assessment of student achievement in ARCH 4433 fall 2022, based upon the final term grade. Final grades indicate that 41% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 8; 34% evidence good achievement (grades B- to B+), and 12.62% attain average achievement (grades C to C+). In other words, 97% of the class is working at a “C” level or above, with most of the class earning grades in the range of A (A; A-) and B (B+, B, B-). This is consistent with performance of professional program students in the class over the last five years.

Assessment Measure 4:

Students must understand the historical and/or contemporary construction of difference through analysis of power structures, privilege, and explicit or implicit prejudice, and their roles in fostering discrimination and inequalities in the United States, whether cultural, legal, political, or social. This learning objective is measured through critical-analytical components of “think pieces,” short critical and reflective essays that respond directly to these issues, and with particular focus in the second “think piece,” “Black Skyscraper.” Note: Student success in attaining this measure of assessment fulfills University of Arkansas (General Education) Learning Outcome 4.2, “students will have developed familiarity with concepts of diversity in the United States.”

Relative to the curricular framework of the professional program, this competency facilitates students’ conceptual and cultural frameworks for concurrent work in the co-requisite ARCH 3016 design studio.

Benchmark for Assessment Measure 4:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher). Based upon student performance data of the past five years, the desired benchmark for student success is 50% of students earning a grade of B or better, a metric which exceeds the department baseline. The same measurement, a GELO score of 2 of higher, fulfills the University of Arkansas General Education learning indicator addressed by this competency.

Quantitative assessment of student achievement based upon the “think piece” grades indicates that 29.73% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 8. 49.55% evidence good achievement (grades B- to B+), and 12.62% attain average achievement (grades C to C+). In other words, 91.90 of the class is achieving a “C” level or above on “think pieces”, exceeding the department baseline, with a significant part of the class, 79.28%, earning grades in the range of A (A; A-) and B (B+, B, B-).

Assessment of think pieces should be understood relative to overarching quantitative assessment of student achievement in ARCH 4433 fall 2022, based upon the final term grade. Final grades indicate that 41% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 8; 34% evidence good achievement (grades B- to B+), and 12.62% attain average achievement (grades C to C+). In other words, 97% of the class is working at a “C” level or above, with most of the class earning grades in the range of A (A; A-) and B (B+, B, B-). This is consistent with performance of professional program students in the class over the last five years.

Assessment Measure 5:

Students must demonstrate awareness of the advantages of inclusion by identifying and analyzing notions of inclusivity and pathways for cultivating inclusion at all levels of society, whether cultural, legal, political, or social. This learning objective is measured through critical-analytical components of all “think piece” assignments, short critical and reflective essays that respond directly to issues of identify and inclusion at national and global scales. Note: Student success in attaining this measure of assessment fulfills University of Arkansas (General Education) Learning Outcome 4.2, “students will have developed familiarity with concepts of diversity in the United States.”

Benchmark for Assessment Measure 5:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher). Based upon student performance data of the past five years, the desired benchmark for student success is 50% of students earning a grade of B or better, a metric which exceeds the department baseline. The same measurement, a GELO score of 2 of higher, fulfills the University of Arkansas General Education learning indicator addressed by this competency.

Quantitative assessment of student achievement based upon the “think piece” grades indicates that 29.73% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 8. 49.55% evidence good achievement (grades B- to B+), and 12.62% attain average achievement (grades C to C+). In other words, 91.90 of the class is achieving a “C” level or above on “think pieces”, exceeding the department baseline, with a significant part of the class, 79.28%, earning grades in the range of A (A; A-) and B (B+, B, B-).

Assessment of think pieces should be understood relative to overarching quantitative assessment of student achievement in ARCH 4433 fall 2022, based upon the final term grade. Final grades indicate that 41% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 8; 34% evidence good achievement (grades B- to B+), and 12.62% attain average achievement (grades C to C+). In other words, 97% of the class is working at a “C” level or above, with most of the class earning grades in the range of A (A; A-) and B (B+, B, B-). This is consistent with performance of professional program students in the class over the last five years.

Assessment Measure 6:

Students must be able to engage with design ideas, theoretical positions, and cultural beliefs about the made environment that may differ from their own world views. Simply stated, students are required to address the non-architectural factors that are signified in a work of architecture, or which contribute to the significance of a work of architecture.

Think pieces” (short, critical essays in response to and upon reflection of lectures and specific reading assignments) require pointed and deep consideration of the relationships among practice, theory, cultures, and societies. So too, they challenge students to confront ideas explored in contemporary writings that challenge and deconstruct mainstream, and often biased, discourses on history and theory. The think pieces also present opportunities for students to make productive connections between the precedents to which they are exposed in this class and parallel issues of theory and culture engaged in the co-requisite ARCH 3016 design studio. More directly, these conceptual frameworks for learning and inquiry prepare students for ways of working and critical skills engaged in the post-requisite ARCH 4253, Architectural Theory.

Benchmark for Assessment Measure 6:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher). Based upon student performance data of the past five years, the desired benchmark for student success is 50% of students earning a grade of B or better, a metric which exceeds the department baseline.

Quantitative assessment of student achievement, based upon the “think piece” grades indicates that 29.73% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 8. 49.55% evidence good achievement (grades B- to B+), and 12.62% attain average achievement (grades C to C+). In summary, 91.90% of the class is achieving a “C” level or above on “think pieces”, exceeding the department baseline, with a significant part of the class, 79.28%, earning grades in the range of A (A; A-) and B (B+, B, B-). These metrics aside, qualitative assessment of writing assignments since fall 2020 make clear that the think pieces can create some discomfort for students for whom consideration of difference and diversity in the made environment among those who produce it

Assessment of think pieces should be understood relative to overarching quantitative assessment of student achievement in ARCH 4433 fall 2022, based upon the final term grade. Final grades indicate that 41% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 4; 34% evidence good achievement (grades B- to B+), and 12.62% attain average achievement (grades C to C+). In other words, 97% of the class is working at a “C” level or above, with most of the class earning grades in the range of A (A; A-) and B (B+, B, B-). This is consistent with performance of professional program students in the class over the last five years.

Summary

As noted for each of the above-addressed assessment criteria and related benchmarks, quantitative assessment of student achievement, based upon the final term grade indicates 41% of fall ARCH 4433 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 8; 34% evidence good achievement (grades B- to B+), and 12.62% attain average achievement (grades C to C+). In summary, 97% of the class is working at a “C” level or above, with most of the class earning grades in the range of A (A; A-) and B (B+, B, B-). This is consistent with performance of professional program students in the class over the last five years.

The demonstrated student success is the result of a grading structure that is designed to recognize improvement over the full course of the semester and accommodate multiple learning styles through a combination of traditional in-class exams, essays, and graphic analysis, all weighted equitably in the grading rubric. Each student’s highest grade is counted twice in the course average, offering further leverage for individual student’s strengths even in the larger lecture setting. So too, performance metrics indicate that students’ work, particularly on exams, improves dramatically through the course of the semester as they attain greater experience with responding to the increased demands of the 4000-level history course for deeply structured context, take advantage of extra-curricular skill-building workshops, and seek individual consultation with the instructor of record and/or the teaching assistant team.

Assessment and Benchmarking: Secondary Evidence
ARCH 4523 Architectural Theory

Assessment Measure 1:

Students shall be able to engage in critical discourse with architectural thought and production from multiple perspectives. Weekly presentations; written assessments including assignments that engage significant discourses on inclusion, equity, and ethics; a final exercise; and the chronicling of developing ideas in a course notebook demonstrate fulfillment of this learning objective.

Benchmark for Assessment Measure 1:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. That review process, supported by the school’s professional advisors, assures that student success in history and theory of architecture is an intrinsic part of the overarching assessment. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher).

Quantitative assessment of student achievement, based upon term (final) grades indicates that 22.1% of spring ARCH 4523 2022 students demonstrate outstanding achievement (grades of A- to A) relative to PC 8. 50.7% evidence good achievement (grades B- to B+), and 15.6% attain average achievement (grades C to C+). In summary, 88.4% of the class is achieving a "C" level or above, exceeding the department baseline, with a significant part of the class, 72.8%, earning grades in the range of A (A; A-) and B (B+, B, B-).

Assessment and Benchmarking: Secondary Evidence
ARCH 3016 Architectural Design V (Secondary Evidence)

Assessment Measurement 1:

Students demonstrate empathy and appreciation for the needs of diverse constituencies through socially driven programs, and by an engagement with urban sites with rich social and cultural histories. This learning objective directly engages parallel and integrated bodies of knowledge and conceptual frameworks for understanding and assessing social equity and inclusion in twentieth-century urbanism and housing, developing concurrently in the co-requisite ARCH 4433. Fulfillment of this learning objective figures in all projects and is reflected in the course grade. In addition, "Inhabiting A Mid-Century Suburban Los Angeles," the first project of the semester, places close, critical focus on socio-historical context for inclusion and equity architecture and urbanism.

Benchmark for Assessment Measure 1:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher).

Quantitative assessment of student achievement in course grade, indicates 97.18% of the fall ARCH 3016 2022 class is achieving a "C" level or above, substantially exceeding the department baseline. Similarly, "Inhabiting A Mid-Century Suburban Los Angeles" project shows 97.18% of the class achieving a "C" level or above, substantially exceeding the department baseline.

Assessment Measurement 2:

Students understand social/historical/disciplinary/regulatory context and engage with the histories and/or theories of urbanism in relation to urban/suburban sites. This learning objective directly engages parallel and integrated bodies of knowledge and conceptual frameworks for understanding and assessing social equity and inclusion in twentieth-century urbanism and housing, developing concurrently in the co-requisite ARCH 4433. Fulfillment of this learning objective figures in all projects and is reflected in the course grade. In addition, "Inhabiting A Mid-Century Suburban Los Angeles," the first project of the semester, places close, critical focus on socio-historical context for architecture and urbanism.

Benchmark for Assessment Measure 2:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher).

Quantitative assessment of student achievement in course grade, indicates 97.18% of the indicates 97.18% of the fall ARCH 3016 2022 class is achieving a “C” level or above, substantially exceeding the department baseline. Similarly, “Inhabiting A Mid-Century Suburban Los Angeles” project shows 97.18% of the class achieving a “C” level or above, substantially exceeding the department baseline.

Assessment Measurement 3:

Student must **u**nderstand ways that zoning codes influence questions of form, density, equity, and sustainability in buildings and cities, including the role that renovation, addition, and/or adaptive reuse can play in relation to social and/or environmental concerns. This learning objective directly engages parallel and integrated bodies of knowledge and conceptual frameworks for understanding and assessing social equity and inclusion in twentieth-century urbanism and housing, developing concurrently in the co-requisite ARCH 4433.

Fulfillment of this learning objective figures in all projects and is reflected in the course grade. In particular, assignment 2 “Building A (Newly) Shared Los Angeles,” which challenges students to explore how increasing and improving housing access and equity can reduce Los Angeles’s environmental footprint. The semester concludes with an eight-week design project, “Imagining a Collective Los Angeles” that aggregates the course’s concerns for social equity and inclusion in a redesign of Gregory Ain’s Mar Vista site, requiring students to reinvent and reimagine the suburb to support new and emerging patterns of dwelling for an emerging generation of Los Angelenos.

Benchmark for Assessment Measure 3:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher).

Quantitative assessment of student achievement in course grade, indicates 97.18% of the indicates 97.18% of the fall ARCH 3016 2022 class is achieving a “C” level or above, substantially exceeding the department baseline. Student success in the “Building A (Newly) Shared Los Angeles” is demonstrated with 98.6% of students achieving a “C” level or above, and similarly, “Imagining a Collective Los Angeles” project shows 98.31% of the class achieving a “C” level or above, both substantially exceeding the department baseline.

Assessment and Benchmarking: Tertiary Evidence
ARCH 1212 Design Thinking I: Architectural Technology

Assessment Measure 1:

Students must express an understanding of the impact of social, cultural, and historical influences across a global scale on the design process. A final exam and quizzes, together with the projects integrated into a comprehensive visual portfolio demonstrate fulfillment of this learning objective.

Benchmark for Assessment Measure 1:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher).

Quantitative assessment of student achievement, based upon term (final) grades indicates that 55.33% of fall ARCH 1212 2022 students demonstrate outstanding achievement (grades of A- to A, a GELO score of 4)) relative to PC 8. 31.11% evidence good achievement (grades B- to B+, a GELO score of 3), and 11.11% attain average achievement (grades C to C+, a GELO score of 2). In summary, 97.55% of the class is achieving a "C" level or above, significantly above the department baseline of 78%. The data invites further analysis to understand its implications for student success relative to first-year attrition patterns, first-year experience, and, for this cohort, the impact of secondary school learning delivered remotely during the pandemic.

Assessment and Benchmarking: Tertiary Evidence
ARCH 1222 Design Thinking II: Foundations of History

Assessment Measure 1:

Students must appreciate diverse cultural and social context for understanding the built and natural environments. Exams, together with the projects integrated into a comprehensive visual portfolio demonstrate fulfillment of this learning objective.

Benchmark for Assessment Measure 1:

Professional program students are expected to demonstrate a grade-point average of at least 2.00 (C-) by the end of the third year in the curriculum to advance to the fourth year. With due consideration of that minimum standard and with respect to measurements established Department of Architecture, the baseline for minimal student success is 78% of students earning a grade of C or higher (the equivalent of 78% of students earning a GELO score a 2 or higher).

Quantitative assessment of student achievement, based upon term (final) grades indicates that 10% of spring ARCH 1222 2022 students demonstrate outstanding achievement (grades of A- to A, a GELO score of 4)) relative to PC 8. 15% evidence good achievement (grades B- to B+, a GELO score of 3), and 50% attain average achievement (grades C to C+, a GELO score of 2). In summary, 75% of the class is achieving a "C" level or above, slightly below the department baseline of 78%. The data invites further analysis to understand its implications for student success relative to first-year attrition patterns, first-year experience, and, for this cohort, the impact of secondary school learning delivered remotely during the pandemic.

Assessment and Benchmarking: Tertiary Evidence
ARCH 4016 Architectural Design VII: Integrated Design Studio (Tertiary Evidence)

Assessment Measure 1:

Students must understand diverse cultural and social contexts and translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Assessment of this learning objective figures actively and tacitly in the comprehensive design of a Carnegie Library that must serve the needs of a diverse population including small children, students, professionals, and the elderly, recognizing that as contemporary public spaces, libraries also serve as centers for political movements that support women, immigrants, people of color, the LGBTQ community, and those facing religious persecution. Fulfillment of this learning objective figures in all projects and is reflected in the course grade

Benchmark for Assessment Measure 1:

Quantitative assessment of student achievement, based upon term (final) grades indicates that 26% of spring ARCH 4016 2022 students demonstrate outstanding achievement (grades of A- to A, a GELO score of 4)) relative to PC 8. 52.23% evidence good achievement (grades B- to B+, a GELO score of 3), and 8.95% attain average achievement (grades C to C+, a GELO score of 2). In summary, 87.18% of the class is achieving a “C” level or above, exceeding the department baseline of 78%.

PC.8 Social Equity and Inclusion How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.	ASSESSMENT TYPE	ASSIGNMENT	BENCHMARK	ASSESSMENT RESULTS	CHANGES AND IMPROVEMENTS 2022/2023	CHANGES AND IMPROVEMENTS 2023/2024
ARCH 4433 HISTORY OF ARCHITECTURE III	Score of Exam	In-Class Examination 1. Positive knowledge demonstration and critical engagement of issues addressing race, class, and gender in formative discourses of modern architectural design and theory.	78% of class Average Performance or Above/78% of class 2 or Above GELO.	35 of 73 students (48%) meet or exceed benchmark.	Faculty revised examination instrument and writing (style) requirements for greater clarity and acessibility to students of diverse learning styles.	Continue to collect and assess data. Review and refresh course content and organization to support, improve, and deepen fulfillment of learning objective. Introduce skill-building workshops sooner in semester.
ARCH 4433 HISTORY OF ARCHITECTURE III	Score of Exam	In-Class Examination 2. Positive knowledge demonstration and critical engagement of issues addressing race, class, and gender in high modern theory and practice, including introduction of post-colonialism and global ramifications.	78% of class Average Performance or Above/78% of class 2 or Above GELO.	57 of 73 students (78%) meet or exceed benchmark.	Faculty developed and TAs conducted workshop to foster improved study techniques and exam-taking strategies.	Continue to collect and assess data. Review and refresh course content and organization to support, improve, and deepen fulfillment of learning objectives. Develop additional workshops to improve student performance.
ARCH 4433 HISTORY OF ARCHITECTURE III	Standardized Rubric	Think Piece 1: "What's Missing in Modern?" Critical assesssment of and reflection about bias, stereotypes, whiteness, colonialism and gender in the formative discourses of modernism.	78% of class Average Performance or Above/78% of class 2 or Above GELO.	63 of 73 sttudents (86.5%) meet of exceed benchmark.	Faculty reviewed and revised "think piece" prompts, best writing practices guidelines, and evaluation rubric.	Continue to collect and assess data. Introduce writing workshops sooner in the semester. Review and refresh "think piece" prompts. Revise and improve rubric.
ARCH 4433 HISTORY OF ARCHITECTURE III	Standardized Rubric	Think Piece 2: "Black Skyscraper" Critical assessment of and reflection about multiple readings of the modern made environment influenced by race, class, and gender.	78% of class Average Performance or Above/78% of class 2 or Above GELO.	66 of 73 students (90.5%) meet or exceed benchmark.	Faculty reviewed and revised "think piece" prompt. Faculty developed and TAs conducted workshop to critique "think piece" 1 and review successful writing strategies.	Continue to collect and assess data. Review and refresh "think piece" prompt. Review and improve rubric.
ARCH 4433 HISTORY OF ARCHITECTURE III	Standardized Rubric	Think Piece 3: "Beyond the Modern Movement:" Critical assessment of and reflection about social equity and inclusion as essential parts of the critique of modernism, including race, gender, and globalization.	78% of class Average Performance or Above/78% of class 2 or Above GELO.	66 of 73 students (90.5%) meet or exceed benchmark.	Faculty reviewed and revised "think piece" prompt to reflect modifications in course content convering emerging 21st-century issues as well as to engage ideas that foster relationships between course content and that of co-requisite design studio.	Continue to collect and assess data. Review and refresh "think piece" prompt to afford pertinent connections to related issues and ideas in the co-requisite design studio. Review and refresh rubric.

SC.1 Health, Safety, and Welfare in the Built Environment

ARCH 3026 DESIGN VI

Assessment Measure 1: From the syllabus learning objectives. Students employ methods of building design used to responsibly mitigate climate change and its impacts, as demonstrated in Projects 01 and 02.

Benchmark for Assessment Measure 1: 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

Assessment Measure 2: From the syllabus learning objectives. Students make design decisions within architectural projects while demonstrating synthesis of user requirements, site requirements, and regulatory contexts, as demonstrated in Project 02.

Benchmark for Assessment Measure 2: 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

Assessment Measure 3: From the syllabus learning objectives. Students gain awareness of buildings' ecosystems and how they are engaged in the design process, as demonstrated in the Precedents Study, Project 01, and Project 02.

Benchmark for Assessment Measure 3: 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

Assessment Measure 4: From the syllabus learning objectives. Students engage with the complexities of dense, urban sites, including transit, solar access, urban street wall, and urban green space, as demonstrated in Project 02.

Benchmark for Assessment Measure 4: 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

Assessment Measure 5: From the syllabus learning objectives. Students demonstrate a holistic understanding of the dynamic between built and natural environments, as demonstrated in Projects 01 and 02.

Benchmark for Assessment Measure 5: 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The remaining assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

Assessment Measure 6: Student understanding of sensory experience and well being, as demonstrated in Site Analysis and Project 02.

Benchmark for Assessment Measure 6: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure 7: Student understanding of mediating boundaries within public space to promote civic continuity across scales, as demonstrated in Project 02.

Benchmark for Assessment Measure 7: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure 8: Student understanding of analysis of access to daylight and reduction of glare in promoting human health and comfort, as demonstrated in Project 01 and Project 02.

Benchmark for Assessment Measure 8: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure 9: Student understanding of integration of social spaces within a building to promote human welfare, as demonstrated in Project 02.

Benchmark for Assessment Measure 9: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure 10: Student understanding of integration of exterior public spaces to promote human welfare at the civic scale, as demonstrated in Project 02.

Benchmark for Assessment Measure 10: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure 11: Student understanding of urban continuity considering terrain change and pedestrian access to transit, as demonstrated in Project 02.

Benchmark for Assessment Measure 11: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure 12: Student understanding of reduction of environmental strain on municipal water systems, as demonstrated in Project 02.

Benchmark for Assessment Measure 12: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure 13: Student understanding of reduction of environmental strain on municipal energy systems, as demonstrated in Project 02.

Benchmark for Assessment Measure 13: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure 14: Student understanding of native ecology of place in promotion of civic welfare, as demonstrated in Project 02.

Benchmark for Assessment Measure 14: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

ARCH 2016 ARCHITECTURAL DESIGN III

The following measures are identified in the course syllabi.

Assessment Measure 1: Students demonstrate an understanding of structural systems and strategies for how to integrate structure in building design.

Benchmark for Assessment Measure 1: Baseline is 78% of students earning a grade of C or higher.

The following measures are identified in the course portfolio work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

Assessment Measure 2: Students understand the impact of the built environment; mediating boundaries within public space to promote civic continuity across scales, as demonstrated in Project 3.

Benchmark for Assessment Measure 2: Baseline is 78% of students earning a grade of C or higher.

ARCH 2026 ARCHITECTURAL DESIGN IV

The following measures are identified in the course portfolio work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

Assessment Measure 1: Students understand the impact of the built environment on human health, safety, and welfare at multiple scales; mediating boundaries between public and private space to promote civic well-being.

Benchmark for Assessment Measure 1: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

ARCH 3016 ARCHITECTURAL DESIGN V

Assessment Measure 1: From the syllabus learning objectives. Student understanding of health and wellbeing in relation to the design of residential spaces, as demonstrated through final design work for Assignments 2 and 3.

Benchmark for Assessment Measure 1: 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The remaining assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

Assessment Measure 2: Student understanding pertaining to issues of access and equity in housing, as demonstrated through design work for Assignments 2 and 3.

Benchmark for Assessment Measure 2: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure 3: Student understanding pertaining to the integration of social spaces within a collective housing project to promote human welfare, as demonstrated through design work for Assignment 3.

Benchmark for Assessment Measure 3: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure 4: Student understanding pertaining to the integration of exterior spaces to promote human welfare at household and community scales, as demonstrated through design work for Assignments 2 and 3.

Benchmark for Assessment Measure 4: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

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ARCH 3143 BUILDING MATERIALS AND ASSEMBLIES

The following measures are identified in the course syllabi.

Assessment Measure 1: From the syllabus learning objectives. Students demonstrate an understanding of the impacts of materials selection on human health, safety, and wellness in the build environment, as demonstrated in Project 02 and Project 03.

Benchmark for Assessment Measure 1: Baseline is 78% of students earning a grade of C or higher.

The following measures are identified in the course portfolio work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

Assessment Measure 2: Student understanding of documenting carbon release stemming from building material selection, as demonstrated in Project 03.

Benchmark for Assessment Measure 2: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure 3: Student understanding of crafting envelope assemblies for watertightness and heat transfer resistance, as demonstrated in Project 01 and Project 02.

Benchmark for Assessment Measure 3: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure 4: Student understanding of designing structural systems based on material capacities and safety factors, as demonstrated in Project 03.

Benchmark for Assessment Measure 4: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure 5: Student understanding of designing with Advanced Framing techniques for resilient, insulative buildings, as demonstrated in Project 01.

Benchmark for Assessment Measure 5: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

ARCH 4016 ARCHITECTURAL DESIGN VII

- **Assessment Measure 1:** From the syllabus learning objectives. Student ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, technology, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions, as demonstrated through process work for Assignments 3 and 4.
  - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher
- **Assessment Measure 2:** From the syllabus learning objectives. Student ability to have a holistic understanding of the dynamic between built and natural environments, to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities, as demonstrated incrementally through process work for Assignment 2, 3, and 4.
  - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher
- **Assessment Measure 4:** From the syllabus learning objectives. Student ability to sustain self-directed investigations of form and space and present findings through visual and oral modes of presentation including modeling, sketching, drawing, photographing and digital media. Students produce diagrams and drawings related to coding requirements and environmental analysis in all assignments.
  - **Benchmark for Assessment Measure 4:** 78% of students earning a grade of C or higher

The assessment measures have been developed by faculty and department head and have been used as the basis of student work tags. The tags are utilized in the evaluation of student portfolios during workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades. While this SC.1 was not tagged, other relevant tags include

- SC5 Design Synthesis: demonstrating consideration of measurable environmental impacts; spatial organization based on daylight and glare
- SC5 Design Synthesis: demonstrating consideration of measurable environmental impacts; spatial organization based on radiation or shadow studies
- SC.5 Design Synthesis: demonstrating synthesis of user and regulatory requirements; occupancy
- SC.5 Design Synthesis: demonstrating synthesis of accessible design; exterior and interior accessible routes
- SC.6 Building Integration: integration of environmental control systems and the measurable outcomes of building performance; environmental control systems based on performance and composition
- SC.6 Building Integration: integration of life safety systems; egress and fire-control
- PC.2 Design: Processes that integrate multiple factors in different settings and scales of development; site context, and boundary between conditions of difference
- PC.2 Design: conveys the methods by which design processes integrate multiple factors; diagramming
- PC.3 Ecological Knowledge and Responsibility: instills in students a holistic understanding of the dynamic between built and natural environments; site and climate analysis
- PC.3 Ecological Knowledge and Responsibility: the program enables future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles; radiation analysis and shadow studies

- PC.3 Ecological Knowledge and Responsibility:the program enables future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles; site analysis with water runoff simulation
- PC.3 Ecological Knowledge and Responsibility: mitigate climate change; use of mass timber, PC5 Research and Innovation:engage and participate in architectural research to test and evaluate innovations in the field; visibility and experiential diagrams
- PC5 Research and Innovation: engage and participate in architectural research to test and evaluate innovations in the field; use of building performance simulation as part of the design process

SC.1 Health, Safety, and Welfare in the Built Environment (Understanding) 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 TYPE	ASSIGNMENT	BENCHMARK	ASSESSMENT RESULTS	CHANGES AND IMPROVEMENTS 2022/2023	CHANGES AND IMPROVEMENTS 2023/2024
ARCH 3026 ARCHITECTURAL DESIGN VI	Standardized Rubric	Project 01: Selective Spaces Students design a facade mockup with performance requirements based in human welfare (e.g., daylight)	78% of class Average Performance at or Above C	98.65%	The project was adjusted to better focus the students' efforts the fewer design problems and to encourage more fluent discussion of building performance metrics. Assessment of the work can more acutely respond to the project's focus.	Future iterations of this project may include a less prescriptive use of building performance tools without lowering the standards. While this may yield fewer students achieving the benchmark, many will benefit from the challenge.
ARCH 3026 ARCHITECTURAL DESIGN VI	Standardized Rubric	Project 02.1: Precedent Study Students examine principles that have strategies for energy, water, and ecosystems, all of which impact human welfare in buildings and cities.	78% of class Average Performance at or Above C	98.65%	The project was adjusted to encourage a more critical look at the strategies employed in precedent (AIA COTE Top Ten) projects. Students extracted and remapped the strategies in a new site, effectively problematizing the understanding of strategies.	Future iterations of this project may include a more expansive set of precedent buildings whose performance characteristics more holistically consider human welfare.
ARCH 3026 ARCHITECTURAL DESIGN VI	Standardized Rubric	Project 02.2: Site Analysis Students used analytical tools to assess the project site.	78% of class Average Performance at or Above C	97.30%	The project was adjusted based on an in-person visit to the site. Students spent time on the site to better empathize with the human experience on the site as it related to experience and welfare.	Future iterations of this project may include a more robust study of the site with the use of analytical tools. This may reduce the number of students who reach the benchmark.
ARCH 3026 ARCHITECTURAL DESIGN VI	Standardized Rubric	Project 02.3: Ecological Urbanism Students design a large office building in a dense urban setting. The project is driven by strategies in energy, water, and habitat ecosystems.	78% of class Average Performance at or Above C	97.30%	The project was adjusted to increase focus on the building program. Occupancy of the building is more closely tied to the ecological objectives.	Future iterations of this project may be based in a more challenging climate, where issues related to human health, safety, and welfare are more intense.
ARCH 2016 ARCHITECTURAL DESIGN III	Precedent Study	Project 1: Familiar Roofs	78% of class Average Performance at or Above C	98% of the students demonstrated Average Performance or Above	The synthesis of research demonstrated in diagrams was slightly adapted to better fit relevance to the precedents and future design work in the semester.	
ARCH 2016 ARCHITECTURAL DESIGN III	Design Project	Project 3: Chicago Market	78% of class Average Performance at or Above C	92% of the students demonstrated Average Performance or Above	Faculty made changes to Assignment 03 content to better address outcomes recorded before 2022. Additional information in the corequisite course, ARCH 2113 Structures I, added to student understanding about regulations on structural design that ensure health, safety and welfare in the	
ARCH 2026 ARCHITECTURAL DESIGN IV	Design Project	Project 3: School of Music	78% of class Average Performance at or Above C	75/83 (91%) of students demonstrated Average Performance or Above on their overall Assignment 03 grade, which includes specific measures for testing understanding of regulatory context. Benchmark met.	Faculty made changes to course assignments to better address outcomes recorded before 2023, including changes to building program and site context to emphasize public/private programming relationships.	Continue collecting data; Faculty to assess new programming and site approach following Spring 2023 semester.
ARCH 3016 ARCHITECTURAL DESIGN V	Standardized Rubric	Assignment 2: Individual Design Project: *Houses*	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	68/71 (95.8%) of students demonstrated Average Performance or Above on their overall Assignment 02 grade. Benchmark met.	Faculty made changes to Assignment 02 content to better address outcomes recorded before 2022.	Continue collecting data; Faculty to discuss revisions to standardized rubrics to improve granularity of data collection for specific outcomes pertaining to SC.1-related measures.
ARCH 3016 ARCHITECTURAL DESIGN V	Standardized Rubric	Assignment 3: Collaborative Design Project: *Housing*	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	69/71 (97.2%) of students demonstrated Average Performance or Above on their overall Assignment 03 grade. Benchmark met.	Faculty made changes to Assignment 03 content to better address outcomes recorded before 2022.	Continue collecting data; Faculty to discuss revisions to standardized rubrics to improve granularity of data collection for specific outcomes pertaining to SC.1-related measures.
ARCH 3143 BUILDING MATERIALS AND ASSEMBLIES	Standardized Rubric	Project 03: Seeing Things Students create basic structural layout and size members in response to given conditions. Materials are quantified and assessed in terms of material geography and embodied carbon.	78% of class Average Performance at or Above C	79.73%	A previous version of this assignment utilized students' design studio projects for analysis. In this iteration, students are provided with a schematic-level project created by the instructor. This created a more consistent challenge.	Future iterations may include a broader set of material choices, and the work may be more closely tied to the previous assignments.

SC.2 PROFESSIONAL PRACTICE

ARCH 5314 Professional Practice

- **Assessment Measure 1:** Student understanding of professional ethics as demonstrated through discussion of required readings and lecture content. The AIA Code of Ethics and the NCARB Rules of Conduct are introduced in detail in a dedicated lecture and are required reading which is followed by a reading discussion. Ethical issues are discussed consistently throughout the course in areas such as accessibility, compensation, controversial clients and building types, among others.
- **Benchmark for Assessment Measure 1:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure. No specific quiz or test measures this area, rather it is determined through class discussions.

- **Assessment Measure 2:** Student understanding of regulatory requirements as demonstrated through work for Assignments 2 and 4. In Assignment 2, students are required to read a sample Request for Qualification which includes critical information about licensure and insurance requirements at the state level. In Assignment 4, students are required to identify the correct AIA contract to use for the Owner – Architect agreement and to complete the cover page. We do not attempt to complete an entire contract due to the cost of purchasing contracts from the AIA, but students to become familiar with the process of researching and executing contracts.
- **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher / 2 or Above GELO. Assessment is completed in part by confirming that the correct contract is used, but these assignments also seek to build confidence and literacy in students in areas that are outside their education and outside of traditional architectural production.

- **Assessment Measure 3:** Student understanding of fundamental business processes relevant to architecture practice in the United States as demonstrated through work for Assignments 4 and 5. Financial literacy is a consistent focus throughout the course, and students are required to complete a series of interrelated assignments that focus on fundamental business processes, including (1) the generation of architectural fees; (2) understanding the difference between gross and net fees and how they relate to Basic Services and a project team they assemble; (3) determining a project schedule and understanding its impact on monthly cash flow and staffing; and, (4) generation of a staffing schedule that recognizes the varying levels of availability, compensation, and billing efficiency for various levels of staff and firm leadership. Future instances of this course will include creation of project invoices and the tracking of overall financial progress in a billing summary statement.
- **Benchmark for Assessment Measure 3:** 78% of students earning a grade of C or higher / 2 or Above GELO. Assessment of the quantitative aspects of is provided initially through comments that are returned to the students digitally, but also through working directly with student in a workshop on fee calculations and cash flow conducted in class. Ultimately, the final binders are reviewed for accuracy and graded accordingly.

- **Assessment Measure 4:** Student understanding of the forces influencing change in architecture practice in the United States as demonstrated through discussion of required readings and lecture content. Students were given a series of articles to read regarding an important legal case in architecture that happens to involve a member of the faculty, Marlon Blackwell, and his eponymous firm. A copy of the actual complaint was also provided as it is public record. In the fall semester, Professor Blackwell and his attorney joined the course in person to present the case as it had been settled. The lawsuit involves many important aspects of the changing nature of contemporary architectural practice including legal context, building information modeling, project teams, contracts, project fees, ethics, copyright infringement, and intellectual property. This generated significant conversation and debate. An additional recorded lecture is provided, a Ted Talk by Phil Bernstein on the changing nature of technology in practice, especially on the emergence of Building Information Modeling.

- **Benchmark for Assessment Measure 4:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure. No specific quiz or test measures this area, rather it is determined through class discussions.

SC.2 Professional Practice (Understanding) 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 TYPE	ASSIGNMENT	BENCHMARK	ASSESSMENT RESULTS	CHANGES AND IMPROVEMENTS 2022/2023	CHANGES AND IMPROVEMENTS 2023/2024
ARCH 5314 PROFESSIONAL PRACTICE	Standardized Rubric	Assignment 2: Salary Benefits RFQ	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	94/95 (98.9%) of students demonstrated Average Performance or Above on their overall Assignment 2 grade, which includes collaborative research and analysis. Benchmark met. For each firm studied in Assingment 1: Architect 50, students are required to consider a fims that are recognized as leaders in Design, Sustainability, and Business, which healps reveal differing business approaches and firm structures. This assingment also includes investigation of a significant woman-owned practice to improve diversity, equity, and inclusion in the results. Assessment of this assignment is focused on the accuracy of the research and the quality of its documentation, but it is also measured in the long term by seeing what students do upon graduation and in their careers.	Faculty made changes to Assignment 2 content to better address outcomes recorded before 2022, to provide a more expansive view of compensation and the factors that influence it. The template mentioned above is the biggest improvement - it addresses many of the consistent comments about formatting and graphics from previous years. By giving students a template to work from, they can be more focused on the content and worry less about basic formatting.	Continue collecting data; Faculty to discuss revisions to standardized rubrics to improve granularity of data collection for specific outcomes pertaining to PC.1-related measures. Future instances of the course intend to have greater direct interaction with the firms being studied.
ARCH 5314 PROFESSIONAL PRACTICE	Standardized Rubric	Assignment 4: Fees + Team	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	94/95 (98.9%) of students demonstrated Average Performance or Above on their overall Assignment 4 grade, which includes collaborative research and analysis. Benchmark met. . Assessment of the quantitative aspects of is provided initially through comments that are returned to the students digitally, but also through working directly with student in a workshop on fee calculations and cash flow conducted in class. Ultimately, the final binders are reviewed for accuracy and graded accordingly.	Faculty made changes to Assignment 4 content to better address outcomes recorded before 2022 by providing a workshop on fee calculations and structure and their implications on project team assembly. This assingment has been simplified over previous years where students were asked to comapre and contrast two fee / schedule scenarios. The previous assignment proved too complex and didn't yield much worthwhile information over the simplified, single version.	Continue collecting data; Faculty to discuss revisions to standardized rubrics to improve granularity of data collection for specific outcomes pertaining to SC.2-related measures. Future instances of the course should include interaction with professionals who describe their process for making decisions regarding fee proposals, etc.
ARCH 5314 PROFESSIONAL PRACTICE	Standardized Rubric	Assignment 5: Staffing + Scheduling	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	94/95 (98.9%) of students demonstrated Average Performance or Above on their overall Assignment 5 grade, which includes collaborative research and analysis. Benchmark met. Assessment of the quantitative aspects of is provided initially through comments that are returned to the students digitally, but also through working directly with student in a workshop on fee calculations and cash flow conducted in class. Ultimately, the final binders are reviewed for accuracy and graded accordingly. Students are encourage to experiment with fee distribuotion across proejwct schedules as part of understnading the changing nature of practice in the era of Integrated Project Delivery.	Faculty made changes to Assignment 5 content to better address outcomes recorded before 2022 by providing a workshop on the interrelationship of fee calculations on internal staffing and project schedules. The staffing and scheduling aspect of the course is one of the most challenging for students to grasp and to complete successfully so a dedicated workshop to review the process and calculations was added.	Continue collecting data; Faculty to discuss revisions to standardized rubrics to improve granularity of data collection for specific outcomes pertaining to SC.2-related measures. Even with a dedicated workshop, scheduling and staffing remains a significant challenge for many students. The process will need to be reviewed more than once as a class, followed by working sessions with each group.

SC.3 Regulatory Context (Understanding)

ARCH 3016 Architectural Design V (Primary)

- **Assessment Measure 1:** From the syllabus learning objectives. Student understanding of the ways that zoning codes influence questions of form, density, equity, and sustainability in buildings and cities, as demonstrated through final design work for Assignments 2 and 3.
- **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 2:** From the syllabus learning objectives. Student understanding of the role of basic life safety codes in relation to architectural design, as demonstrated through final design work for Assignments 2 and 3.
- **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The remaining assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 3:** Student understanding of building egress requirements related to egress path, egress system, discharge separation, as demonstrated through design work for Assignments 2 and 3.
- **Benchmark for Assessment Measure 3:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 4:** Student understanding of building unit separation, enclosure systems, and discharge separation, as demonstrated through design work for Assignments 2 and 3.
- **Benchmark for Assessment Measure 4:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 5:** Student understanding of accessibility requirements for building circulation access paths, number of accessible units, and bathroom layout, as demonstrated through design work for Assignments 2 and 3.
- **Benchmark for Assessment Measure 5:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 6:** Student understanding of zoning, setbacks, height limits, massing, open space requirements, unit density per lot, net and gross area definitions, and floor area ratios (F.A.R.), as demonstrated through design work for Assignments 2 and 3.

- **Benchmark for Assessment Measure 6:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 7:** Student understanding of state and city ordinances in relationship to increased housing density, as demonstrated through design work for Assignments 2 and 3.
- **Benchmark for Assessment Measure 7:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 8:** Student understanding of role of public transit in laws governing housing density and parking requirements, as demonstrated through design work for Assignments 2 and 3.
- **Benchmark for Assessment Measure 8:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

ARCH 4016 Architectural Design VII (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Student ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, technology, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions, as demonstrated through process work for Assignments 3 and 4.
- **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher

The assessment measures have been developed by faculty and department head and have been used as the basis of student work tags. The tags are utilized in the evaluation of student portfolios during workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades. The work is not tagged for this category, but it contains two other tags that are helpful to identify relevant work:

- SC.5 Design Synthesis: demonstrating synthesis of user and regulatory requirements; occupancy
- SC.5 Design Synthesis: demonstrating synthesis of accessible design; exterior and interior accessible routes

ARCH 2026 Architectural Design IV (Tertiary)

- **Assessment Measure 1:** From the syllabus learning objectives. Students demonstrate an understanding of basic life-safety requirements, including egress, and accessibility regulations into the building design, as demonstrated through final design work for Assignments 3.
- **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The remaining assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 2:** Students understand fundamental principles of life safety; building egress requirements related to egress path and discharge separation, as demonstrated through design work for Assignments 3.
- **Benchmark for Assessment Measure 2:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 3:** Students understand the fundamental principles of current laws and regulations that apply to buildings and sites in the United States; accessibility requirements for building circulation, as demonstrated through design work for Assignments 3.
- **Benchmark for Assessment Measure 3:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

ARCH 2016 Architectural Design III (Tertiary)

- **Assessment Measure 1:** From the syllabus learning objectives. Students demonstrate a basic understanding of life-safety requirements and accessibility regulations and how to integrate those requirements into a building design, as demonstrated through final design work for Assignments 3: Chicago Market.
- **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The remaining assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 2:** Students understand fundamental principles of life safety; building egress requirements related to egress path and discharge separation, as demonstrated in Project 3.
- **Benchmark for Assessment Measure 2:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 3:** Students understand fundamental principles of current laws and regulations that apply to buildings and sites; accessibility requirements for building circulation, as demonstrated in Project 3.
- **Benchmark for Assessment Measure 3:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

ARCH 3134 Building Materials and Assemblies (Tertiary)

- **Assessment Measure 1:** From the syllabus learning objectives. Students demonstrate an understanding of the impacts of materials selection on human health, safety, and wellness in the build environment, as demonstrated in material geography and embodied carbon studies in Project 03: Seeing Things.

- **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The remaining assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 2:** Students understand the evaluative process architects use to comply with those laws and regulations as part of a project; U-factor and R-Value as regulatory metrics, as demonstrated in Project 02: Material Witness
- **Benchmark for Assessment Measure 2:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 3:** Students understand the evaluative process architects use to comply with those laws and regulations as part of a project; EUI as regulatory metric, as demonstrated in Project 02: Material Witness
- **Benchmark for Assessment Measure 3:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 4:** 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; designing with code-compliant Advanced Framing systems, as demonstrated in Project 01: Growth.
- **Benchmark for Assessment Measure 4:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

SC.3 Regulatory Context (Understanding) 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 TYPE	ASSIGNMENT	BENCHMARK	ASSESSMENT RESULTS	CHANGES AND IMPROVEMENTS 2022/2023	CHANGES AND IMPROVEMENTS 2023/2024
ARCH 3016 ARCHITECTURAL DESIGN V	Standardized Rubric	Design Assignment 02: *Houses*	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	68/71 (95.8%) of students demonstrated Average Performance or Above on their overall Assignment 02 grade, which includes specific measures for testing understanding of regulatory context. Benchmark met.	Faculty made changes to Assignment 02 content to better address outcomes recorded before 2022.	Continue collecting data; Faculty to discuss revisions to standardized rubrics to improve granularity of data collection for specific outcomes pertaining to SC.3-related measures.
ARCH 3016 ARCHITECTURAL DESIGN V	Standardized Rubric	Design Assignment 03: *Housing*	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	69/71 (97.2%) of students demonstrated Average Performance or Above on their overall Assignment 03 grade, which includes specific measures for testing understanding of regulatory context. Benchmark met.	Faculty made changes to Assignment 03 content to better address outcomes recorded before 2022.	Continue collecting data; Faculty to discuss revisions to standardized rubrics to improve granularity of data collection for specific outcomes pertaining to SC.3-related measures.
ARCH 4016 ARCHITECTURAL DESIGN VII	Provide assessment type here. Add additional rows to the spreadsheet for each assignment that contributes to evidence of the criteria in the course.	Describe the assignment. Add additional rows to the spreadsheet for each assignment that contributes to evidence of the criteria in the course.	Benchmark utilized to determine effectiveness of the assignment/teaching in support of criteria. Baseline Use: 78% of class Average Performance or Above/78% of class 2 or Above GELO. Add rows to provide information for each assignment.	Provide results for each assignment here. Add rows to provide assessment results for each assignment.	Outline Changes that have been made to assignments or the course for 2022/2023 in response to the benchmarks and assessments provided.	Outline Changes that have been made or are planned for assignments or the course in 2023/2024 in response to the benchmarks and assessments provided.
ARCH 2026 ARCHITECTURAL DESIGN IV	Design Project	Design Assignment 03: *School of Music*	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	75/83 (91%) of students demonstrated Average Performance or Above on their overall Assignment 03 grade, which includes specific measures for testing understanding of regulatory context. Benchmark met.	Faculty made changes to Assignment 03 content to better address outcomes recorded before 2022, including providing students with more direction on egress path.	Continue collecting data; Faculty to discuss revisions to standardized rubrics to improve granularity of data collection for specific outcomes pertaining to SC.3-related measures.
ARCH 2026 ARCHITECTURAL DESIGN IV	Design Project	Design Assignment 03: *School of Music*	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	75/83 (91%) of students demonstrated Average Performance or Above on their overall Assignment 03 grade, which includes specific measures for testing understanding of regulatory context. Benchmark met.	Faculty made changes to Assignment 03 content to better address outcomes recorded before 2022, including providing students with more direction on accessibility guidelines in coordination with Arch2016.	Continue collecting data; Faculty to discuss revisions to standardized rubrics to improve granularity of data collection for specific outcomes pertaining to SC.3-related measures.
ARCH 2016 ARCHITECTURAL DESIGN III	Standardized Rubric	Assignment 3: Chicago Market	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	91/99 (92%) of students demonstrated Average Performance or Above on Assignment 3: Chicago Market, which includes specific measures for testing understanding of regulatory context. Benchmark met.	Faculty made changes to Assignment 03 content to better address outcomes recorded before 2022. Additional information (handouts and lectures) were provided to students in support of their understanding of egress and accessibility.	Continue collecting data; Faculty to discuss revisions to standardized rubrics to improve granularity of data collection for specific outcomes pertaining to SC.3-related measures.
ARCH 3143 BUILDING MATERIALS AND ASSEMBLIES	Standardized Rubric	Project 02: Material Witness Students study material and assembly performance by comparing several envelope types in terms used in energy code compliance (e.g., R-value, U-factor, and EUI)	78% of class Average Performance at or Above C	93.24%	This assignment was modified for emphasis on quality, accurate detail drawing. Students submitted two interim documents before submitting the final version. Interim documents were marked up by the instructor to court a higher level of craft and understanding.	Future iterations will require increased specificity in terms of material choices. This challenge may reduce the number who meet the benchmark.

SC.4 Technical Knowledge

ARCH 3143 BUILDING MATERIALS AND ASSEMBLIES

The following measures are identified in the course syllabi.

Assessment Measure 1: From the syllabus learning objectives. Students demonstrate an appreciation of the history and technology of both materials and construction methods and their roles in the evolution of architectural expression, as demonstrated in Project 01.

Benchmark for Assessment Measure 1: Baseline is 78% of students earning a grade of C or higher.

Assessment Measure 2: From the syllabus learning objectives. Students demonstrate an understanding of the science behind building material performance, as demonstrated in Project 02.

Benchmark for Assessment Measure 2: Baseline is 78% of students earning a grade of C or higher.

Assessment Measure 3: From the syllabus learning objectives. Students demonstrate an understanding of the impacts of materials selection on human health, safety, and wellness in the build environment, as demonstrated in Project 02 and Project 03.

Benchmark for Assessment Measure 3: Baseline is 78% of students earning a grade of C or higher.

Assessment Measure 4: From the syllabus learning objectives. Students demonstrate facility in developing reasonable and legible technical drawings of building assemblies., as demonstrated in Project 01, Project 02, and Project 03

Benchmark for Assessment Measure 4: Baseline is 78% of students earning a grade of C or higher.

The following measures are identified in the course portfolio work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

Assessment Measure 5: Student understanding of assembly logic and material systems to inform design, as demonstrated in Project 01 and Project 02.

Benchmark for Assessment Measure 5: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure 6: Student understanding of comparing alternatives to inform design, as demonstrated in Project 02.

Benchmark for Assessment Measure 6: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure 7: Student understanding of structural logic and material systems to inform design, as demonstrated in Project 03.

Benchmark for Assessment Measure 7: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure 8: Student understanding of using Building Performance Simulation tools to assess envelope performance in terms of energy demand, heat transfer and thermal bridging, as demonstrated in Project 01 and Project 02.

Benchmark for Assessment Measure 8: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure 9: Student understanding of using analytical methods to holistically evaluate envelope performance, as demonstrated in Project 02.

Benchmark for Assessment Measure 9: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure 10: Student understanding of vegetative roof assemblies, as demonstrated in Project 02.

Benchmark for Assessment Measure 10: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure 11: Student understanding of light wood framing technologies, as demonstrated in Project 02.

Benchmark for Assessment Measure 11: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

ARCH 2113 ARCHITECTURAL STRUCTURES I

The following measures are identified in the course syllabi.

Assessment Measure 1: Students demonstrate the ability to identify structural types and how they relate to ordering systems in buildings.

Benchmark for Assessment Measure 1: Baseline is 78% of students earning a grade of C or higher.

Assessment Measure 2: Students understand basic flow of forces within a structural system and identify major horizontal, vertical and lateral stability members.

Benchmark for Assessment Measure 2: Baseline is 78% of students earning a grade of C or higher.

Assessment Measure 3: Students identify major categories of structural materials and when/why they might be employed in a specific design.

Benchmark for Assessment Measure 3: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

ARCH 2132 ENVIRONMENTAL TECHNOLOGY I

The following measures are identified in the course syllabi.

Assessment Measure 1: Provide a statement from the course syllabi learning objectives related to SC.4. Students understand how natural forces act upon structures, and how architects, through responsive design, can determine how a building will engage and respond to these forces.

Benchmark for Assessment Measure 1: Baseline is 78% of students earning a grade of C or higher.

Assessment Measure 1: Provide a statement from the course syllabi learning objectives related to SC.4. Understand the principles of solar geometry and how to integrate these principles into building design.

Benchmark for Assessment Measure 1: Baseline is 78% of students earning a grade of C or higher.

Benchmark for Assessment Measure 2: 78% of students earning a "meets expectations" or "exceeds expectations" for this measure. Integrate the principles learned in this course with the Design III studio projects through assignments incorporating the student's studio design project.

ARCH 2123 ARCHITECTURAL STRUCTURES II

The following measures are identified in the course syllabi.

Assessment Measure 1: Students understand basics of statics and strengths of materials.

Benchmark for Assessment Measure 1: Baseline is 78% of students earning a grade of C or higher.

Assessment Measure 2: Students understand basic mathematical analysis of determinate structural systems.

Benchmark for Assessment Measure 2: Baseline is 78% of students earning a grade of C or higher.

Assessment Measure 3: Students understand basic cross-sectional properties of structural members.

Benchmark for Assessment Measure 3: Baseline is 78% of students earning a grade of C or higher.

Assessment Measure 4: Students understand bending and shear stresses in beams.

Benchmark for Assessment Measure 4: Baseline is 78% of students earning a grade of C or higher.

Assessment Measure 5: Students understand column analysis and design.

Benchmark for Assessment Measure 5: Baseline is 78% of students earning a grade of C or higher.

ARCH 3026 DESIGN VI

Assessment Measure 1: From the syllabus learning objectives. Students develop design workflows with advanced software tools, including Building Information Modeling (BIM), Building Performance Simulation (BPS), parametric computational tools, and rendering software as demonstrated in Projects 01 and 02.

Benchmark for Assessment Measure 1: 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

Assessment Measure 2: From the syllabus learning objectives. Students create large-scale physical models to explicate building structures and envelopes, as demonstrated in the Project 02.

Benchmark for Assessment Measure 2: 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

Assessment Measure 3: From the syllabus learning objectives. Students conduct site research, building performance research, and procurement systems research in the service of design, as demonstrated in Project 02.

Benchmark for Assessment Measure 3: 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

Assessment Measure 4: From the syllabus learning objectives. Student integrate advanced software tools into iterative decision-making processes, as demonstrated in Project 02.

Benchmark for Assessment Measure 4: 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The following measures are identified in the course portfolio work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

Assessment Measure 5: Student understanding of structural logic and material systems to inform design, as demonstrated in Project 01 and Project 02.

Benchmark for Assessment Measure 5: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure 6: Student understanding of developing responsive façade systems, as demonstrated in Project 01 and Project 02.

Benchmark for Assessment Measure 6: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure 7: Student understanding of using Building Performance Simulation tools to assess façade performance in terms of daylight and solar radiation, as demonstrated in Project 01 and Project 02.

Benchmark for Assessment Measure 7: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure 8: Student understanding of analyzing precedents for their technical responses to issues of site water management, building energy, and habitat ecosystems, as demonstrated in Precedent Study.

Benchmark for Assessment Measure 8: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

ARCH 3253 ENVIRONMENTAL TECHNOLOGY II

The following measures are identified in the course syllabi.

Assessment Measure 1: To make the student aware of different types of building mechanical systems and to understand the integration of HVAC systems to the building fabric.

Benchmark for Assessment Measure 1: Baseline is 78% of students earning a grade of C or higher.

Major Semester Project – Design Integration Project of **HVAC**, electric lighting and acoustics 86%

Assessment Measure 2: To develop an understanding of lighting systems and their integration into building design

Benchmark for Assessment Measure 2: Baseline is 78% of students earning a grade of C or higher.

Major Semester Project – Design Integration Project of HVAC, **electric lighting** and acoustics 86%

Assessment Measure 3: To develop an understanding of lighting systems and their integration into building design

Benchmark for Assessment Measure 3: Baseline is 78% of students earning a grade of C or higher.

Major Semester Project – Design Integration Project of HVAC, electric lighting and **acoustics** 86%

The following measures are identified in the course portfolio work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

Assessment Measure 1: Technical Knowledge: Methods and criteria used to assess performance objectives, using analytical methods to evaluate performance

Building load determination procedure

HVAC duct sizing

Lumen method or zonal cavity method for electric lighting

Point by Point Method for electric lighting

Benchmark for Assessment Measure 1: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure 2: Technical Knowledge: Methods and criteria used to assess performance objectives, using computational tools to evaluate performance

Acoustics software - DecibelX -

Electric Lighting software - LightStanza

Benchmark for Assessment Measure n: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

ARCH 4016 DESIGN VII

The following measures are identified in the course syllabi.

Assessment Measure 1: Provide a statement from the course syllabi learning objectives related to SC.4.

Benchmark for Assessment Measure 1: Baseline is 78% of students earning a grade of C or higher.

Assessment Measure …n: Provide a statement from the course syllabi learning objectives related to SC.4.

Benchmark for Assessment Measure …n: Baseline is 78% of students earning a grade of C or higher.

The following measures are identified in the course portfolio work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

Assessment Measure n: Provide a descriptor from the portfolio tags related to SC.4

Benchmark for Assessment Measure n: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure n: Provide a descriptor from the portfolio tags related to SC.4

Benchmark for Assessment Measure n: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

ARCH 4152 ENVIRONMENTAL TECHNOLOGY III: BUILDING SYSTEMS INTEGRATION

The following measures are identified in the course syllabi.

Assessment Measure 1: Provide a statement from the course syllabi learning objectives related to SC.4.

Benchmark for Assessment Measure 1: Baseline is 78% of students earning a grade of C or higher.

Assessment Measure …n: Provide a statement from the course syllabi learning objectives related to SC.4.

Benchmark for Assessment Measure …n: Baseline is 78% of students earning a grade of C or higher.

The following measures are identified in the course portfolio work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

Assessment Measure n: Provide a descriptor from the portfolio tags related to SC.4

Benchmark for Assessment Measure n: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Assessment Measure n: Provide a descriptor from the portfolio tags related to SC.4

Benchmark for Assessment Measure n: 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

SC.4 Technical Knowledge (Understanding) 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 TYPE	ASSIGNMENT	BENCHMARK	ASSESSMENT RESULTS	CHANGES AND IMPROVEMENTS 2022/2023	CHANGES AND IMPROVEMENTS 2023/2024
ARCH 3143 BUILDING MATERIALS AND ASSEMBLIES	Scores on Quizzes	Reading Quizzes. Students complete brief, in-class quizzes based on textbook readings.	78% of class Average Performance at or Above C	97.30%	Quiz questions have evolved to more critically assess students' uptake of the reading content.	A more diverse set of readings will be considered.
ARCH 3143 BUILDING MATERIALS AND ASSEMBLIES	Standardized Rubric	Project 01: Growth Students study building envelope material and assemblies through a design exercise.	78% of class Average Performance at or Above C	89.19%	This assignment was new for 2022. The impetus for it is demand for a stronger understanding of envelope material assemblies and the ability to draw them in detail.	Future iterations of the project may require physical creation of some details.
ARCH 3143 BUILDING MATERIALS AND ASSEMBLIES	Standardized Rubric	Project 02: Material Witness Students study material and assembly performance by comparing several envelope types in terms of thermal performance and embodied carbon.	78% of class Average Performance at or Above C	93.24%	This assignment was modified for emphasis on quality, accurate detail drawing. Students submitted two interim documents before submitting the final version. Interim documents were marked up by the instructor to court a higher level of craft and understanding.	Future iterations will require increased specificity in terms of material choices. This challenge may reduce the number who meet the benchmark.
ARCH 3143 BUILDING MATERIALS AND ASSEMBLIES	Standardized Rubric	Project 03: Seeing Things Students create basic structural layout and size members in response to given conditions. Materials are quantified and assessed in terms of material geography and embodied carbon.	78% of class Average Performance at or Above C	79.73%	A previous version of this assignment utilized students' design studio projects for analysis. In this iteration, students are provided with a schematic-level project created by the instructor. This created a more consistent challenge.	Future iterations may include a broader set of material choices, and the work may be more closely tied to the previous assignments.
ARCH 2113 ARCHITECTURAL STRUCTURES I	Homework	Homework includes online quizzes, written reading responses, and lecture reflections.	78% of class Average Performance at or Above C	95% of the class scored C or better on homework.	More assignments were added in order to maintain student engagement in reading and lecture materials. Certain quizzes were updated for clarity and fidelity to the stated goals of the course.	Some homework assignments will be added or updated in order to better transition between the content of Structures I and Structures II.
ARCH 2113 ARCHITECTURAL STRUCTURES I	Examinations	Exams 1 and 2, and Final Exam -- multiple choice and short answer questions.	78% of class Average Performance at or Above C	78% of students scored C or better on Exam 1. 72% of students scored C or better on Exam 2. 93% of students scored C or better on the Final Exam.	Each year, exam questions are assessed based on previous year student performance on each question. Specific questions are updated for clarity, and other questions are added to further align with learning outcomes and lecture/reading content.	Some exam questions will be added or updated in order to better transition between the content of Structures I and Structures II.
ARCH 2113 ARCHITECTURAL STRUCTURES I	Written report with drawings	Load Testing Lab Report	78% of class Average Performance at or Above C	99% of students scored C or better on the Load Testing Lab Report.	The Load Testing Lab better utilized teaching assistants during load testing to accommodate the large group of students in this course.	Template for report to be changed to better reflect expectations of mathematical assessment of structural performance-- strength to weight ratio. As well, the assignment will set better span parameters so that various structural approaches may be better compared among
ARCH 2132 ENVIRONMENTAL TECHNOLOGY I	Examinations	Exams 1, 2, and 3 include multiple choice, short answer/fill-in-the-blank and diagramming questions to test their knowledge over the lectures and discussions in class.	78% of class Average Performance at or Above C	81% of the students scored C or better on their cumulative exam grade.	Each year, exam questions are assessed based on previous year student performance on each question. Specific questions are updated for clarity, and other questions are added to further align with learning outcomes and lecture/reading content.	Reconsider the value of some content and update to reflect current thinking and processes.
ARCH 2132 ENVIRONMENTAL TECHNOLOGY I	Assignments	Assignment 1 focuses on solar geometry and Assignment 2 focuses on climate and daylighting and introduces ClimateStudio.	78% of class Average Performance at or Above C	92% of the class scored C or better on their cumulative assignment grade.	Assignments are designed to be aligned with the projects in ARCH 2016 and each year they are recalibrated to make sure that the goals for ARCH 2132 are met and that the assignment helps the students understand the relationship between their work in ARCH 2016 and 2132.	Work with TA's to provide more support for students during the assignments. Continue to develop the assignments to align with and reinforce the ideas in ARCH 2016.
ARCH 2132 ENVIRONMENTAL TECHNOLOGY I	Quizzes	Reading Quizzes. Students complete brief, post-class online quizzes over textbook and supplemental readings.	78% of class Average Performance at or Above C	92% of the class scored C or better on their cumulative quiz grade.	Readings are reconsidered each year based on the relationship of the course content, and the students understanding and interest in the readings.	Add more support for technical knowledge discussed in the lectures.
ARCH 2123 ARCHITECTURAL STRUCTURES II	Homework	Homework includes structural calculation problems related to stated learning objectives.	78% of class Average Performance at or Above C	72% of students scored C or better on homework.		
ARCH 2123 ARCHITECTURAL STRUCTURES II	Examinations	Exams 1, 2, and 3, and Final Exam -- include structural calculation problems related to learning objectives.	78% of class Average Performance at or Above C	75% of students scored C or better on Exam 1. 53% of students scored C or better on Exam 2. 63% of students scored C or better on Exam 3. 82% of students scored C or better on the Final Exam.		
ARCH 3026 ARCHITECTURAL DESIGN VI	Standardized Rubric	Project 01: Selective Spaces Students design a facade mockup with performance requirements analyzed with software tools.	78% of class Average Performance at or Above C	98.65%	The project was adjusted to better focus the students' efforts the fewer design problems and to encourage more fluent discussion of building performance metrics. Assessment of the work can more acutely respond to the project's focus.	Future iterations of this project may include a less prescriptive use of building performance tools without lowering the standards. While this may yield fewer students achieving the benchmark, many will benefit from the challenge.
ARCH 3026 ARCHITECTURAL DESIGN VI	Standardized Rubric	Project 02.3: Ecological Urbanism Students design a large office building in a dense urban setting. The project is driven by strategies in energy, water, and habitat ecosystems.	78% of class Average Performance at or Above C	97.30%	The project was adjusted to increase focus on the building program. Occupancy of the building is more closely tied to the ecological objectives.	Future iterations of this project may be based in a more challenging climate, where issues related to human health, safety, and welfare are more intense.
ARCH 3253 ENVIRONMENTAL TECHNOLOGY II	Examinations	Exams 1, 2, and 3 include multiple choice, short answer/fill-in-the-blank and diagramming questions to test their knowledge over the lectures and discussions in class.	Benchmark utilized to determine effectiveness of the assignment/teaching in support of criteria. Baseline Use: 78% of class Average Performance or Above/78% of class 2 or Above GELO. Add rows to provide information for each assignment.	62% of students scored C or better on Exam 1. 70% of students scored C or better on Exam 2. 56% of students scored C or better on Exam 3.	More assignments were added to enhance students attention to the content of this course	Emphasize more the design application and graphic generation of the systems by putting lesser on exams.
ARCH 3253 ENVIRONMENTAL TECHNOLOGY II	Homework	Homework is comprised building thermal load calculation, acoustics: reverberation time based on materials allocation and space volumes, lighting: lumen method, point by point method, HVAC: duct sizing using the equal friction method, systems' identification	Benchmark utilized to determine effectiveness of the assignment/teaching in support of criteria. Baseline Use: 78% of class Average Performance or Above/78% of class 2 or Above GELO. Add rows to provide information for each assignment.	86% of the class scored C or better on homework.		
ARCH 3253 ENVIRONMENTAL TECHNOLOGY II	DIP Project - Acoustics Phase	Materials selection and installation at floors, walls and ceilings of the first parallel studio project, and a short narrative explaining the ideas	85% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	64/75 (85.0%) of students demonstrated Average Performance or Above on their overall DIP Project grade, which includes collaborative design work. Benchmark met.	Enrich the class with contemporary case studies. Bring to class, acoustic materials representatives	Explore the possibility of incorporating an easy to use acoustics modeler.
ARCH 3253 ENVIRONMENTAL TECHNOLOGY II	DIP Project - Electric Lighting Phase	Selection and Installation of lighting fixtures in the studio project, resulting isolux at workplane and narrative of idea	55% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	42/75 (55.0%) of students demonstrated Average Performance or Above on their overall DIP Project grade, which includes collaborative design work. Benchmark not met.	Incorporation of a new electric lighting software, LightStanza, to test the interface with the graphic generation software (REVIT, Grasshopper.)	Once, the third and last lighting software, Elum Tools, is tested during the upcoming academic year, ultimately, a final decision will be made about the software to choose for permanent use in this class.
ARCH 3253 ENVIRONMENTAL TECHNOLOGY II	DIP Project - HVAC Phase	Selection and Installation in the studio project of HVAC system type, duct layout and related accessories combining supply, return, exhaust and make-up air. In addition, sizing of duct is another step in the final resolution of the DIP project	82% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	62/75 (82.0%) of students demonstrated Average Performance or Above on their overall DIP Project grade, which includes collaborative design work. Benchmark met.	The main activity planned for the next academic year is the identification of an HVAC software that is affordable and easy to apply. Workshops will be run by HVAC experts to assess the effectiveness in use of the tested software.	Continue to explore the incorporation of the load and HVAC modeling sotware.
ARCH 3253 ENVIRONMENTAL TECHNOLOGY II	Major Semester Project	Final Design Integration Project (DIP) - Final resolution and integration into the first parallel studio project of active environmental systems which include electric lighting, acoustics and HVAC systems.	86% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	64/75 (86.0%) of students demonstrated Average Performance or Above on their overall DIP Project grade, which includes collaborative design work. Benchmark met.	Incorporation of a new electric lighting software, LightStanza, to test the interface with the graphic generation software (REVIT, Grasshopper.)	Once, the third and last lighting software, Elum Tools, is tested during the upcoming academic year, ultimately, a final decision will be made about the software to choose for permanent use in this class.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 1: Site, Climate, and Ecology Mapping (Site and environmental diagrams)	78% of class Average Performance at or Above C	64/67 (95.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 1, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, this assignment will have a heavier emphasis on environmental analysis and data collection. This change still has to be discussed with faculty in the context of technical knowledge.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 2: Site, Climate, and Ecology Mapping	78% of class Average Performance at or Above C	65/67 (97%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 2, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, iterative and performative design will become more natural and this assignment will have more specific design benchmarks. This change still has to be discussed with faculty in the
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 3: Schematic Design of a branch Library	78% of class Average Performance at or Above C	62/67 (92.5%) of students demonstrated Average Performance or Above on their overall Assignment 3 grade, which includes the development of a project, considering building performance. Benchmark met.	In 2022 this assignment was updated to emphasize iterative design with building performance simulation.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, this assignment will have a heavier emphasis on environmental analysis and building performance. This change still has to be discussed with faculty in the context of technical knowledge.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 4: Branch Library	78% of class Average Performance at or Above C	60/67 (89.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes the development of a project considering building performance. Benchmark met.	Similar to the assignment in 2021.	Continue collecting data. There is an opportunity to incorporate BIM tools to better understand and produce some of the diagrams, such as HVAC and structure. This change still has to be discussed with faculty in the context of technical knowledge.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 5: Sectioning the Branch Library	78% of class Average Performance at or Above C	62/67 (92.5%) of students demonstrated Average Performance or Above on their overall Assignment 5 grade, which includes the refinement of a wall section, rendered bay, and details. Benchmark met.	In 2022 this assignment was created to allow students to incorporate feedback from the preious assignment into their drawings.	Continue collecting data. In the future, it would be great to integrate the technical consultants to the evaluation of the wall sections. This change still has to be discussed with faculty in the context of technical knowledge.
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 1: Site, Climate, and Ecology Mapping	78% of class Average Performance at or Above C	59/67 (88%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 1, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, this assignment will have a heavier emphasis on environmental analysis and data collection. This change still has to be discussed with faculty in the context of technical knowledge.
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 2: Site, Climate, and Ecology Mapping	78% of class Average Performance at or Above C	56/67 (83.6%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 2, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	Continue collecting data. Over time, we expect that the incorporation of iterative and performative design will become more natural for the students, so we can inform the building integration with more specific environmental and system analysis.
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 3: Schematic Design of a branch Library	78% of class Average Performance at or Above C	54/67 (80.6%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 2, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	In 2022 this assignment was updated to reinforce the use of the skills learned in the previous assignment.	Continue collecting data. Over time, we expect that the incorporation of iterative and performative design will become more natural for the students, so we can inform the building integration with more specific environmental and system analysis.
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 4: Branch Library	78% of class Average Performance at or Above C	38/67 (56.7%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes environmental analysis, performance simulation and iterative design. Benchmark not met.	In 2022 this assignment was updated to have a stronger emphasis on site and environmental analysis.	Continue collecting data. Due to the heavy load of the studio, the environmental analysis tend to be treated as secondary by the students in the main project in contrast to formal exploration. Over time, we expect that the incorporation of iterative and performative design will become more natural
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 5: Sectioning the Branch Library	78% of class Average Performance at or Above C	59/67 (88%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 2, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	In 2022 this assignment was created to integrate analytical tools to the design of the building envelope.	Continue collecting data. Over time, we expect that the incorporation of iterative and performative design will become more natural for the students, so we can inform the building integration with more specific environmental and system analysis.

SC.5 Design Synthesis (Ability)

ARCH 4016 Architectural Design VII (Primary)

- **Assessment Measure 1:** From the syllabus learning objectives. Student ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, technology, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions, as demonstrated through process work for Assignments 3 and 4.
  - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher
- **Assessment Measure 2:** From the syllabus learning objectives. Student ability to have a holistic understanding of the dynamic between built and natural environments, to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities, as demonstrated incrementally through process work for Assignment 2, 3, and 4.
  - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher
- **Assessment Measure 3:** From the syllabus learning objectives. Student ability to understand how site, program, and technology are creatively engaged with the goal of achieving substantial and substantive resolutions, evident and legible at multiple scales, as demonstrated through process work for Assignments 3 and 4.
  - **Benchmark for Assessment Measure 3:** 78% of students earning a grade of C or higher
- **Assessment Measure 4:** From the syllabus learning objectives. Student ability to sustain self-directed investigations of form and space and present findings through visual and oral modes of presentation including modeling, sketching, drawing, photographing and digital media. While this permeates all the assignments, it is demonstrated through process work for Assignments 3, 4, and 5.
  - **Benchmark for Assessment Measure 4:** 78% of students earning a grade of C or higher

The assessment measures have been developed by faculty and department head and have been used as the basis of student work tags. The tags are utilized in the evaluation of student portfolios during workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades. Tags include

- SC5 Design Synthesis: demonstrating consideration of measurable environmental impacts; spatial organization based on daylight and glare
- SC5 Design Synthesis: demonstrating consideration of measurable environmental impacts; spatial organization based on radiation or shadow studies
- SC.5 Design Synthesis: demonstrating synthesis of user and regulatory requirements; occupancy
- SC.5 Design Synthesis: demonstrating synthesis of accessible design; exterior and interior accessible routes

ARCH 4152 Environmental Technology III (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Student ability to understand the importance of design iterations and feedback to integrate multiple factors and scales relative to

the building design, such as user requirements, regulatory requirements, site conditions, accessible design, and environmental impacts, as demonstrated through work for Assignments 3 and 4.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher
- **Assessment Measure 2:** From the syllabus learning objectives. Student ability to demonstrate a holistic understanding of the dynamic between built and natural environments during the development of a design, as demonstrated incrementally through the integration of environmental analysis and building performance simulation in Assignments 1, 2, and 3.
    - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher

The assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades. Tags include

- SC5 Design Synthesis: demonstrating consideration of measurable environmental impacts; spatial organization based on daylight and glare
- SC5 Design Synthesis: demonstrating consideration of measurable environmental impacts; spatial organization based on radiation or shadow studies
- SC.5 Design Synthesis: demonstrating synthesis of user and regulatory requirements; occupancy
- SC.5 Design Synthesis: demonstrating synthesis of accessible design; exterior and interior accessible routes

ARCH 3016 Architectural Design V (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Student ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards, as demonstrated through process work for Assignments 1, 2, and 3.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 2:** From the syllabus learning objectives. Student ability to gather, assess, record, and apply relevant information and research findings to generate multiple concepts and/or multiple design responses to social, cultural, and environmental requirements, as demonstrated through process work for Assignments 1, 2, and 3.
    - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The remaining assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 3:** Student ability to analyze and design housing and open space typologies in response to an existing residential neighborhood, as demonstrated through design work for Assignments 2 and 3.
    - **Benchmark for Assessment Measure 3:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 4:** Student ability to design code-compliant and accessible pathways and egress, as demonstrated through design work for Assignments 2 and 3.
    - **Benchmark for Assessment Measure 4:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 5:** Student ability to design accessible dwellings units, as demonstrated through design work for Assignments 2 and 3.
    - **Benchmark for Assessment Measure 5:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

ARCH 3026 Architectural Design VI (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Students employ methods of building design used to responsibly mitigate climate change and its impacts, as demonstrated in Projects 01 and 02.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 2:** From the syllabus learning objectives. Student make design decisions within architectural projects while demonstrating synthesis of user requirements, site requirements, and regulatory contexts, as demonstrated in Project 02.
    - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 3:** From the syllabus learning objectives. Students gain awareness of buildings’ ecosystems and how they are engaged in the design process, as demonstrated in the Precedents Study, Project 01, and Project 02.
    - **Benchmark for Assessment Measure 3:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 4:** From the syllabus learning objectives. Student integrate advanced software tools into iterative decision-making processes, as demonstrated in Project 02.
    - **Benchmark for Assessment Measure 4:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 5:** From the syllabus learning objectives. Students engage with the complexities of dense, urban sites, including transit, solar access, urban street wall, and urban green space, as demonstrated in Project 02.
    - **Benchmark for Assessment Measure 5:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 6:** From the syllabus learning objectives. Students demonstrate a holistic understanding of the dynamic between built and natural environments, as demonstrated in Projects 01 and 02.

- **Benchmark for Assessment Measure 6:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The remaining assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 7:** Student understanding of analyzing site hydrology, irradiation, and existing habitats for developing building designs, as demonstrated in Site Analysis.
  - **Benchmark for Assessment Measure 7:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 8:** Student understanding of strategies for water management, building energy, and habitat ecosystems, as demonstrated through design work for Project 02.
  - **Benchmark for Assessment Measure 8:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 9:** Student understanding of spatial organization based on daylight and glare, as demonstrated in Project 02.
  - **Benchmark for Assessment Measure 9:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 10:** Student understanding of code-compliant and accessible pathways and egress, as demonstrated in Project 02.
  - **Benchmark for Assessment Measure 10:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 11:** Student understanding of commercial and public space typologies in response to a high-density urban setting, as demonstrated in Project 02.
  - **Benchmark for Assessment Measure 11:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

ARCH 3143 Building Materials and Assemblies (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Students demonstrate an understanding of the impacts of materials selection on human health, safety, and wellness in the build environment, as demonstrated in Project 02 and Project 03.
  - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The remaining assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 2:** Student understanding of assembly selection based on quantitative comparative analysis, as demonstrated in Project 02.
  - **Benchmark for Assessment Measure 2:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 3:** Student understanding of calculating the carbon footprint of material systems, as demonstrated in Project 03.
    - **Benchmark for Assessment Measure 3:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 4:** Student understanding of integrating contemporary framing and envelope practices with existing, historic structures, as demonstrated in Project 01.
    - **Benchmark for Assessment Measure 4:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 5:** Student understanding of crafting material geographies to quantify carbon footprint, as demonstrated in Project 03.
    - **Benchmark for Assessment Measure 5:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 6:** Student understanding of designing foundation systems in the context of localized frost penetration, as demonstrated in Project 03.
    - **Benchmark for Assessment Measure 6:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

SC5 DESIGN SYNTHESIS	ASSESSMENT TYPE	ASSIGNMENT	BENCHMARK	ASSESSMENT RESULTS	CHANGES AND IMPROVEMENTS 2022/2023	CHANGES AND IMPROVEMENTS 2023/2024
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 2: Site, Climate, and Ecology Mapping (Integrating radiation and daylight diagrams to the design process)	78% of class Average Performance at or Above C	65/67 (97%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 2, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, iterative and performative design will become more natural and this assignment will have more specific design benchmarks. This change still has to be discussed with faculty in the context of design synthesis.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 3: Schematic Design of a branch Library (integrating daylight diagrams to the design process)	78% of class Average Performance at or Above C	62/67 (92.5%) of students demonstrated Average Performance or Above on their overall Assignment 3 grade, which includes the development of daylight analysis. Benchmark met.	In 2022 this assignment was updated to emphasize iterative design with building performance simulation.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, this assignment will have a heavier emphasis on environmental analysis and building performance. This change still has to be discussed with faculty in the context of design synthesis.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 4: Branch Library (Diagramming building systems and coding requirements)	78% of class Average Performance at or Above C	60/67 (89.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes diagramming building systems and responses to building code. Benchmark met.	Similar to the assignment in 2021.	Continue collecting data. There is an opportunity to incorporate BIM tools to better understand and produce some of the diagrams, such as HVAC and structure. This change still has to be discussed with faculty in the context of design synthesis.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 4: Branch Library (Site plans and shadow studies)	78% of class Average Performance at or Above C	60/67 (89.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	In 2022 this assignment was updated to have a stronger emphasis on site and environmental analysis.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, we expect that the use of analytical tools become more common, so more emphasis can be placed on specific inquiries and on the quality of the final representations.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 4: Branch Library (integrating daylight diagrams to the design process)	78% of class Average Performance at or Above C	60/67 (89.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes the development of daylight analysis. Benchmark met.	In 2022 this assignment was updated to emphasize iterative design with building performance simulation.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, this assignment will have a heavier emphasis on environmental analysis and building performance. This change still has to be discussed with faculty in the context of design synthesis.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 4: Branch Library (accessibility diagrams)	78% of class Average Performance at or Above C	60/67 (89.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes the development of accessibility diagrams. Benchmark met.	Similar to the assignment in 2021.	Continue collecting data. Potentially, the design brief could bring accessibility to the center of the discussion if the site is located close to an important hub of public transportation in a larger town. This idea has not been discussed with faculty in the context of design synthesis.
ARCH 3016 ARCHITECTURAL DESIGN V	Standardized Rubric	Assignment 2: Individual Design Project: *Houses*	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	68/71 (95.8%) of students demonstrated Average Performance or Above on their overall Assignment 02 grade. Benchmark met.	Faculty made changes to Assignment 02 content to better address outcomes recorded before 2022.	Continue collecting data; Faculty to discuss revisions to standardized rubrics to improve granularity of data collection for specific outcomes pertaining to SC.5-related measures.
ARCH 3016 ARCHITECTURAL DESIGN V	Standardized Rubric	Assignment 3: Collaborative Design Project: *Housing*	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	69/71 (97.2%) of students demonstrated Average Performance or Above on their overall Assignment 03 grade. Benchmark met.	Faculty made changes to Assignment 03 content to better address outcomes recorded before 2022.	Continue collecting data; Faculty to discuss revisions to standardized rubrics to improve granularity of data collection for specific outcomes pertaining to SC.5-related measures.
ARCH 3143 BUILDING MATERIALS AND ASSEMBLIES	Standardized Rubric	Project 02: Material Witness Students study material and assembly performance by comparing several envelope types in terms of thermal performance and embodied carbon.	78% of class Average Performance at or Above C	0.9324	This assignment was modified for emphasis on quality, accurate detail drawing. Students submitted two interim documents before submitting the final version. Interim documents were marked up by the instructor to court a higher level of craft and understanding.	Future iterations will require increased specificity in terms of material choices. This challenge may reduce the number who meet the benchmark.
ARCH 3143 BUILDING MATERIALS AND ASSEMBLIES	Standardized Rubric	Project 03: Seeing Things Students create basic structural layout and size members in response to given conditions. Materials are quantified and assessed in terms of material geography and embodied carbon.	78% of class Average Performance at or Above C	0.7973	A previous version of this assignment utilized students' design studio projects for analysis. In this iteration, students are provided with a schematic-level project created by the instructor. This created a more consistent challenge.	Future iterations may include a broader set of material choices, and the work may be more closely tied to the previous assignments.
ARCH 3026 ARCHITECTURAL DESIGN VI	Standardized Rubric	Project 02.3: Ecological Urbanism Students design a large office building in a dense urban setting. The project is driven by strategies in energy, water, and habitat ecosystems.	78% of class Average Performance at or Above C	0.973	The project was adjusted to have a clearer, more robust set of regulatory requirements (zoning). A more simplified site was chose to increase focus on responding to complex urban conditions.	Future iterations of this project may require more study of typological programmatic requirements as they relate to environmental and statutory requirements.
ARCH 3253 ENVIRONMENTAL TECHNOLOGY II	Standardized Rubric	Major Semester Project: Design Integration Project (DIP). Integrate into the first parallel studio project all the following active environmental systems which include electric lighting, acoustics and HVAC systems.	86% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	64/75 (86.0%) of students demonstrated Average Performance or Above on their overall DIP Project grade, which includes collaborative design work.	Incorporation of a new electric lighting software, LightStanza, to test the interface with the graphic generation software (REVIT, Grasshopper.)	Once, the third and last lighting software, Elum Tools, is tested during the upcoming academic year, ultimately, a final decision will be made about the software to choose for permanent use in this class.
ARCH 3253 ENVIRONMENTAL TECHNOLOGY II	Standardized Rubric	DIP Project - Acoustics Phase	85% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	64/75 (85.0%) of students demonstrated Average Performance or Above on their overall DIP Project grade, which includes collaborative design work.	Enrich the class with contemporary case studies. Bring to class, acoustic materials representatives	Explore the possibility of incorporating an easy to use acoustics modeler.
ARCH 3253 ENVIRONMENTAL TECHNOLOGY II	Standardized Rubric	DIP Project - Electric Lighting Phase	55% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	42/75 (55.0%) of students demonstrated Average Performance or Above on their overall DIP Project grade, which includes collaborative design work.	Incorporation of a new electric lighting software, LightStanza, to test the interface with the graphic generation software (REVIT, Grasshopper.)	Once, the third and last lighting software, Elum Tools, is tested during the upcoming academic year, ultimately, a final decision will be made about the software to choose for permanent use in this class.
ARCH 3253 ENVIRONMENTAL TECHNOLOGY II	Standardized Rubric	DIP Project - HVAC Phase	82% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	62/75 (82.0%) of students demonstrated Average Performance or Above on their overall DIP Project grade, which includes collaborative design work.	The main activity planned for the next academic year is the identification of an HVAC software that is affordable and easy to apply. Workshops will be run by HVAC experts to assess the effectiveness in use of the tested software.	Continue to explore the incorporation of the load and HVAC modeling sotware.
ARCH 3253 ENVIRONMENTAL TECHNOLOGY II	Standardized Rubric	Examinations Exams 1, 2, and 3 include multiple choice, short answer/fill-in-the-blank and diagramming questions to test their knowledge over the lectures and discussions in class.	Benchmark utilized to determine effectiveness of the assignment/teaching in support of criteria. Baseline Use: 78% of class Average Performance or Above/78% of class 2 or Above GELO. Add rows to provide information for each assignment.	62% of students scored C or better on Exam 1. 70% of students scored C or better on Exam 2. 56% of students scored C or better on Exam 3.	More assignments were added to enhance students attention to the content of this course	Emphasize more the design application and graphic generation of the systems by putting lesser weight on exams.
ARCH 3253 ENVIRONMENTAL TECHNOLOGY II	Standardized Rubric	Homework Homework is comprised building thermal load calculation, acoustics: reverberation time based on materials allocation and space volumes, lighting: lumen method,	Benchmark utilized to determine effectiveness of the assignment/teaching in support of criteria. Baseline Use: 78% of class Average Performance or Above/78% of class 2 or Above GELO. Add rows to	86% of the class scored C or better on homework.	Reduced frequency, and consolidated homework	More in class exercises
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 1: Site, Climate, and Ecology Mapping	78% of class Average Performance at or Above C	59/67 (88%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 1, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, this assignment will have a heavier emphasis on environmental analysis and data collection. This change still has to be discussed with faculty in the context of design synthesis.
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 2: Site, Climate, and Ecology Mapping	78% of class Average Performance at or Above C	56/67 (83.6%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 2, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	Continue collecting data. Due to the heavy load of the studio, the environmental analysis tend to be treated as secondary by the students in the main project in contrast to formal exploration. Over time, we expect that the incorporation of iterative and performative design will become more natural so we can
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 3: Schematic Design of a branch Library	78% of class Average Performance at or Above C	54/67 (80.6%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 2, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	In 2022 this assignment was updated to reinforce the use of the skills learned in the previous assignment.	Continue collecting data. Due to the heavy load of the studio, the environmental analysis tend to be treated as secondary by the students in the main project in contrast to formal exploration. Over time, we expect that the incorporation of iterative and performative design will become more natural.
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 4: Branch Library	78% of class Average Performance at or Above C	38/67 (56.7%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes environmental analysis, performance simulation and iterative design. Benchmark not met.	In 2022 this assignment was updated to have a stronger emphasis on site and environmental analysis.	Continue collecting data. Due to the heavy load of the studio, the environmental analysis tend to be treated as secondary by the students in the main project in contrast to formal exploration. Over time, we expect that the incorporation of iterative and performative design will become more natural so we can
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 5: Sectioning the Branch Library	78% of class Average Performance at or Above C	59/67 (88%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 2, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	In 2022 this assignment was created to integrate analytical tools to the design of the building envelope.	Continue collecting data. Due to the heavy load of the studio, the environmental analysis tend to be treated as secondary by the students in the main project in contrast to formal exploration. Over time, we expect that the incorporation of iterative and performative design will become more natural for the students.

SC.6 Building Integration

ARCH 4016 Architectural Design VII (Primary)

- **Assessment Measure 1:** From the syllabus learning objectives. Student ability to 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. This is demonstrated through design work for Assignments 4 and 5.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher
- **Assessment Measure 2:** From the syllabus learning objectives. Student ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. This is demonstrated through design work for Assignments 4 and 5, which include HVAC integration, parametric envelope systems, daylight analysis, artificial light, etc.
    - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher
- **Assessment Measure 3:** From the syllabus learning objectives. Student ability to have a holistic understanding of the dynamic between technology, building systems, and natural environments, as demonstrated through process work for Assignments 3 and 4.
    - **Benchmark for Assessment Measure 3:** 78% of students earning a grade of C or higher

The assessment measures have been developed by faculty and department head and have been used as the basis of student work tags. The tags are utilized in the evaluation of student portfolios during workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades. Tags include

- SC.6 Building Integration: integration of building envelope systems and assemblies; material assembly of building envelope and surface definition of façade elements
- SC.6 Building Integration: integration of structural systems; integration of structural systems based on prescribed construction materials
- SC.6 Building Integration: integration of environmental control systems distribution of HVAC
- SC.6 Building Integration: integration of environmental control systems and the measurable outcomes of building performance; environmental control systems based on performance and composition
- SC.6 Building Integration: integration of life safety systems; egress and fire-control

ARCH 4152 Environmental Technology III (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Student ability to integrate building systems, such as envelope, assemblies, structure, and environmental control with the support of computational modeling. This is demonstrated through all the work, but the students start using an integrated workflow with BIM and parametric design in Assignments 3 and 4.

  - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher
- **Assessment Measure 2:** From the syllabus learning objectives. Student ability to demonstrate a holistic understanding of the dynamic between built and natural environments during the development of a design, as demonstrated incrementally through the integration of environmental analysis and building performance simulation in Assignments 1, 2, and 3.
  - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher

The assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades. Tags include

- SC.6 Building Integration: integration of building envelope systems and assemblies; material assembly of building envelope and surface definition of façade elements
- SC.6 Building Integration: integration of structural systems; integration of structural systems based on prescribed construction materials
- SC.6 Building Integration: integration of environmental control systems distribution of HVAC
- SC.6 Building Integration: integration of environmental control systems and the measurable outcomes of building performance; environmental control systems based on performance and composition
- SC.6 Building Integration: integration of life safety systems; egress and fire-control

ARCH 2016 Architectural Design III (Tertiary)

The following assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 1:** Students develop the ability to make design decisions within architectural projects while demonstrating integration; development of structural and enclosure systems that promote natural lighting, positive solar access, and passive water management, as demonstrated in Projects 2 and 3.
  - **Benchmark for Assessment Measure 1:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

ARCH 3026 Architectural Design VI (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Students employ methods of building design used to responsibly mitigate climate change and its impacts, as demonstrated in Projects 01 and 02.
  - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 2:** From the syllabus learning objectives. Students develop design workflows with advanced software tools, including Building Information Modeling (BIM), Building

Performance Simulation (BPS), parametric computational tools, and rendering software as demonstrated in Projects 01 and 02.
  - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 3:** From the syllabus learning objectives. Students create large-scale physical models to explicate building structures and envelopes, as demonstrated in the Project 02.
  - **Benchmark for Assessment Measure 3:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The remaining assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 4:** Student understanding of facade and floorplate design influencing Spatial Daylight Autonomy., as demonstrated in Project 02.
  - **Benchmark for Assessment Measure 4:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 5:** Student understanding of building core organization for egress, accessibility, efficient space, and envelope exposure, as demonstrated in Project 02.
  - **Benchmark for Assessment Measure 5:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

SC6 BUILDING INTEGRATION	ASSESSMENT TYPE	ASSIGNMENT	BENCHMARK	ASSESSMENT RESULTS	CHANGES AND IMPROVEMENTS 2022/2023	CHANGES AND IMPROVEMENTS 2023/2024
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 4: Branch Library (Technical representations with an emphasis on sections)	78% of class Average Performance at or Above C	60/67 (89.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes the production of ortographic drawings. Benchmark met.	Similar to the assignment in 2021.	Continue collecting data. One suggestion is to include building systems not only on the wall sections but also in the regular sections. This change still has to be discussed with faculty in the context of building integration.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 4: Branch Library (Hybrid and rendered perspectives)	78% of class Average Performance at or Above C	60/67 (89.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes the production of hybrid and rendered perspectives. Benchmark met.	Similar to the assignment in 2021.	Continue collecting data. As computational tools for visualization become more powerful and easier to learn, it might be possible to reduce the amount of time dedicated to teaching them in 4016. This change still has to be discussed with faculty in the context of building integration
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 4: Branch Library (Structural design diagrams, drawings, and details)	78% of class Average Performance at or Above C	60/67 (89.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes the development of a site and building model. Benchmark met.	In 2022, the assignment was extended with BIM techniques, which facilitated the production of structural drawings.	Continue collecting data. In the future, it would be great to integrate the technical consultants to the evaluation of the structural design. This change still has to be discussed with faculty in the context of building integration.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 4: Branch Library (Diagramming building systems and coding requirements)	78% of class Average Performance at or Above C	60/67 (89.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes diagramming building systems and responses to building code. Benchmark met.	Similar to the assignment in 2021.	Continue collecting data. There is an opportunity to incorporate BIM tools to better understand and produce some of the diagrams, such as HVAC and structure. This change still has to be discussed with faculty in the context of building integration
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 4: Branch Library (Wall section, rendered bay, and details)	78% of class Average Performance at or Above C	60/67 (89.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes the production of a wall section, rendered bay, and details. Benchmark met	In 2022, the assignment was extended with BIM techniques.	Continue collecting data. In the future, it would be great to integrate the technical consultants to the evaluation of the wall sections. This change still has to be discussed with faculty in the context of building integration.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 5: Sectioning the Branch Library (Wall section, rendered bay, and details)	78% of class Average Performance at or Above C	62/67 (92.5%) of students demonstrated Average Performance or Above on their overall Assignment 5 grade, which includes the refinement of a wall section, rendered bay, and details. Benchmark met.	In 2022 this assignment was created to allow students to incorporate feedback from the preious assignment into their drawings.	Continue collecting data. In the future, it would be great to integrate the technical consultants to the evaluation of the wall sections. This change still has to be discussed with faculty in the context of building integration.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 5: Sectioning the Branch Library (Sectional model)	78% of class Average Performance at or Above C	62/67 (92.5%) of students demonstrated Average Performance or Above on their overall Assignment 5 grade, which includes the production of a large sectional model. Benchmark met.	In 2022 this assignment was created to bring physical models back to the studio pedagogy.	Continue collecting data. In the future, it would be great to integrate the technical consultants to the evaluation of the sectional model. This change still has to be discussed with faculty in the context of building integration
ARCH 3026 ARCHITECTURAL DESIGN VI	Standardized Rubric	Project 01: Selective Spaces Students design a facade mockup with performance requirements based in interior comfort conditions.	78% of class Average Performance at or Above C	0.9865	The project was adjusted to require a tighter integration of facade, enclosure, structure, and occupancy concerns.	Future iterations of this project may include physical modeling to study integration of systems.
ARCH 3026 ARCHITECTURAL DESIGN VI	Standardized Rubric	Project 02.3: Ecological Urbanism Students design a large office building in a dense urban setting. The project is driven by strategies in energy, water, and habitat ecosystems.	78% of class Average Performance at or Above C	0.973	The project is adjusted to be more strongly driven by the measurable outcomes of building performance.	Future iterations of this project may include increased coordination with the parallel Environmental Technology course.
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 1: Site, Climate, and Ecology Mapping	78% of class Average Performance at or Above C	59/67 (88%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 1, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, this assignment will have a heavier emphasis on environmental analysis and data collection. This change still has to be discussed with faculty in the context of building integration.
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 2: Site, Climate, and Ecology Mapping	78% of class Average Performance at or Above C	56/67 (83.6%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 2, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	Continue collecting data. Over time, we expect that the incorporation of iterative and performative design will become more natural for the students, so we can inform the building integration with more specific environmental and system analysis.
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 3: Schematic Design of a branch Library	78% of class Average Performance at or Above C	54/67 (80.6%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 2, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	In 2022 this assignment was updated to reinforce the use of the skills learned in the previous assignment.	Continue collecting data. Over time, we expect that the incorporation of iterative and performative design will become more natural for the students, so we can inform the building integration with more specific environmental and system analysis.
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 4: Branch Library	78% of class Average Performance at or Above C	38/67 (56.7%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes environmental analysis, performance simulation and iterative design. Benchmark not met.	In 2022 this assignment was updated to have a stronger emphasis on site and environmental analysis.	Continue collecting data. Due to the heavy load of the studio, the environmental analysis tend to be treated as secondary by the students in the main project in contrast to formal exploration. Over time, we expect that the incorporation of iterative and performative design will
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 5: Sectioning the Branch Library	78% of class Average Performance at or Above C	59/67 (88%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 2, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	In 2022 this assignment was created to integrate analytical tools to the design of the building envelope.	Continue collecting data. Over time, we expect that the incorporation of iterative and performative design will become more natural for the students, so we can inform the building integration with more specific environmental and system analysis.

Shared Value: Design

ARCH 4016 Architectural Design VII (Primary)

- **Assessment Measure 1:** From the syllabus learning objectives. Student ability to 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. This is demonstrated through the use of analytical tools for environmental and building performance in Assignments 1 and 2.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher
- **Assessment Measure 2:** From the syllabus learning objectives. Student ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, technology, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions, as demonstrated through process work for Assignments 3 and 4.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher
- **Assessment Measure 3:** From the syllabus learning objectives. Student ability to have a holistic understanding of the dynamic between built and natural environments, to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities, as demonstrated incrementally through process work for Assignment 2, 3, and 4.
    - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher
- **Assessment Measure 4:** From the syllabus learning objectives. Student ability to understand how site, program, and technology are creatively engaged with the goal of achieving substantial and substantive resolutions, evident and legible at multiple scales, as demonstrated through process work for Assignments 3 and 4.
    - **Benchmark for Assessment Measure 3:** 78% of students earning a grade of C or higher
- **Assessment Measure 5:** From the syllabus learning objectives. Student ability to sustain self-directed investigations of form and space and present findings through visual and oral modes of presentation including modeling, sketching, drawing, photographing and digital media. While this permeates all the assignments, it is demonstrated through process work for Assignments 3, 4, and 5.
    - **Benchmark for Assessment Measure 4:** 78% of students earning a grade of C or higher

The assessment measures have been developed by faculty and department head and have been used as the basis of student work tags. The tags are utilized in the evaluation of student portfolios during workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades. Portfolios do not include SV tags but the following tags can be used to identify the evidence

- PC.2 Design: Processes that integrate multiple factors in different settings and scales of development; site context, and boundary between conditions of difference
- PC.2 Design: conveys the methods by which design processes integrate multiple factors; diagramming,
- PC.2 Design: conveys the methods by which design processes integrate multiple factors; technical representation

- PC.2 Design: conveys the methods by which design processes integrate multiple factors; experiential representation
- PC.2 Design: conveys the methods by which design processes integrate multiple factors; designing space through the primacy of the section
- SC5 Design Synthesis: demonstrating consideration of measurable environmental impacts; spatial organization based on daylight and glare
- SC5 Design Synthesis: demonstrating consideration of measurable environmental impacts; spatial organization based on radiation or shadow studies
- SC.5 Design Synthesis: demonstrating synthesis of user and regulatory requirements; occupancy
- SC.5 Design Synthesis: demonstrating synthesis of accessible design; exterior and interior accessible routes
- PC.3 Ecological Knowledge and Responsibility: instills in students a holistic understanding of the dynamic between built and natural environments; site and climate analysis
- PC.3 Ecological Knowledge and Responsibility: the program enables future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles; radiation analysis and shadow studies
- PC.3 Ecological Knowledge and Responsibility: the program enables future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles; site analysis with water runoff simulation
- PC.3 Ecological Knowledge and Responsibility: mitigate climate change; use of mass timber
- PC5 Research and Innovation: engage and participate in architectural research to test and evaluate innovations in the field; use of building performance simulation as part of the design process
- PC5 Research and Innovation: engage and participate in architectural research to test and evaluate innovations in the field; use of parametric design and BIM workflows

ARCH 3026 Architectural Design VI (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Students employ methods of building design used to responsibly mitigate climate change and its impacts, as demonstrated in Projects 01 and 02.
  - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 2:** From the syllabus learning objectives. Student make design decisions within architectural projects while demonstrating synthesis of user requirements, site requirements, and regulatory contexts, as demonstrated in Project 02.
  - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 3:** From the syllabus learning objectives. Students gain awareness of buildings' ecosystems and how they are engaged in the design process, as demonstrated in the Precedents Study, Project 01, and Project 02.
  - **Benchmark for Assessment Measure 3:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 4:** From the syllabus learning objectives. Student develop design workflows with advanced software tools, including Building Information Modeling (BIM), Building Performance Simulation (BPS), parametric computational tools, and rendering software, as demonstrated in Project 02.

- **Benchmark for Assessment Measure 4:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The remaining assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 5:** Student understanding of intuition and iterative decision making in design, as demonstrated in Project 01 and Project 02.
  - **Benchmark for Assessment Measure 5:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 6:** Student understanding of the role of technical and experiential representation in program development, as demonstrated through design work for Project 01 and Project 02
  - **Benchmark for Assessment Measure 6:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 7:** Student understanding of physical and digital making as methods of ideation, as demonstrated in Site Analysis, Project 01, and Project 02.
  - **Benchmark for Assessment Measure 7:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 8:** Student understanding of topography, site context and boundaries between conditions of difference as demonstrated in Project 02.
  - **Benchmark for Assessment Measure 8:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 9:** Student understanding of disciplined transformation of formal strategies based on defined performative criteria, as demonstrated in Project 01 and Project 02.
  - **Benchmark for Assessment Measure 9:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 10:** Student understanding of systems of organization and composition in relation to strategies for circulation and daylight in office spaces, as demonstrated through design work for Project 02.
  - **Benchmark for Assessment Measure 10:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

ARCH 1025 Architectural Design II: Fundamental Design Methodology (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Student demonstrates the ability to consider multiple factors including form, spatial experience, site, and scale throughout the design process and proposed design solutions as demonstrated in Project 02 and Project 03.
  - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 2:** From the syllabus learning objectives. Student demonstrates the ability to think spatially and communicate three-dimensional spatial conditions through two- and three-dimensional representation as demonstrated in Project 01, Project 02, and Project 03.

  - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The remaining assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 3:** Student understanding of intuition and iterative decision making in design as demonstrated in Project 02 and Project 03.
  - **Benchmark for Assessment Measure 3:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 4:** Student understanding of translation from 2 dimensions to 3 dimensions as demonstrated in Project 02 and Project 03.
  - **Benchmark for Assessment Measure 4:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 5:** Student understanding of translation from 3 dimensions to 2 dimensions as demonstrated in Project 02 and Project 03.
  - **Benchmark for Assessment Measure 5:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 6:** Student understanding of formal ordering as demonstrated in Project 02 and Project 03.
  - **Benchmark for Assessment Measure 6:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 7:** Student understanding of the methods of physical making as demonstrated in Project 02.
  - **Benchmark for Assessment Measure 7:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 8:** Student understanding of the methods of sketching and conceptual representation as demonstrated in Project 03.
  - **Benchmark for Assessment Measure 8:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 9:** Student understanding of the methods of technical representation as demonstrated in Project 01, Project 02, and Project 03.
  - **Benchmark for Assessment Measure 9:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.
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- **Assessment Measure 10:** Student understanding of the methods of experiential representation as demonstrated in Project 01, Project 02, and Project 03.
  - **Benchmark for Assessment Measure 10:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

- **Assessment Measure 11:** Student understanding of design as a response to topography, site context, and boundaries between conditions of difference as demonstrated in Project 03.

- **Benchmark for Assessment Measure 11:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure.

Shared Values: Design	ASSESSMENT TYPE	ASSIGNMENT	BENCHMARK	ASSESSMENT RESULTS	CHANGES AND IMPROVEMENTS 2022/2023	CHANGES AND IMPROVEMENTS 2023/2024
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 1: Site, Climate, and Ecology Mapping (Experiential diagram of site and context)	78% of class Average Performance at or Above C	64/67 (95.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 1, which assesses the students capacity to interpret site and context. Benchmark	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	As computational tools are being incorporated earlier in the curriculum, this assignment will have a heavier emphasis on environmental analysis and data collection. This change still has to be discussed with faculty in the context of design.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 1: Site, Climate, and Ecology Mapping (Site and environmental diagrams)	78% of class Average Performance at or Above C	59/67 (88%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 1, which includes environmental analysis, performance simulation and iterative	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, this assignment will have a heavier emphasis on environmental analysis and data collection. This change still has to be discussed with
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 2: Spatializing Performance (Integrating environmental diagrams to the design process)	78% of class Average Performance at or Above C	65/67 (97%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 2, which includes environmental analysis, performance simulation and iterative	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, the incorporation of iterative and performative design will become more natural and this assignment will have more specific design
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 2: Site, Climate, and Ecology Mapping (Integrating radiation and daylight diagrams to the design process)	78% of class Average Performance at or Above C	65/67 (97%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 2, which includes environmental analysis, performance simulation and iterative	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, iterative and performative design will become more natural and this assignment will have more specific design benchmarks.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 3: Schematic Design of a branch Library (integrating daylight diagrams to the design process)	78% of class Average Performance at or Above C	62/67 (92.5%) of students demonstrated Average Performance or Above on their overall Assignment 3 grade, which includes the development of daylight analysis. Benchmark met.	In 2022 this assignment was updated to emphasize iterative design with building performance simulation.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, this assignment will have a heavier emphasis on environmental analysis and building performance. This change still has to be discussed
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 4: Branch Library (Site plans and shadow studies)	78% of class Average Performance at or Above C	60/67 (89.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	In 2022 this assignment was updated to have a stronger emphasis on site and environmental analysis.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, we expect that the use of analytical tools become more common, so more emphasis can be placed on specific inquiries and on the quality of the final representations.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 5: Sectioning the Branch Library (Wall section, rendered bay, and details)	78% of class Average Performance at or Above C	62/67 (92.5%) of students demonstrated Average Performance or Above on their overall Assignment 5 grade, which includes the refinement of a wall section, rendered bay, and details. Benchmark met.	In 2022 this assignment was created to allow students to incorporate feedback from the preious assignment into their drawings.	Continue collecting data. In the future, it would be great to integrate the technical consultants to the evaluation of the wall sections. This change still has to be discussed with faculty in the context of design education.
ARCH 1015 ARCHITECTURAL DESIGN I	Provide assessment type here. Add additional rows to the spreadsheet for each assignment that contributes to evidence of the criteria in the course.	Describe the assignment. Add additional rows to the spreadsheet for each assignment that contributes to evidence of the criteria in the course.	Benchmark utilized to determine effectiveness of the assignment/teaching in support of criteria. Baseline Use: 78% of class Average Performance or Above/78% of class 2 or Above GELO. Add rows to provide information for each assignment.	Provide results for each assignment here. Add rows to provide assessment results for each assignment.	Outline Changes that have been made to assignments or the course for 2022/2023 in response to the benchmarks and assessments provided.	Outline Changes that have been made or are planned for assignments or the course in 2023/2024 in response to the benchmarks and assessments provided.
ARCH 1025 ARCHITECTURAL DESIGN II: FUNDAMENTAL DESIGN METHODOLOGY	Standardized Project Rubric	Project 02: Modulating Scale	78% of class Average Performance at or Above C	45/46 (97.8%) of students demonstrated Average Performance at or Above C on their overall Project 02 grade. Benchmark met.	The length of this project was increased to allow more time for iteration and exploration of the module design and system. More models were required to encourage physical exploration.	This project is being reconsidered to include two systems - modular block and frame - simultaneously.
ARCH 1025 ARCHITECTURAL DESIGN II: FUNDAMENTAL DESIGN METHODOLOGY	Standardized Project Rubric	Project 03: Modulating Sequence	78% of class Average Performance at or Above C	43/46 (93.4%) of students demonstrated Average Performance at or Above C on their overall Project 03 grade. Benchmark met.	The length of this project was increased to allow more time for conceptual study of systems to further integrate the modular block system in the overall design.	Program and site are being reconsidered to encourage more engagement with public spaces.
ARCH 2016 ARCHITECTURAL DESIGN III	Standardized Rubric	Assignment 1: Familiar Roofs	78% of class Average Performance at or Above C	97/99 (98%) of students demonstrated Average Performance or Above on Assignment 1: Familiar Roofs, which includes collaborative research and design of synthetic diagrams related to precedent	The set of precedents that was studied was refined in response to student outcomes from the previous year.	Planned refinement of the requirements for diagrams related to rainwater management.
ARCH 2016 ARCHITECTURAL DESIGN III	Standardized Rubric	Assignment 2: Familiar Exceptions	78% of class Average Performance at or Above C	93/99 (94%) of students demonstrated Average Performance or Above on Assignment 1: Familiar Roofs, which includes collaborative research and design of synthetic diagrams related to precedent	This assignment was modified to better teach students the value of abstraction in focusing a design study--in this case on light and spatial quality.	Planned update to the assignment to require black and white photography of physical models--focusing students on the quality of light. Possible update of the building program so that this light study becomes more attuned to
ARCH 2016 ARCHITECTURAL DESIGN III	Standardized Rubric	Assignment 3: Chicago Market	78% of class Average Performance at or Above C	91/99 (92%) of students demonstrated Average Performance or Above on Assignment 3: Chicago Market, which is a focused design exercise comprising the majority of the semester. Benchmark	The project site was changed from the previous iteration (an infill project) to include more outdoor space that students were responsible for designing--demonstrating to students the importance of a holistic design solution that includes the	Possible change to the program of the project to better fit the goals of working with structure and nuanced natural light.
ARCH 2026 ARCHITECTURAL DESIGN IV	Provide assessment type here. Add additional rows to the spreadsheet for each assignment that contributes to evidence of the criteria in the course.	Describe the assignment. Add additional rows to the spreadsheet for each assignment that contributes to evidence of the criteria in the course.	Benchmark utilized to determine effectiveness of the assignment/teaching in support of criteria. Baseline Use: 78% of class Average Performance or Above/78% of class 2 or Above GELO. Add rows	Provide results for each assignment here. Add rows to provide assessment results for each assignment.	Outline Changes that have been made to assignments or the course for 2022/2023 in response to the benchmarks and assessments provided.	Outline Changes that have been made or are planned for assignments or the course in 2023/2024 in response to the benchmarks and assessments provided.
ARCH 3016 ARCHITECTURAL DESIGN V	Provide assessment type here. Add additional rows to the spreadsheet for each assignment that contributes to evidence of the criteria in the course.	Describe the assignment. Add additional rows to the spreadsheet for each assignment that contributes to evidence of the criteria in the course.	Benchmark utilized to determine effectiveness of the assignment/teaching in support of criteria. Baseline Use: 78% of class Average Performance or Above/78% of class 2 or Above GELO. Add rows	Provide results for each assignment here. Add rows to provide assessment results for each assignment.	Outline Changes that have been made to assignments or the course for 2022/2023 in response to the benchmarks and assessments provided.	Outline Changes that have been made or are planned for assignments or the course in 2023/2024 in response to the benchmarks and assessments provided.
ARCH 3026 ARCHITECTURAL DESIGN VI	Standardized Rubric	Project 02.3: Ecological Urbanism Students design a large office building in a dense urban setting. The project is driven by strategies in energy, water, and habitat ecosystems.	78% of class Average Performance at or Above C	0.973	The project was adjusted to increase focus on the building program and an urban response. The technical and analytical elements were refined to better prepare students for the subsequent studio, ARCH 4016.	Future iterations of this project may include a more balanced integration of criteria.
ARCH 4116 ARCHITECTURAL DESIGN VIII	Provide assessment type here. Add additional rows to the spreadsheet for each assignment that contributes to evidence of the criteria in the course.	Describe the assignment. Add additional rows to the spreadsheet for each assignment that contributes to evidence of the criteria in the course.	Benchmark utilized to determine effectiveness of the assignment/teaching in support of criteria. Baseline Use: 78% of class Average Performance or Above/78% of class 2 or Above GELO. Add rows	Provide results for each assignment here. Add rows to provide assessment results for each assignment.	Outline Changes that have been made to assignments or the course for 2022/2023 in response to the benchmarks and assessments provided.	Outline Changes that have been made or are planned for assignments or the course in 2023/2024 in response to the benchmarks and assessments provided.

Shared Value: Environmental Stewardship & Professional Responsibility

ARCH 4152 Environmental Technology III (Primary)

- **Assessment Measure 1:** From the syllabus learning objectives. Student ability to demonstrate capacity to integrate building systems, such as envelope, assemblies, structure, and environmental control with the support of computational modeling. In terms of ecological knowledge, this is demonstrated through the combination of parametric design, BIM, and building performance simulation in Assignments 3 and 4.
  - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher
- **Assessment Measure 2:** From the syllabus learning objectives. Student ability to understand the importance of design iterations and feedback to integrate multiple factors and scales relative to the building design, such as user requirements, regulatory requirements, site conditions, accessible design, and environmental impacts. In terms of ecological knowledge, this is demonstrated through building performance simulation in Assignments 3 and 4.
  - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher
- **Assessment Measure 3:** From the syllabus learning objectives. Student ability to demonstrate a holistic understanding of the dynamic between built and natural environments during the development of a design, as demonstrated incrementally through the integration of GIS, environmental analysis, and building performance simulation in Assignments 1, 2, and 3.
  - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher

The assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades. There are no SV tags in the portfolios but the following tags can be used to identify evidence

- PC.3 Ecological Knowledge and Responsibility: instills in students a holistic understanding of the dynamic between built and natural environments; site and climate analysis
- PC.3 Ecological Knowledge and Responsibility: the program enables future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles; radiation analysis and shadow studies
- PC.3 Ecological Knowledge and Responsibility: the program enables future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles; site analysis with water runoff simulation
- PC.3 Ecological Knowledge and Responsibility: mitigate climate change; use of mass timber
- SC5 Design Synthesis: demonstrating consideration of measurable environmental impacts; spatial organization based on daylight and glare
- SC5 Design Synthesis: demonstrating consideration of measurable environmental impacts; spatial organization based on radiation or shadow studies
- SC.5 Design Synthesis: demonstrating synthesis of user and regulatory requirements; occupancy
- SC.5 Design Synthesis: demonstrating synthesis of accessible design; exterior and interior accessible routes

ARCH 4016 Architectural Design VII (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Student ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, technology, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions, as demonstrated through process work for Assignments 3 and 4.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher
- **Assessment Measure 2:** From the syllabus learning objectives. Student ability to have a holistic understanding of the dynamic between built and natural environments, to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities, as demonstrated incrementally through process work for Assignment 2, 3, and 4.
    - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher
- **Assessment Measure 3:** From the syllabus learning objectives. Student ability to understand how site, program, and technology are creatively engaged with the goal of achieving substantial and substantive resolutions, evident and legible at multiple scales, as demonstrated through process work for Assignments 3 and 4.
    - **Benchmark for Assessment Measure 3:** 78% of students earning a grade of C or higher

ARCH 3026 Architectural Design VI (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Students employ methods of building design used to responsibly mitigate climate change and its impacts, as demonstrated in Projects 01 and 02.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 2:** From the syllabus learning objectives. Students demonstrate a holistic understanding of the dynamic between built and natural environments, as demonstrated in Project 02.
    - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 3:** From the syllabus learning objectives. Students gain awareness of buildings' ecosystems and how they are engaged in the design process, as demonstrated in the Precedents Study, Project 01, and Project 02.
    - **Benchmark for Assessment Measure 3:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 4:** From the syllabus learning objectives. Students demonstrate an understanding of the various scales of buildings' ecological impact, as demonstrated in Project 02.
    - **Benchmark for Assessment Measure 4:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

- **Assessment Measure 5:** From the syllabus learning objectives. Students engage with the complexities of dense, urban sites, including transit, solar access, urban street wall, and urban green space, as demonstrated in Project 02.

    - **Benchmark for Assessment Measure 5:** 78% of students earning a grade of C or higher/78% of students earn a GELO score a 2 or higher.

The remaining assessment measures have been developed by faculty and dept. head and have been used as the basis of student work tags. The work tags are utilized in the evaluation of student portfolios during evaluative workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades.

- **Assessment Measure 6:** Student understanding of analysis of rainwater management on site, as demonstrated in Site Analysis and Project 02.
    - **Benchmark for Assessment Measure 6:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 7:** Student understanding integration of rainwater strategies, as demonstrated through design work for Project 02
    - **Benchmark for Assessment Measure 7:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 8:** Student understanding of solar analysis to inform design and solar responsive envelopes, as demonstrated in Project 01 and Project 02.
    - **Benchmark for Assessment Measure 8:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 9:** Student understanding of analysis of existing and native tree species and integrating native species in design, as demonstrated in Site Analysis and Project 02.
    - **Benchmark for Assessment Measure 9:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

- **Assessment Measure 10:** Student understanding of designing for daylighting, as demonstrated in Project 01 and Project 02.
    - **Benchmark for Assessment Measure 10:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure.

ARCH 2132 Environmental Technology I (Secondary)

- **Assessment Measure 1:** From the syllabus learning objectives. Understand the principles of passive design strategies, including passive heating, passive cooling, shading and daylighting and how these strategies are imbedded in understanding a buildings environmental performance. This is primary in the lecture content and assessed through Exams 1, 2, and 3 and in the course readings and assessed in the quizzes.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher

- **Assessment Measure 2:** From the syllabus learning objectives. Recognize the primary climate regions and how design for climate types affects overall building performance. This is in the lecture content and assessed through Exams 1, 2, and 3 and in Assignment 2: Climate and Daylighting.
    - **Benchmark for Assessment Measure 2:** 78% of students earning a grade of C or higher

- **Assessment Measure 3:** From the syllabus learning objectives. Understand the site-specific implications of natural forces- sun, wind, and light. This is in the lecture content and assessed through Exams 1, 2, and 3 and in Assignment 2: Climate and Daylighting.
    - **Benchmark for Assessment Measure 3:** 78% of students earning a grade of C or higher

- **Assessment Measure 4:** From the syllabus learning objectives. Understand the dynamic between the built and natural environment, and how sustainable practices are an integral part of design today and embedded in the study of environmental design. This is in the lecture content and assessed through Exams 1, 2, and 3 and in the course readings and assessed in the quizzes.
    - **Benchmark for Assessment Measure 4:** 78% of students earning a grade of C or higher
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Shared Values: Environmental Stewardship & Professional Responsibility	ASSESSMENT TYPE	ASSIGNMENT	BENCHMARK	ASSESSMENT RESULTS	CHANGES AND IMPROVEMENTS 2022/2023	CHANGES AND IMPROVEMENTS 2023/2024
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 1: Site, Climate, and Ecology Mapping (Site and environmental diagrams)	78% of class Average Performance at or Above C	59/67 (88%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 1, which includes environmental analysis, performance simulation and iterative	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, this assignment will have a heavier emphasis on environmental analysis and data collection. This change still has to be discussed with
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 1: Site, Climate, and Ecology Mapping (Site and environmental diagrams)	78% of class Average Performance at or Above C	59/67 (88%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 1, which includes environmental analysis, performance simulation and iterative	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, this assignment will have a heavier emphasis on environmental analysis and data collection. This change still has to be discussed with
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 2: Spatializing Performance (Integrating environmental diagrams to the design process)	78% of class Average Performance at or Above C	56/67 (83.6%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 2, which includes environmental analysis, performance simulation and iterative	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	Continue collecting data. Due to the heavy load of the studio, the environmental analysis tend to be treated as secondary by the students in the main project in contrast to formal exploration. Over time, we expect that the
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 4: Branch Library (Site plans and shadow studies)	78% of class Average Performance at or Above C	38/67 (56.7%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes environmental analysis, performance simulation and iterative	In 2022 this assignment was updated to have a stronger emphasis on site and environmental analysis.	Continue collecting data. Due to the heavy load of the studio, the environmental analysis tend to be treated as secondary by the students in the main project in contrast to formal exploration. Over time, we expect that the
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 4: Branch Library (Use of mass timber)	78% of class Average Performance at or Above C	38/67 (56.7%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes environmental analysis, performance simulation and iterative	The use of mass timber is consistent with the 2021 version of this assignment.	Continue collecting data. The performance of the students in the adoption of mass timber was satisfactory, which is not expressed in the overall grade of the assignment. For the future, this grade might become more granular to capture
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 4: Branch Library (Site plans and shadow studies)	78% of class Average Performance at or Above C	38/67 (56.7%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes environmental analysis, performance simulation and iterative	In 2022 this assignment was updated to have a stronger emphasis on site and environmental analysis.	Continue collecting data. Due to the heavy load of the studio, the environmental analysis tend to be treated as secondary by the students in the main project in contrast to formal exploration. Over time, we expect that the
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 4: Branch Library (integrating daylight diagrams to the design process)	78% of class Average Performance at or Above C	38/67 (56.7%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes environmental analysis, performance simulation and iterative	In 2022 this assignment was updated to emphasize iterative design with building performance simulation.	Continue collecting data. Due to the heavy load of the studio, the environmental analysis tend to be treated as secondary by the students in the main project in contrast to formal exploration. Over time, we expect that the
ARCH 4152 ENVIRONMENTAL TECHNOLOGY III	Standardized Rubric	Assignment 4: Branch Library (accessibility diagrams)	78% of class Average Performance at or Above C	38/67 (56.7%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes environmental analysis, performance simulation and iterative design. Benchmark not met.	Similar to the assignment in 2021.	Continue collecting data. Potentially, the design brief could bring accessibility to the center of the discussion if the site is located close to an important hub of public transportation in a larger town. This idea has not been discussed with faculty in the context of design synthesis.
ARCH 2132 ENVIRONMENTAL TECHNOLOGY I	Provide assessment type here. Add additional rows to the spreadsheet for each assignment that contributes to evidence of the criteria in the course.	Describe the assignment. Add additional rows to the spreadsheet for each assignment that contributes to evidence of the criteria in the course.	Benchmark utilized to determine effectiveness of the assignment/teaching in support of criteria. Baseline Use: 78% of class Average Performance or Above/78% of class 2 or Above GELO. Add rows to provide information for each assignment.	Provide results for each assignment here. Add rows to provide assessment results for each assignment.	Outline Changes that have been made to assignments or the course for 2022/2023 in response to the benchmarks and assessments provided.	Outline Changes that have been made or are planned for assignments or the course in 2023/2024 in response to the benchmarks and assessments provided.
ARCH 3026 ARCHITECTURAL DESIGN VI	Standardized Rubric	Project 02.3: Ecological Urbanism Students design a large office building in a dense urban setting. The project is driven by strategies in energy, water, and habitat ecosystems.	78% of class Average Performance at or Above C	0.973	The project was adjusted to increase focus on the building program. Occupancy of the building is more closely tied to the ecological objectives.	Future iterations of this project may be based in a more challenging climate, where issues related to human health, safety, and welfare are more intense.
ARCH 3253 ENVIRONMENTAL TECHNOLOGY II	Standardized Rubric	HVAC Exam 1-Indoor air quality, HVAC sizing, Heating and Cooling Load Determination	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	0.56	Add more in class exercises.	Reduce the course content, and rely more on knowledge transfer through HVAC software
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 1: Site, Climate, and Ecology Mapping	78% of class Average Performance at or Above C	64/67 (95.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 1, which assesses the students capacity to interpret site and context. Benchmark met.	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	As computational tools are being incorporated earlier in the curriculum, this assignment will have a heavier emphasis on environmental analysis and data collection. This change still has to be discussed with faculty in the context of environmental stewardship.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 2: Site, Climate, and Ecology Mapping	78% of class Average Performance at or Above C	65/67 (97%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 2, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, the incorporation of iterative and performative design will become more natural and this assignment will have more specific design benchmarks.
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 4: Branch Library	78% of class Average Performance at or Above C	60/67 (89.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes environmental analysis, performance simulation and iterative design. Benchmark met.	In 2022 this assignment was updated to have a stronger emphasis on site and environmental analysis.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, we expect that the use of analytical tools become more common, so more emphasis can be placed on specific inquiries and on the quality of the final representations.

Shared Values: Equity, Diversity & Inclusion

ARCH 4523 ARCHITECTURAL THEORY

Weekly Presentations: Readings inform all class discussions and serve as the pedagogical foundation for the course. Each student is placed into a reading group of seven or eight classmates. Each week, one topical overview reading is assigned to the entire class and (8) topical perspectives will be distributed to across the reading groups. These “perspective” readings supplement canonical texts and broaden discourse to consider, as examples, race, gender, and sexuality as part of a more inclusive conversation about architecture.

Students deliver weekly presentations on these perspective readings such that critical information from all readings released in a particular week are presented for discussion.

Benchmark for Weekly Presentations: 100% of students earned a grade of C or higher for weekly presentations.

Assessment 01: The first in-class assessment asks students to identify and provide significance for (3) images sourced from the weekly presentations, compare and contrast (2) pairs of images that are identified and generally canonical in nature, and write an argument outline that cites specific “perspective” readings (described above) in support or as counter-examples for two conceptions of architecture out of the four weekly topics to that point in the semester.

Benchmark for Assessment 01: 76.6% of students earned a grade of C or higher for Assessment 01.

Assessment 02: The second in-class assessment asks students to identify and provide significance for (3) images sourced from the weekly presentations, compare and contrast (4) pairs of images that are identified and generally canonical in nature, and write an argument outline that cites specific “perspective” readings (described above) in support or as counter-examples for one conceptions of architecture out of the three weekly topics discussed since the previous assessment.

Benchmark for Assessment 02: 90.9% of students earned a grade of C or higher for Assessment 02.

Notebook: At the outset of the semester, the faculty make efforts to decentralize and democratize architectural discourse by not requiring a textbook for the course. Instead, students are to “write their own textbooks” by keeping a notebook of notes, individual theories, and references as they explore and engage with course materials over the course of the semester. The pedagogical aim is to equip students with informed confidence to take individual stances on architectural theories rather than inherit those from limited points of view.

Benchmark for Notebook: 62.3% of students earned a grade of C or higher for Notebook.

Final Exercise: The Final Exercise asks students to put theory to practice by formulating a response to one of the following (3) prompts:

- Write an architectural manifesto for the twenty-first century;
- Propose a five year architectural curriculum for the twenty-first century;
- Develop a theory of beauty in architecture for the twenty-first century.

In each case, students are asked to bring in no fewer than (8) of the semester's readings. The assignment is designed, as with the Notebook, to empower students of all backgrounds to think critically about what matters in shaping the discourse of architecture and how that might affect real change in society.

Benchmark for Final Exercise: 77.9% of students earned a grade of C or higher for the Final Exercise.

Participation: Students are required to participate in class and contribute to weekly discussions. Students are asked to engage with materials critically and develop informed and defensible positions about what matters, or does not, in architectural theory so that their unique voice is heard and contributes to a diverse and inclusive discourse.

Benchmark for Participation: 93.5% of students earned a grade of C or higher for Participation.

ARCH 4523 ARCHITECTURAL THEORY	Provide assessment type here. Add additional rows to the spreadsheet for each assignment that contributes to evidence of the criteria in the course.	Describe the assignment. Add additional rows to the spreadsheet for each assignment that contributes to evidence of the criteria in the course.	Benchmark utilized to determine effectiveness of the assignment/teaching in support of criteria. Baseline Use: 78% of class Average Performance or Above/78% of class 2 or Above GELO. Add rows to provide information for each assignment.	Provide results for each assignment here. Add rows to provide assessment results for each assignment.	Outline Changes that have been made to assignments or the course for 2022/2023 in response to the benchmarks and assessments provided.	Outline Changes that have been made or are planned for assignments or the course in 2023/2024 in response to the benchmarks and assessments provided.
ARCH 4523 ARCHITECTURAL THEORY	Weekly Presentations	Students deliver weekly presentations on readings concerned with, for example, race, gender, and sexuality such that critical information from all readings released in a particular week are presented for discussion.	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	100% of students demonstrated Average Performance or Above for weekly presentations. Benchmark met.	Presentation format has been revised so that each student presents content in more depth. In previous year (this data), all students participated each week in the presentations leading some students to not be fully engaged in the materials.	Continue collecting data; faculty to discuss successes and failures of the course upon current semester completion.
ARCH 4523 ARCHITECTURAL THEORY	Assessment 01	Students outline an argument for a particular conception of architecture by bringing in differing points of view explored in the weekly readings.	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	76.6% of students demonstrated Average Performance or Above for Assessment 01. Missed benchmark by 1.6%.	Instructions have been clarified to help students understand what is meant by bringing in "supporting evidence" from multiple perspectives while making an architectural argument.	Continue collecting data; faculty to discuss successes and failures of the course upon current semester completion.
ARCH 4523 ARCHITECTURAL THEORY	Assessment 02	Students outline an argument for a particular conception of architecture by bringing in differing points of view explored in the weekly readings.	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	90.9% of students demonstrated Average Performance or Above for Assessment 02. Benchmark met.	Instructions have been clarified to help students understand what is meant by bringing in "supporting evidence" from multiple perspectives while making an architectural argument.	Continue collecting data; faculty to discuss successes and failures of the course upon current semester completion.
ARCH 4523 ARCHITECTURAL THEORY	Notebook	Students write their own textbook for the class, empowering them to find their own voice while welcoming inclusive and diverse points of view.	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	62.3% of students demonstrated Average Performance or Above for Notebook. Missed benchmark by 15.7%.	Mid-semester "check-ins" give students the opportunity to receive feedback about the quality and quantity of notes taken and adjust course if necessary.	Continue collecting data; faculty to discuss successes and failures of the course upon current semester completion.
ARCH 4523 ARCHITECTURAL THEORY	Final Exercise	Students write a manifesto, design an architectural curriculum, or develop a theory of beauty for the twenty-first century encouraging them to consider what is at stake for society at large and how architecture can	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	77.9% of students demonstrated Average Performance or Above for Final Exercise. Missed benchmark by 0.1%.	No changes planned in 2023.	Continue collecting data; faculty to discuss successes and failures of the course upon current semester completion.
ARCH 4523 ARCHITECTURAL THEORY	Participation	Students are required to participate in class and contribute to weekly discussions. Students are asked to engage with materials critically and develop informed and defensible positions about what matters, or does not, in architectural theory so that their unique voice is heard and contributes to a diverse and	78% of students demonstrate Average Performance or Above / 78% of students 2 or Above GELO.	93.5% of students demonstrated Average Performance or Above for Participation. Benchmark met.	An additional TA has been hired to help faciliate smaller break-out group discussions with the expectation of engaging more students more fully.	Continue collecting data; faculty to discuss successes and failures of the course upon current semester completion.

SV4 Knowledge and Innovation

ARCH 4016 Architectural Design VII (Primary)

- **Assessment Measure 1:** From the syllabus learning objectives. Student ability to 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. This is demonstrated through the use of analytical tools for environmental and building performance in Assignments 1 and 2.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher
- **Assessment Measure 2:** From the syllabus learning objectives. Student ability to demonstrate capacity to integrate building systems, such as envelope, assemblies, structure, and environmental control with the support of computational modeling. In terms of ecological knowledge, this is demonstrated through the combination of parametric design, BIM, and building performance simulation in Assignments 3 and 4.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher
- **Assessment Measure 3:** From the syllabus learning objectives. Student ability to 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. This is demonstrated through design work for Assignments 4 and 5.
    - **Benchmark for Assessment Measure 1:** 78% of students earning a grade of C or higher
- **Assessment Measure 4:** From the syllabus learning objectives. Student ability to have a holistic understanding of the dynamic between technology, building systems, and natural environments, as demonstrated through process work for Assignments 3 and 4.
    - **Benchmark for Assessment Measure 3:** 78% of students earning a grade of C or higher

The assessment measures have been developed by faculty and department head and have been used as the basis of student work tags. The tags are utilized in the evaluation of student portfolios during workshops to illuminate shared values within the Department of Architecture that influence teaching assessment and grading. While considered in assignment/project grading they are not explicitly evaluated as isolated/separate grades. SV is not tagged in the portfolios, but the following tags from other categories might help identify the evidence

- PC.3 Ecological Knowledge and Responsibility: the program enables future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles; radiation analysis and shadow studies
- PC.3 Ecological Knowledge and Responsibility: the program enables future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles; site analysis with water runoff simulation
- PC.3 Ecological Knowledge and Responsibility: mitigate climate change; use of mass timber
- PC5 Research and Innovation: engage and participate in architectural research to test and evaluate innovations in the field; visibility and experiential diagrams
- PC5 Research and Innovation: engage and participate in architectural research to test and evaluate innovations in the field; use of building performance simulation as part of the design process

- PC5 Research and Innovation: engage and participate in architectural research to test and evaluate innovations in the field; use of GIS and databases to investigate context
- PC5 Research and Innovation: engage and participate in architectural research to test and evaluate innovations in the field; use of parametric design and BIM workflows
- SC.6 Building Integration: integration of building envelope systems and assemblies; material assembly of building envelope and surface definition of façade elements
- SC.6 Building Integration: integration of environmental control systems and the measurable outcomes of building performance; environmental control systems based on performance and composition

Shared Values KNOWLEDGE & INNOVATION	ASSESSMENT TYPE	ASSIGNMENT	BENCHMARK	ASSESSMENT RESULTS	CHANGES AND IMPROVEMENTS 2022/2023	CHANGES AND IMPROVEMENTS 2023/2024
ARCH 4016 ARCHITECTURAL DESIGN VII	Standardized Rubric	Assignment 1: Site, Climate, and Ecology Mapping (Site and environmental diagrams)	78% of class Average Performance at or Above C	64/67 (95.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 1, which includes environmental analysis, performance simulation and iterative design. Benchmark met	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, this assignment will have a heavier emphasis on environmental analysis and data collection. This change still has to be discussed with faculty in the context of ecological knowledge, research
	Standardized Rubric	Assignment 2: Spatializing Performance (Integrating environmental diagrams to the design process)	78% of class Average Performance at or Above C	65/67 (97%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 2, which includes environmental analysis, performance simulation and iterative design. Benchmark met	This assignment was created in 2022 both to improve the students skills in environmental analysis and to increase the positive social and urban impact of the proposals.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, the incorporation of iterative and performative design will become more natural and this assignment will have more specific design benchmarks
	Standardized Rubric	Assignment 4: Branch Library (Parametric design and BIM workflows)	78% of class Average Performance at or Above C	60/67 (89.5%) of students demonstrated Average Performance or Above on their 4016 component of Assignment 4, which includes environmental analysis, performance simulation and iterative design. Benchmark met	The explicit incorporation of BIM and parametric design to this assignment in 2022 is part of a larger curriculum effort to expose students to modern workflows that are more efficient and that will provide access to more jobs in AEC.	Continue collecting data. As computational tools are being incorporated earlier in the curriculum, this component will not have to be explicitly addressed. Therefore, more emphasis will be placed on the quality of the final representations

SHARED VALUES: Leadership, Collaboration and Community Engagement

Arch 5314 Professional Practice

While leadership is engendered and supported across the curriculum, ARCH 5314 Professional Practice is the one place in the current curriculum where different forms of leadership and professional contexts are synthesized. ARCH 5314 Professional Practice emphasizes the importance of leadership and collaboration, but also references community engagement through lecture content, readings, discussions, and assignments to address relevant topics, including:

- Identification of leadership opportunities in architectural practice across a broad range of tasks and duties
- Description of the role of qualities of effective leadership
- The increasingly collaborative nature of practice
- Assembly of collaborative project teams
- Expansion of traditional architectural services to include community engagement and post-occupancy evaluation with stakeholders

SHARED VALUES: Lifelong Learning

Arch 5314 Professional Practice

Lifelong learning is promoted everywhere in the curriculum, but ARCH 5314 Professional Practice is a critical course for professional development. Specifically, ARCH 5314 Professional Practice reinforces the importance of lifelong learning by reinforcing the concept and practice of continuing education as required to maintain licensure, in addition to related topics, including:

- **Assessment Measure 1:** Student understanding of the process of enrolling in and completing the Architect Experience Program (AXP) as demonstrated through discussion. Beginning on the first day of the course, the process of becoming a licensed architect in the United States is introduced through a detailed lecture, beginning with an explanation of eligibility for the Architectural Experience Program (AXP) and the importance of establishing an NCARB Record. Establishing a record used to be required by this course, but not everyone needed it or could afford it, so it become 'highly recommended' instead. This lecture consistently generates significant discussion and thoughtful questions, particularly regarding the question of 'why get licensed'? The content from this introductory lecture and discussion appears in numerous additional lectures and discussions, particularly when discussing project management and construction documents.
- **Benchmark for Assessment Measure 1:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure. Students are surveyed to determine what percent already have an NCARB Record and/or are actively recording experience. In the Spring Semester, 43/68 students (63%) and 18 of 27 students (67%) in the Fall Semester when surveyed on the first day of class. Each semester revealed that students nearly met the 78% benchmark for success for this item, but in future courses, the students will be exit polled to determine if more students enrolled.

- **Assessment Measure 2:** Student understanding of the process of transferring completed AXP Record to State Boards to begin the Architectural Record Exam (ARE) as demonstrated through discussion. The content from this introductory lecture and discussion appears in numerous additional lectures and discussions, particularly when discussing project management and construction documents. With a student body from a diverse geographical area, there is good discussion about the differences between states and about taking exams away from a "home state". A case study is provided for the sequence of transitioning from the ARE to requesting the transfer of an NCARB Record to the State Board of Architects. The importance of the NCARB Record in the process of reciprocity is also discussed at length.
- **Benchmark for Assessment Measure 2:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure. This measure is assessed through student engagement and classroom participation in discussion, as well as through numerous one on one meetings after class or by appointment.

- **Assessment Measure 3:** Student understanding of the relationship of AXP Categories to ARE Exams as demonstrated through discussion. With a distinct majority of the students already enrolled in AXP, a good baseline understanding exists for the Categories of the AXP. A dedicated lecture is given to refine understanding of the relationship between the AXP Categories and the actual ARE Exams.
- **Benchmark for Assessment Measure 3:** 78% of students earning a "meets expectations" or "exceeds expectations" for this measure. This measure is assessed through student engagement and classroom participation in discussion, as well as through numerous one on one meetings after class or by appointment.

- **Assessment Measure 4:** Student understanding of the variations between individual State Boards, the process of earning ‘reciprocity’ between states once licensed, and the role of Continuing Education as demonstrated through discussion. With a student body from a diverse geographical area, there is good discussion about the differences between states and reciprocity.
- **Benchmark for Assessment Measure 4:** 78% of students earning a “meets expectations” or “exceeds expectations” for this measure. This measure is assessed through student engagement and classroom participation in discussion, and taken as an opportunity to emphasize the importance of establishing and maintaining an NCARB Record.

FAY

ADDENDUM 12

5.3 – Department of Architecture Baseline Data for 2024/2025 Academic Year Curriculum Assessment and Development

FAY

DEPARTMENT BASELINE PERFORMANCE METRICS FOR 2024/2025 ACADEMIC YEAR
CURRICULAR ASSESSMENT AND DEVELOPMENT 05.14.2024

ARCH 1212 DESIGN THINKING I

PC.7 Learning and Teaching Culture

- Data pending to include Summer 2024 cohort in assessment and action planning 08.12.2024 through 08.19.2024.

ARCH 3016 DESIGN STUDIO V

PC.6 Leadership and Collaboration
SC.3 Regulatory Context

- Baseline Student Performance Register Fall 2023: 97.65% C or Above (83/8)
- Baseline Student Performance Register Fall 2023: 47.05% A- or Above (40/85)
- Assessment of objectives for each criteria outlined in 2023/2024 to be assessed for difficulty and standard of excellence.
- Provide specific data related to each criteria and explore broader reaching dimensions for SC.3.
- Student Performance exceeds baseline objective by 19.65%.
- Escalation in challenge/difficulty to be explored.
- Correlation with collateral/contributing course performance to be studied as a predictive component.
- Correlation with ARCH 3026 and ARCH 4016 Performance to be assessed.
- Qualitative dimensions of design to be examined/evaluated as part of assessment.

ARCH 3026 DESIGN STUDIO VI

SC.1 Health Safety and Welfare in the Built Environment

- Baseline Student Performance Register Spring 2024: 93.90% C or Above (77/82)
- Baseline Student Performance Register Spring 2024: 24.40% A- or Above (20/82)
- Assessment of objectives for each criteria outlined in 2023/2024 to be assessed for difficulty and standard of excellence.
- Student Performance exceeds baseline objective by 15.90%.
- Escalation in challenge/difficulty to be explored.
- Correlation with collateral/contributing course performance to be studied as a predictive component.
- Correlation with ARCH 3026 and ARCH 4016 Performance to be assessed.
- Qualitative dimensions of design to be examined/evaluated as part of assessment.

ARCH 3143 MATERIALS AND ASSEMBLIES

SC.4 Technical Knowledge

- Baseline Student Performance Register Spring 2024: 88.10% C or Above (74/84)
- Baseline Student Performance Register Spring 2024: 9.52% A- or Above (8/84)
- Assessment of objectives for each criteria outlined in 2023/2024 to be assessed for difficulty and standard of excellence.
- Student Performance exceeds baseline objective by 10.10%.
- High Student Performance is at the expected level.

- Escalation in challenge/difficulty to be explored.
- Correlation with collateral/contributing course performance to be studied as a predictive component.
- Performance Correlation with ARCH 3016, ARCH 3026, and ARCH 3253 to be assessed.
- Qualitative dimensions of design to be examined/evaluated as part of assessment.

ARCH 4016 DESIGN STUDIO VII INTEGRATED DESIGN STUDIO

PC.2 Design
PC.5 Research and Innovation
SC.5 Design Synthesis
SC.6 Building Integration
SV Design
SV Knowledge and Innovation

- Baseline Student Performance Register Fall 2023: 98.57% C or Above (69/70)
- Baseline Student Performance Register Fall 2023: 41.43% A- of Above (29/70)
- Student Performance exceeds baseline objective by 20.57%.
- High Student Performance exceeds baseline objective by 31.43%
- Assessment of objectives for each criteria outlined in 2023/2024 to be assessed for difficulty and standard of excellence.
- Escalation in challenge/difficulty to be explored by specific NAAB criteria and supporting objective components outlined in 2023/2024 Assessment and Curriculum Development report.
- Correlation with collateral/contributing course performance to be studied as a predictive component. Assess in context of ARCH 3016, ARCH 3026, ARCH 3143, and ARCH 3253.
- Correlation with co-requisite ARCH 4152 to be examined closely.
- Qualitative dimensions of design to be examined/evaluated as part of assessment.

ARCH 4152 DESIGN STUDIO VII INTEGRATED DESIGN STUDIO

PC.3 Ecological Knowledge and Responsibility
SV Environmental Stewardship and Professional Responsibility

- Baseline Student Performance Register Fall 2023: 98.57% C or Above (69/70)
- Baseline Student Performance Register Fall 2023: 41.43% A- of Above (29/70)
- Student Performance exceeds baseline objective by 20.57%.
- High Student Performance exceeds baseline objective by 31.43%
- Assessment of objectives for each criteria outlined in 2023/2024 to be assessed for difficulty and standard of excellence.
- Escalation in challenge/difficulty to be explored by specific NAAB criteria and supporting objective components outlined in 2023/2024 Assessment and Curriculum Development report.
- Correlation with collateral/contributing course performance to be studied as a predictive component. Assess in context of ARCH 3016, ARCH 3026, ARCH 3143, and ARCH 3253.
- Qualitative dimensions of design to be examined/evaluated as part of assessment.

ARCH 4433 HISTORY OF ARCHITECTURE III

PC.4 History and Theory
PC.8 Social Equity and Inclusion

- Baseline Student Performance Register Fall 2023: 93.42% C or Above (71/76)
- Baseline Student Performance Register Fall 2023: 47.37% A- or Above (36/76)
- Student Performance exceeds baseline objective by 15.42%.
- High Student Performance exceeds baseline objective by 37.37%

- Assessment of objectives for each criteria outlined in 2023/2024 to be assessed for difficulty and standard of excellence.
- Escalation in challenge/difficulty to be explored by specific NAAB criteria and supporting objective components outlined in 2023/2024 Assessment and Curriculum Development report.
- Correlation with collateral/contributing course performance to be studied as a predictive component. Assess in context of ARCH 2223, ARCH 2243, and ARCH 4523.
- Qualitative dimensions of design to be examined/evaluated as part of assessment.

ARCH 4523 ARCHITECTURAL THEORY

SV Equity, Diversity and Inclusion

- Data for Spring 2024 being compiled at time of summary preparation.

ARCH 5314 PROFESSIONAL PRACTICE

PC.1 Career Paths
SC.2 Professional Practice
SV Leadership Collaboration and Community Engagement
SV Lifelong Learning

- Data for Spring 2024 being compiled at time of summary preparation.

FAY

ADDENDUM 13

5.3 – Department of Architecture Super Jury Catalog
Spring 2023

FAY

FAY JONES SCHOOL OF ARCHITECTURE + DESIGN

SUPER JURY CATALOG

2023 SPRING

*SUPER*JURY 2023 Sociocultural Identity *AND* ARCHITECTURE

SCHEDULE TU 05.02.2023

WELCOME

9:00 am Welcome and Opening Remarks by John Folan, Architecture Department Head, Fay Jones School (Smith Gallery)

CORE CURRICULUM

First Year

9:30 am ARCH 1015 Introduction (Smith Gallery)
9:40 am ARCH 1015 Abbreviated Discussion (Smith Gallery)
9:45 am ARCH 1025 Introduction (Large Gallery, 2nd Floor)
9:55 am Conversation Between First Year Faculty and Jury (Large Gallery, 2nd Floor)

Second Year

10:30 am ARCH 2016 Introduction (Smith Gallery)
10:40 am ARCH 2016 Abbreviated Discussion (Smith Gallery)
10:45 am ARCH 2026 Introduction (Large Gallery, 2nd Floor)
10:55 am Conversation Between Second Year Faculty and Jury (Large Gallery, 2nd Floor)

Third Year

11:30 am ARCH 3016 Introduction (Smith Gallery)
11:40 am ARCH 3016 Abbreviated Discussion (Smith Gallery)
11:45 am ARCH 3026 Introduction (Large Gallery, 2nd Floor)
11:55 am Conversation Between Third Year Faculty and Jury (Large Gallery, 2nd Floor)

LUNCH

12:30 pm Lunch (Private Super Jury Discussion)

STUDIO WALK THROUGH

1:15 pm Super Jury Visit to each of the studios in Vol Walker Hall for discussions with students; Begin in VWH216 (ARCH 1025), VWH050 (ARCH 2026), and conclude in VWH201 (ARCH 3026).

Fourth Year/IDS

2:15 pm ARCH 4016 IDS Introduction (Smith Gallery)
2:25 pm ARCH 4016 Abbreviated Discussion (Smith Gallery)
2:35 pm Conversation Between Fourth Year Faculty and Jury (Large Gallery, 2nd Floor)

Core Overview Discussion

3:00pm Jurors and all faculty discussion of Core Curriculum (Large Gallery, 2nd Floor)

IDS PRIZE SILENT JURY

4:00pm Super Jury Review of IDS Submissions

FAY

*SUPER*JURY 2023 Sociocultural Identity *AND* ARCHITECTURE

SCHEDULE WE 05.03.2023

WELCOME

10:00 am Day 2 Welcome and Orientation by John Folan, Architecture Department Head, Fay Jones School (Large Gallery, 2nd Floor)

ADVANCED STUDIOS EXHIBITION/ENGAGEMENT

10:15am Open House Exhibition, Jury Engagement with Student Delegates From Each Advanced Studio (Large Gallery, 2nd Floor)

LUNCH

12:30 pm Lunch (Private Super Jury Discussion/Deliberation)

CURRICULAR DISCUSSION

2:00 pm All faculty discussion of advanced studios and core curriculum together with Jury (Large Gallery, 2nd Floor)

BREAK

3:45 pm Break

CONCLUDING REMARKS AND AWARD ANOUNCEMENTS

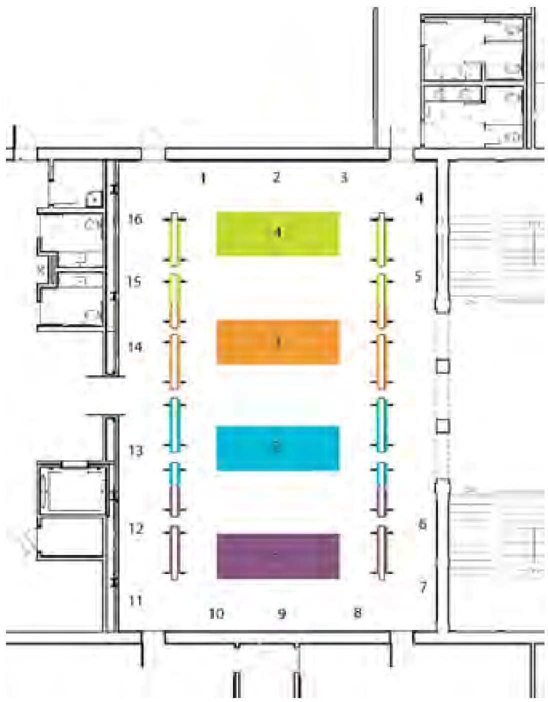
4:00 pm Concluding Remarks by Super Jury and Announcement of IDS Prize and Advanced Studio Prize (Large Gallery, 2nd Floor)

4:45 pm Concluding Remarks by John Folan, Architecture Department Head (Large Gallery, 2nd Floor)

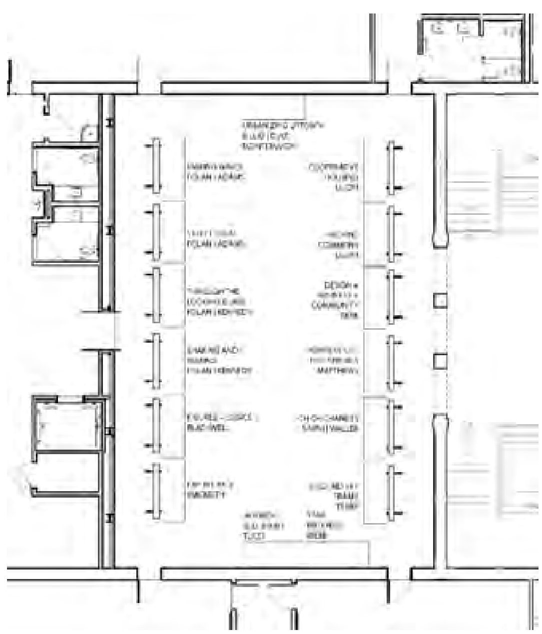
FAY

*SUPER*JURY 2023 Sociocultural Identity *AND* ARCHITECTURE

GALLERY LAYOUT



Day 1: Tuesday May 2nd Layout



Day 2: Wednesday May 3rd Layout

FAY

SUPERJURY 2023 Sociocultural Identity *AND* ARCHITECTURE

Grace La I Stephen Slaughter I Jeremy Smith

The focus of the 2023 *SuperJury*, *Sociocultural Identity AND ARCHITECTURE,* draws its focus from observations made during the 2022 *Super*Jury, *BAGGINESS AND ETHICAL DESIGN LEADERSHIP,* which were in turn contextualized through discourse in 2021's *SITUATING AGENCY*. In the continuum broader questions have emerged:

> *Do form and culture operate in opposition to one another?*
> *How are cultural boundaries understood, both perceived and unperceived?*
> *Is cultural identity determined by who owns land? What are the ramifications of ownership?*
> *Is form influenced by the public, or is it entirely a matter of private interest?*
> *Do romantic aspects of Architecture remain relevant?*
> *How do we teach students to tell stories to people other than architects?*
> *How do we share knowledge?*

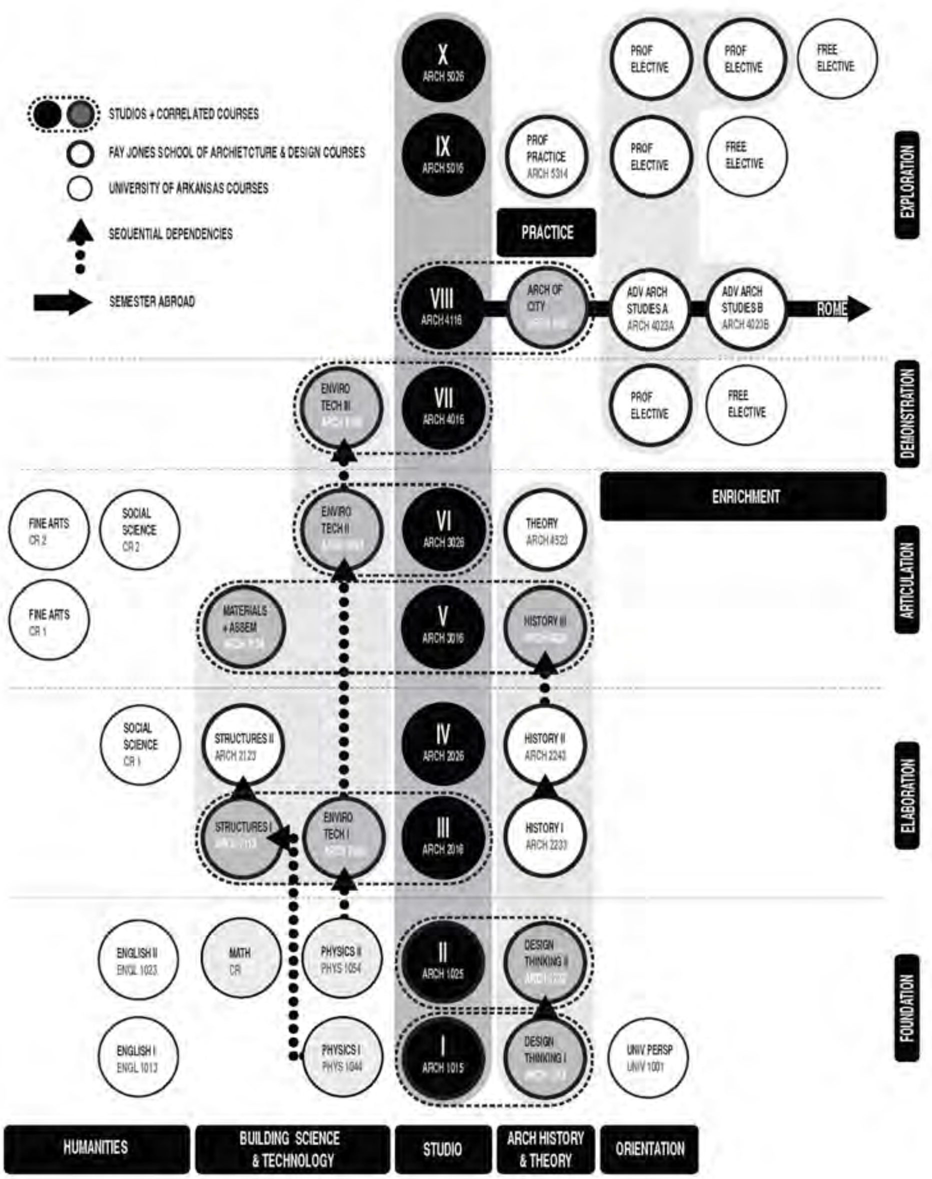
While these questions reference dimensions of professional design practice, the primary focus of consideration in discourse will remain centered on tangible ways a design curriculum and pedagogy establish sensibilities and cultivate critical design thinking. The broader questions remain relevant - What are appropriate contemporary pedagogical frameworks? How do those frameworks support one another in maximizing relevant design agency and dexterity in emerging graduates? Where does evidence exist? Where might it be latent? At the conclusion of the 2021 *Super*Jury, additional questions emerged - How does the Department of Architecture Build Ethical Leadership in Studio? Where are students afforded opportunities to pause, reflect, and play? Where is the "bagginess"?

These themes will be explored through the work produced by students at the Fay Jones School of Architecture and Design. Three lenses, common to all studios from where the work emerges, will form perspectives: ***1) Positioning,*** the fundamental, topical focus of the studio situated relative to studios that precede it, and those that follow. *Positioning* is informed by Program (size, type, use) and Place (location -– arid, temperate, urban, suburban, rural, and conditional – open site, constrained site, semi bounded); ***2) Policy,*** the relevant contemporary social dimension(s) that the studio addresses including diversity, equity, and inclusion - both thematically, and tangibly through the work. ***3) Performance,*** the manner in which the studio's work establishes performance-based sensibilities related to climate change and regional/environmental specificity.

Discussion will consider specific tools (digital or analog), specific sensibilities related to those tools, research methods, and the relationship between all of forms of making to critical thinking that inform continuity across a curricula.

The Architecture Department develops graduates who understand design as a multidimensional process involving problem definition, problem resolution, and discovery of new opportunities that create value for the public, environment, and profession. The Design Studio Sequence, is structured through a five-stage framework that incrementally establishes skill sets, aptitudes, sensibilities, critical thinking, and curiosity characteristic of graduates from the Fay Jones School's Department of Architecture B.Arch. Program:

Foundation:	ARCH 1015 Design Studio I and ARCH 1025 Design Studio II
Elaboration:	ARCH 2016 Design Studio III and ARCH 2026 Design Studio IV
Articulation:	ARCH 3016 Design Studio V and ARCH 3026 Design Studio VI
Demonstration:	ARCH 4016 Design Studio VII and Integrated Design Studio (IDS)
Exploration:	ARCH 4116 Design Studio VIII, Rome; ARCH 5016 Design Studio IX, Advanced Option I and ARCH 5026 Design Studio X, Advanced Option II



Each one of the studios and the assigned pedagogies are considered through the lens of three conditions described in the Introduction:

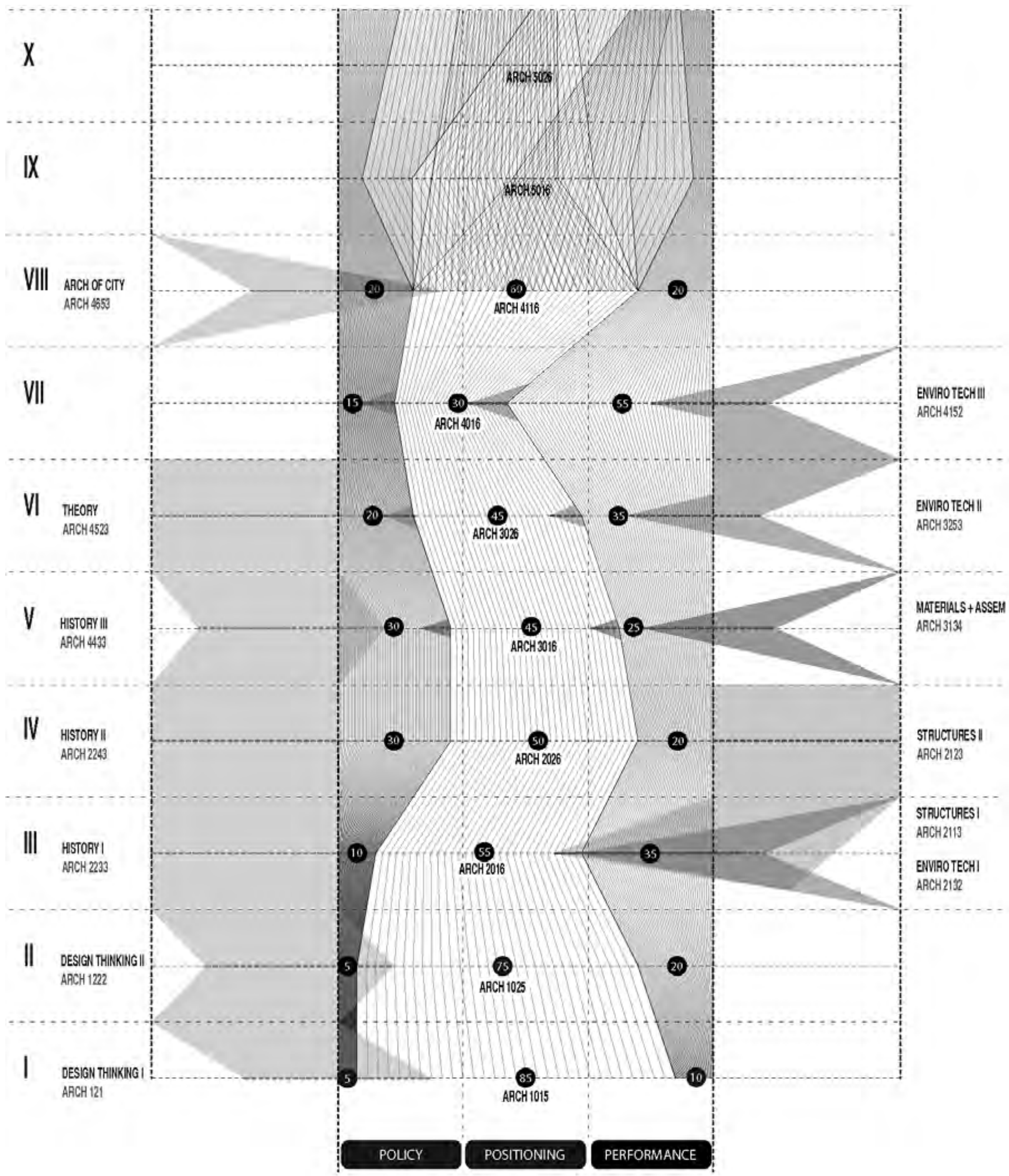
- Positioning defines the fundamental topical focus, conceptual underpinnings, and creative territories a studio/course engages, situated in relationship to all studios/courses that precede, courses offered in parallel, and all that follow. Positioning is informed by program (size, type, use), place (geographic location, cultures, populations), climate (arid, temperate marine, temperate continental, highland), density (urban, suburban, rural), and condition (open site, constrained site, semi bounded site), and bias (vertical, horizontal, distributed/dispersed). Each of those factors are considered in the context of skills being introduced or iteratively reinforced as a practical dimension of knowledge building and ability. The construction of Positioning in any instance considers four strategic dimensions: 1) Satisficers, indispensable components of knowledge at any given point along the curricular continuum; 2) Risk Propositions, desirable components of knowledge at any given point along the curricular continuum; 3) Value Propositions, unique components of knowledge specific to a single course; and 4) Differentiators, aspects of education and components of knowledge that distinguish a Department of Architecture student in the professional context.

- Policy defines the relevant contemporary social, economic, environmental and administrative dimension(s) of consideration employed by each studio/course to address explicit goals. Policy illuminates the role of ethics in subjective and objective decision making. Articulation of purpose, applicability in service, effectiveness in application, responsibility, history, and communicative disambiguation are emphasized as determining factors of legitimacy fulfilling intention to benefit the public. In application Policy addresses concepts that include: 1) diversity, equity, and inclusion, 2) health and wellness, 3) environmental stewardship/climate change, 4) legal rights, 5) social rights, 6) ethical principles of freedom, and 7) fundamental human dignity. The significance of these concepts informs design - both thematically, and tangibly through executed work.

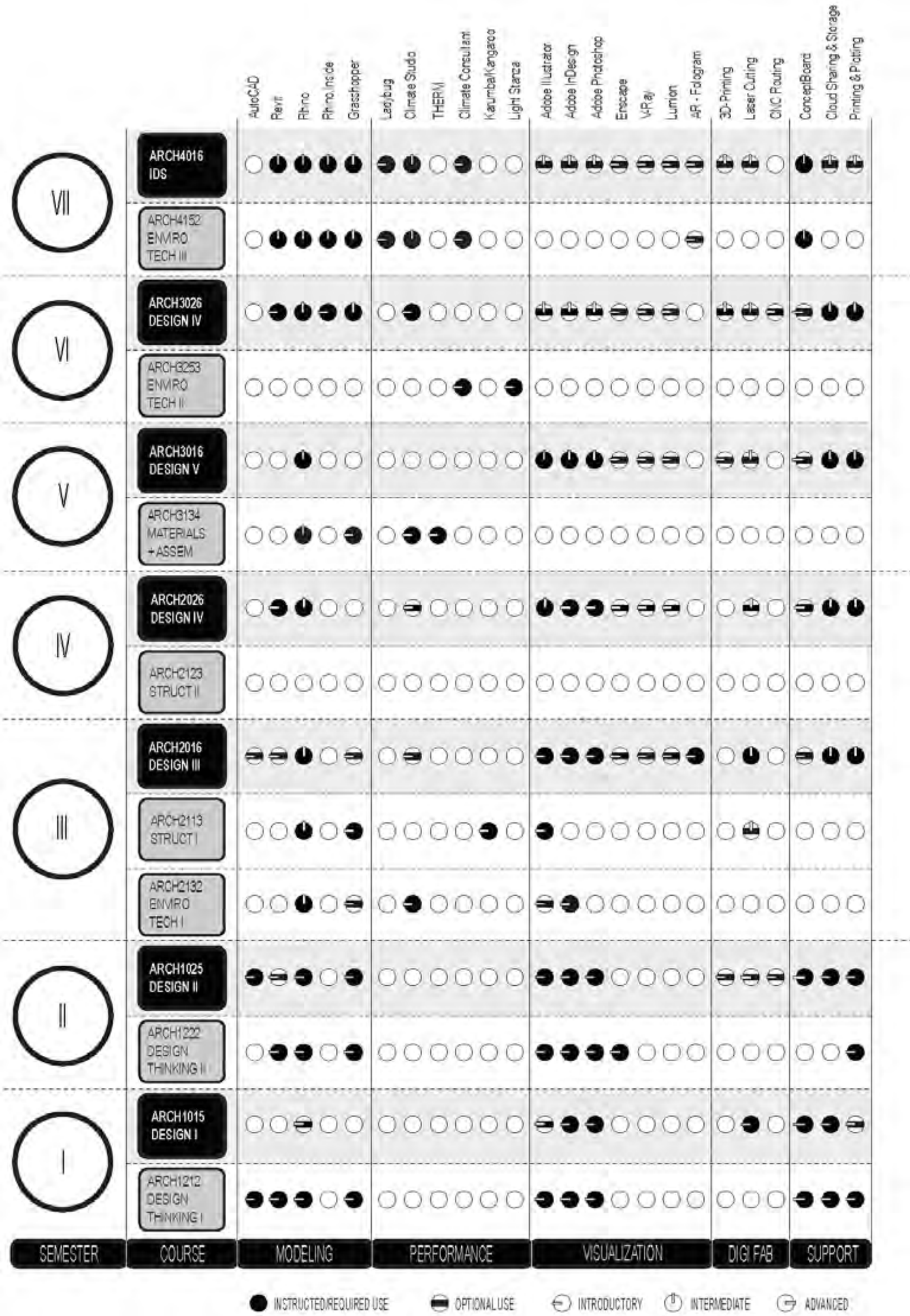
- Performance establishes liberally defined functional sensibilities related to attributes of materiality, energy conservation, passive biasing, environmental efficiency, safety, security, durability, accessibility, cost-benefit, productivity, sustainability, resilience, and operation. Sensibilities are enhanced through the use of digital, analogue, and experiential tools integrated through specific courses. The link between modalities of simulation and metric assessment over time are emphasized in reinforcing the relationship between regional, environmental specificity in design and the mitigation of climate change.

These overlapping dimensions of consideration are utilized to consistently, and adaptively calibrate the Department of Architecture's curriculum and design pedagogy to maintain relevance in an ever changing, complex field of design practice. The Concept of Situated Relevance is utilized to afford flexibility in emphasizing areas of focus (formal, social, environmental) appropriate to a student's position within the curriculum, balanced in alignment with the demands of current cultural and professional contexts at any given point in time. It provides a mechanism for consistent shared assessment of the entire curriculum using a parametric tool scripted utilizing Grasshopper Software that provides real time graphic illustration of biasing, focus, and integration.

The Situated Relevance Curricular structure places Design at the core of the curricular framework represented through Positioning. Performance and Policy are identified as internally considered/contributing dimensions of influence which impact Design Positioning. Each studio is assigned a value of 100 points which can be assigned to Positioning, Performance, and Policy. This allows the faculty to enter into discourse related to shared values in terms of a metric assessment and provides perspective on how any single cohort of students matriculating through the program have been engaged relative to values.

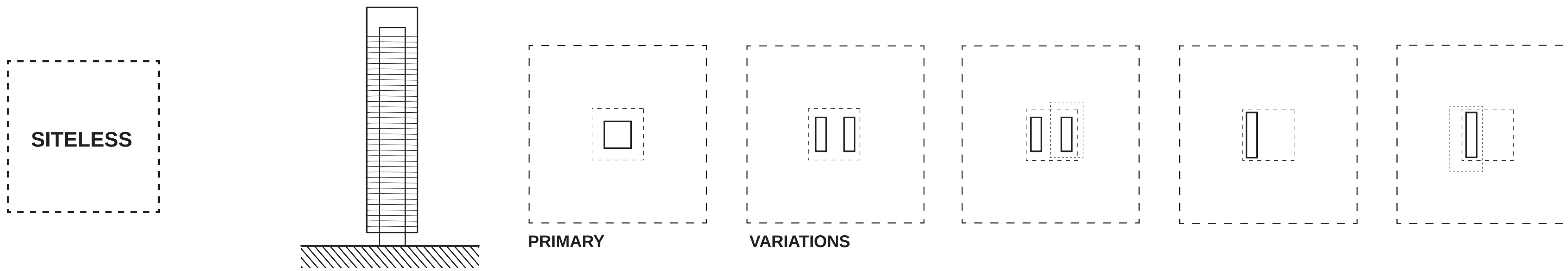


Capture of Parametric model illustrating the calibration of each design studio in the context of the full B.Arch. curriculum, The center column is divided into three zones balanced to align with core design values in Positioning, Policy, and Performance. The regulation of those components internally illustrates how value is distributed by studio. Core required parallel courses tied to Policy and Performance are identified and represented in the outer columns. The degree to which those courses remain autonomous or integrate is represented by inflections and distribution across the studio column.



Digital Representation, Simulation, Modelling, and CAM software integration matrix identifying which technologies are being introduced where, the degree of instruction required, degree of expected integration, and ability level anticipated/expected in student performance. The tools and technologies identified are a critical component of Design education and process. The matrix supports the ability of faculty to discuss efficacy, assess necessary adjustments, and monitor relevance of specific software to contemporary design, analysis, or fabrication methods students will encounter upon graduation.

FJSOA DEPARTMENT OF ARCHITECTURE CURRICULAR FRAMEWORK
FOUNDATION



ARCH 1015
Fundamental Design Skills - Fall 2022

UNIT OF KNOWLEDGE
Fundamental Design Skills
Building Design Intuition

PREREQUISITES
None

RELATED COURSES
Horizontally Integrated: ARCH 1212
Vertically Integrated: ARCH 1025
Concurrent Autonomous: ENGL 1013, PHYS 1044, UNIV 1001, additional university core courses

PROGRAM CHARACTERISTICS
Architecture as Formal Object, Layered Composition

PROGRAM EXAMPLES
Tower

PROGRAM SIZE
N/A

SITE CHARACTERISTICS
Siteless

SITE SIZE
N/A

TECTONIC SYSTEM
Frame and Plane

MATERIAL SYSTEMS
Undefined

NAAB CRITERIA
PC.2, PC.5, PC.7, SC.4

POSITIONING (85%)
Building fundamental design skills using part to whole relationships and ordering systems to develop compositional strategies in both 2-d and 3-d.

POLICY (5%)
Foster a curious and creative architectural mind in order to build knowledge through direct observation and hands-on experiences.

PERFORMANCE (10%)
Empirical understanding of structure and assembly.

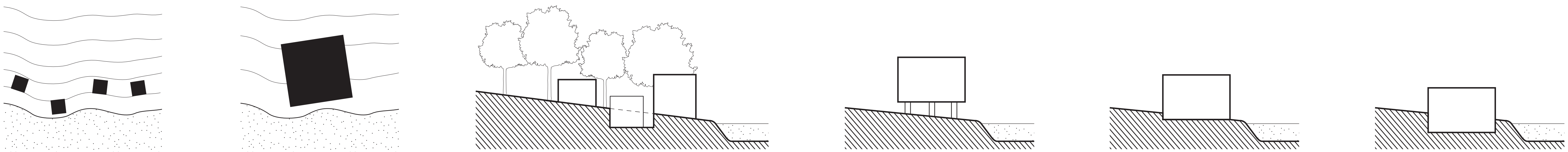
CONCEPTS
Composition
Part-to-Whole Relationships
Ordering Systems
Figure/Ground
Conditions of Light and Color
Layered Assembly

SKILLS
Freehand Line and Tonal Drawing
Composition
Physical Modeling
Diagramming
How to Travel as an Architect
Observation and Photography
Digital Fabrication (laser cutting) and Woodshop

PROCESSES
Iterative and Alternative
2-d to 3-d to 2-d to 3-d
Additive
Experimentation and Discovery

WORKING METHOD
Individual

FJSOA DEPARTMENT OF ARCHITECTURE CURRICULAR FRAMEWORK
FOUNDATION



ARCH 1025
Design II - Spring 2022

UNIT OF KNOWLEDGE
Fundamental Design Methodology
Building Intention

PREREQUISITES
ARCH 1015

RELATED COURSES
Horizontally Integrated Courses: ARCH 1222
Vertically Integrated Courses: ARCH 1015, ARCH 2016
Concurrent Autonomous Courses: ENGL 1023, PHYS 1054, MATH

PROGRAM CHARACTERISTICS
Objects in a Field, Spatial Sequence as Primary and Form as Secondary, Modularity, Horizontal Organization, Site Response

PROGRAM EXAMPLES
Bath House, Sauna, Craft School, Fire Station, Ski Lodge, Boat House, Fitness Studio, Community Center

PROGRAM SIZE
5-10k SF

SITE CHARACTERISTICS
Open Field, Rural, Slope/Topography, Liminal/Edge

SITE SIZE
10-20k SF

TECTONIC SYSTEM
Stereotomic/Mass

MATERIAL SYSTEMS
Modular Block

NAAB CRITERIA
PC.2, PC.3, PC.4, PC.5, PC.7, SC.1, SC.4

POSITIONING (75%)
Builds understanding of fundamental design methodologies using precedent analysis, part-to-whole relations, and ordering systems to conceive an architectural proposal that considers spatial sequence and engages a sloped site.

POLICY (5%)
Addresses relationships between people and the built environment through precedent and consideration of human occupation, human scale, and public space.

PERFORMANCE (20%)
Builds intuitive understanding of structure and material systems. Introduces ideas of solar orientation and analysis of resulting light qualities through precedent and sited design projects.

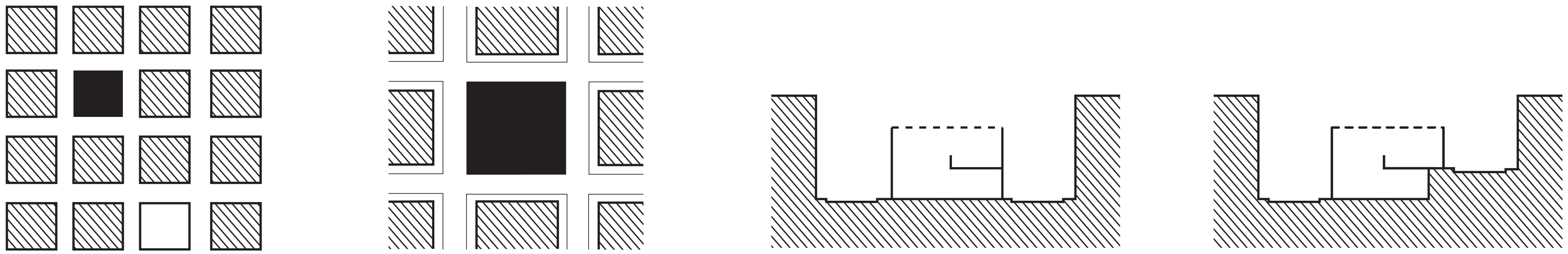
CONCEPTS
Object in a Field
Part-to-Whole Relationships
Spatial Ordering Systems
Sequence of Spaces, Seriality
Light and Shadow
Value and Tone
Modular Assemblies
Repetition and Pattern
Circulation and Threshold

SKILLS
Orthographic Drawing
3-d Modeling
AutoCAD
Rhino
Grasshopper
Adobe Creative Cloud
Physical Models
Woodworking
Digital Fabrication
3D Printing
Laser Cutting
CNC Routing
Hand Rendering
Hybrid Drawing

PROCESSES
Iterative and Alternative
2-d to 3-d to 2-d to 3-d
Subtractive
Experimentation and Discovery
Case Study Analysis
Digital and Analog Workflows

WORKING METHOD
Individual and Group

FJSOA DEPARTMENT OF ARCHITECTURE CURRICULAR FRAMEWORK
ELABORATION



ARCH 2016
Design III - Fall 2022

UNIT OF KNOWLEDGE
Building a Material and Tectonic Vocabulary
Foundational Application of Assemblies

PREREQUISITES
ARCH 1025, ARCH 1222

RELATED COURSES
Horizontally Integrated: ARCH 2113, ARCH 2132
Vertically Integrated: ARCH 1025, ARCH 2026
Concurrent Autonomous: ARCH 2233

PROGRAM CHARACTERISTICS
Horizontal, Public / Civic, Unit to Aggregate

PROGRAM EXAMPLES
Market, Pavilion, Transit Station, Natatorium

PROGRAM SIZE
15k SF +/-

SITE CHARACTERISTICS
Autonomous Urban Block

SITE SIZE
10-30k SF

TECTONIC SYSTEM
Frame

MATERIAL SYSTEMS
Wood, Steel

NAAB CRITERIA
PC.2, PC.3, PC.4, PC.5, PC. 6, SC.1, SC.3, SC.4, SC.6

POSITIONING (55%)
Potential for structural and environmental logics to be the generator for architectural design and space-making through the design of public building on an urban site.

POLICY (10%)
Consider impact of a building design as an inclusive civic amenity and how the buildings design can create spatial, formal, and/or material relationships with the immediate surrounding context.

PERFORMANCE (35%)
Introduces structures and reinforces climate (solar and water management) as important aspects of the design process.

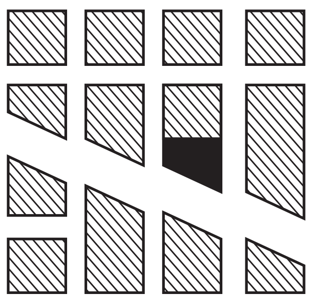
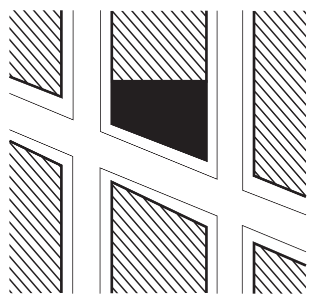
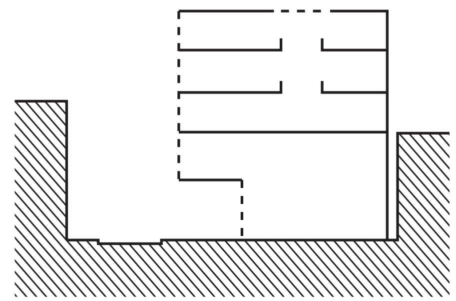
CONCEPTS
Urban Block
Urban Thresholds
Spatial Ordering Systems
Sequence of Spaces
Structural Ordering Systems (w/ Structures I)
Part to Whole Relationships
Repetition and Pattern
Circulation and Egress
Accessibility
Solar Analysis (w/ Envir. Tech)

SKILLS
Orthographic Drawing
3-d Modeling
Physical Models
Rhino and Adobe Suite
Digital Fabrication
Rendering/Perspective
Diagramming
Woodshop

PROCESSES
Iterative Design
Case Study Analysis (Structural and Environmental)
Formal Transformation
Site/Program Synthesis

WORKING METHOD
Individual and Group

FJSOA DEPARTMENT OF ARCHITECTURE CURRICULAR FRAMEWORK
ELABORATION

ARCH 2026
Design IV - Spring 2022

UNIT OF KNOWLEDGE
Urban and Site Response
Building Programmatic Logic
Sectional Design Strategies

PREREQUISITES
ARCH 2016, ARCH 2113, ARCH 2132, ARCH 2233

RELATED COURSES
Horizontally Integrated: n/a
Vertically Integrated: ARCH 3016
Concurrent Autonomous: ARCH 2123, ARCH 2243

PROGRAM CHARACTERISTICS
Public - Institutional, Modular, Vertical Organization

PROGRAM EXAMPLES
School, Arts Center

PROGRAM SIZE
25k -35k SF

SITE CHARACTERISTICS
Urban Corner, Site Boundary w/ Urban Anomaly (Grid Shift, Natural Boundary, etc.)

SITE SIZE
5-10k SF

TECTONIC SYSTEM
Varies per student - Frame, Plane, Mass

MATERIAL SYSTEMS
Steel, Concrete

NAAB CRITERIA
PC.2, PC.3, PC.4, PC. 6, SC.1, SC.3

POSITIONING (50%)
Engage with context through a social, cultural and/or environmental lens. The section drawing is used as a design tool that brings together these lines of inquiry to understand entry, site lines, internal and external social spaces and visual connectivity, and solar orientation.

POLICY (30%)
Consider impact of a building design as an inclusive civic amenity. Introduces and reinforces site and environmental analysis skills.

PERFORMANCE (20%)
The project siting requires students to balance needs for solar performance with the transparency and visibility required of a public building.

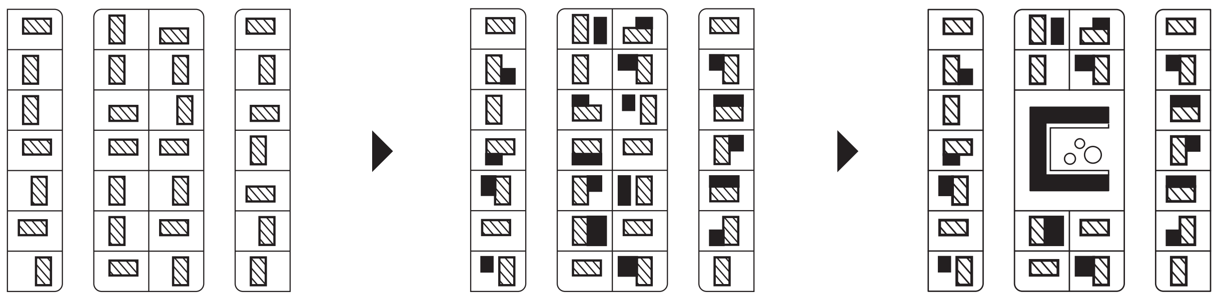
CONCEPTS
Urban Corner
Urban and Site Response
Site Analysis
Urban Thresholds
Sectional Variation
Spatial Ordering Systems
Sequence of Spaces
Circulation and Egress
Accessibility
Vertical Structure
Light

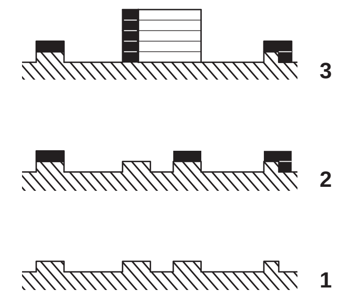
SKILLS
Orthographic Drawing
3-d Modeling
Physical Models
Rhino, Adobe Suite and Revit
Rendering/Perspective
Diagramming
Digital Fabrication
Woodshop

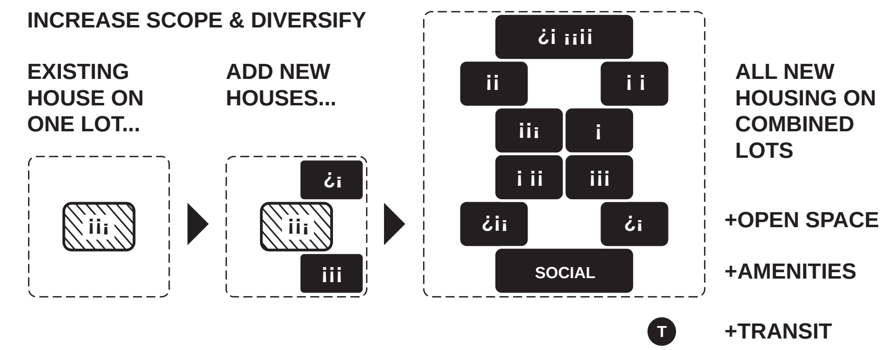
PROCESSES
Iterative Design
Case Study Analysis (Structure, Circulation, Envelope)
Site Analysis and Response
Solar Analysis
Structural Logic

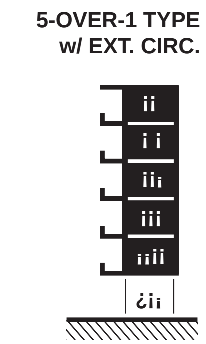
WORKING METHOD
Group and Individual

FJSOA DEPARTMENT OF ARCHITECTURE CURRICULAR FRAMEWORK
ARTICULATION









ARCH 3016
Design V - House to Housing - Fall 2022

UNIT OF KNOWLEDGE
Housing in Relation to Legacy Urban Neighborhoods

PREREQUISITES
ARCH 2026, ARCH 2123, ARCH 2243

RELATED COURSES
Horizontally Integrated: ARCH 3134, ARCH 4433
Vertically Integrated: ARCH 2026, ARCH 3026
Concurrent Autonomous: university core courses and/or professional electives

PROGRAM CHARACTERISTICS
Multi-family housing and community spaces in relation to urban design considerations

PROGRAM EXAMPLES
Mixed-income, senior, live-work, co-living, missing middle housing, accessory dwelling units

PROGRAM SIZE
30k–50k SF for multi-family housing with 3k to 5k modules

SITE CHARACTERISTICS
Low-density urban fabric in a large, growing metropolitan area.

SITE SIZE
Introductory project: 1k-2k SF; Primary project: Building Site 30k-60k SF with up to 120k SF urban design component

TECTONIC SYSTEM
Stick-built framing as appropriate for 2-7-story housing

MATERIAL SYSTEMS
Light-wood framing, w/ limited use of steel and/or concrete

NAAB CRITERIA
PC.2, PC.3, PC.4, PC.5, PC. 6, PC.8, SC.1, **SC.3**, SC.5

POSITIONING (45%)
A large metropolitan context, along with increased project scale and scope in relation to both second-year and fourth-year studios, introduces physical and social complexity and urban issues. Projects highlight architecture's reciprocal relationships with social and public spaces. Ideally located in a recognized center of housing innovation in the arid West.

POLICY (30%)
Focus on multi-family housing with a strong emphasis on architecture's engagement with social and urban issues. Emphasis on equity and accessibility in relation to population growth, social equity, zoning and transit policies, and urban design and development.

PERFORMANCE (25%)
Housing typologies (esp. access and circulation types) in relation to regional climate specificity. Solar access and orientation in relation to site planning and building massing.

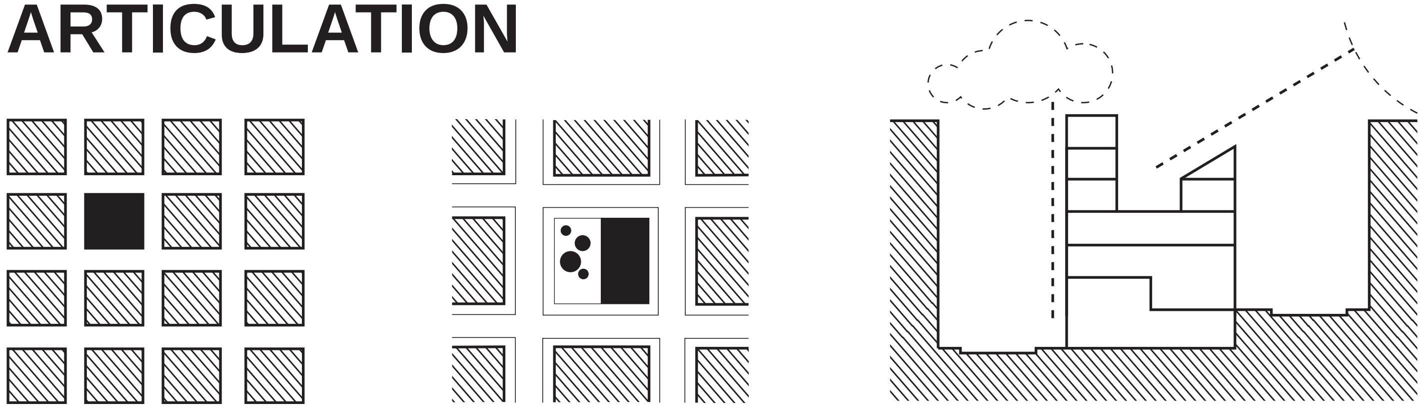
CONCEPTS
Site Planning
Influence of Context (History, Policy, Economy, Community, Urban Form, etc.)
Densification
Housing and Community
Development Frameworks (Incremental vs. Planned)
Field of Objects
Spatial Ordering Systems
Sequence of Spaces
Circulation and Egress
Accessibility
Building Codes and Zoning
Social Equity
Urban Morphology
Urban Design Framework
Part-to-Whole Relationships
Renovation and Addition
Thresholds of Privacy

SKILLS
Orthographic Drawing
3-d Modeling
Physical Models
Rhino, Adobe Suite, and Revit
Rendering/Perspective
Diagramming
Digital Fabrication
Narrative/Storytelling

PROCESSES
Collaborative Site Documentation
Case Study Analysis
Program Development

WORKING METHOD
Individual and Group

FJSOA DEPARTMENT OF ARCHITECTURE CURRICULAR FRAMEWORK
ARTICULATION



ARCH 3026
Design VI - Spring 2022

UNIT OF KNOWLEDGE
Building Ecosystems and Place
Implications of Boundaries
Exploration of Urban Elements at Commercial Scale

PREREQUISITES
ARCH 3016, ARCH 3143

RELATED COURSES
Horizontally Integrated: ARCH 3253
Vertically Integrated: ARCH 3016, ARCH 4016
Concurrent Autonomous: ARCH 4523, professional electives

PROGRAM CHARACTERISTICS
Vertical Program, Density and Consolidation; Selected to enable technical, ecological design, and facade design

PROGRAM EXAMPLES
Office, Mixed-Use

PROGRAM SIZE
100-400k SF

SITE CHARACTERISTICS
Urban “Object” Block, Infrastructure Dependent, Significant Climate Conditions

SITE SIZE
20-40k SF

TECTONIC SYSTEM
Heavy Structural Frames and Plates, Raft Foundation, Driven by High-rise

MATERIAL SYSTEMS
Steel/Mass Timber hybrid structure. Facade materials

NAAB CRITERIA
PC.2, PC.3, PC.5, PC. 6, **SC.1**, SC.2, SC.4, SC.5, SC.6

POSITIONING (45%)
Technical skill-building (both with software and building technologies) is applied to a large-scale, densified program.

This builds on the density gradient introduced in ARCH 3016 and it provides introductory computational skills for ARCH 4016.

It reinforces technical skill-building in ARCH 3253.

POLICY (20%)
Egress and accessibility requirements are studied in realtion to tall buildings and dense urban settings. Civic environmental impact requirements are introduced. Criteria for human comfort and well-being are introduced.

This builds on statutory requirements for life safety intoduced in ARCH 3016, and it provides preparation for more rigourous performance standards in ARCH 4016.

It adds to understanding of established standards for human comfort and building performance introduced in ARCH 3253.

PERFORMANCE (35%)
Analytical and Buildling Performance Simulation tools are introduced to develop, assess, and integrate strategies for performance-driven building massing and facade design. Concepts relating to site and landscape performance are introduced.

This builds on building envelope concepts introduced in ARCH 3143 and ARCH 3016 and concepts of open space performance introduced in ARCH 3106. It introduces concepts analytical and BPS skill and building performance concepts that are foundational for ARCH 4016.

It aligns with similar skill-building and performance-based objectives in ARCH 3253.

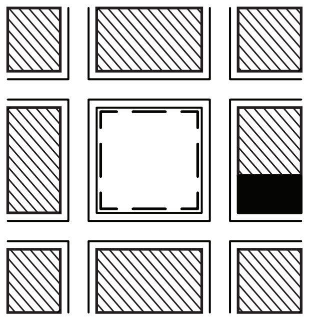
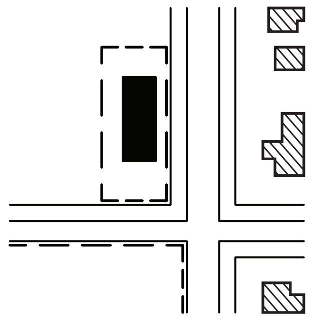
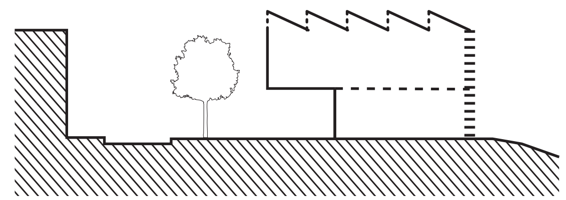
CONCEPTS
City Block (4+ sided building)
Planning
Enclosure Systems and Performance
Tectonics
Spatial Sequence
Urbanism
Accessibility
Program
Urban Morphology
Building Structure Integration
Mobility
Site Design - Urban Open Space
Figure/Ground
Ecological Design
Building Life Safety

SKILLS
Orthographic Drawing
3D Modeling
Parametric Modeling
Physical Models
Rhino, Grasshopper, Adobe Suite, Revit, and Rhino.Inside
Rendering/Perspective
Diagramming
Digital Fabrication
Visual Programming
Building Performance Simulation
ClimateStudio

PROCESSES
Case Study Analysis
Site Analysis
Parametric Design
Simulation-based iteration

WORKING METHOD
Individual, Partnerships, and Groups

FJSOA DEPARTMENT OF ARCHITECTURE CURRICULAR FRAMEWORK
DEMONSTRATION

ARCH 4016
Design VII - Fall 2022

UNIT OF KNOWLEDGE
Demonstrating Ability to Synthesize
Integration of Context, Program, and Systems in Support of Poetic Space.

PREREQUISITES
ARCH 3026

RELATED COURSES
Horizontally Integrated: ARCH 4152
Vertically Integrated: ARCH 5026
Concurrent Autonomous: ARCH 4023

PROGRAM CHARACTERISTICS
Low lying multi-story, community-based

PROGRAM EXAMPLES
Library, Community Center, Educational Center

PROGRAM SIZE
12-18k SF

SITE CHARACTERISTICS
Small town urban. Loose fit urban infill with prompt to design exterior spaces.

SITE SIZE
20-40k SF

TECTONIC SYSTEM
Interscalar resolution within singularly defined construction type.

MATERIAL SYSTEMS
Restricted material palette. Mass-Timber construction with metal skin has been the recent chosen material types.

NAAB CRITERIA
PC.2, PC.3, **PC.5**, PC. 6, PC.8, SC.1, SC. 2, SC.3, SC.4, **SC.5**, **SC.6**

POSITIONING (30%)
Medium-Sized, reduced complexity, public program in small town Arkansas that explores mass timber as a primary construction material. Evolves from the program-driven, prototypical urban projects that occur in 3rd year and asks students to bring the urban logics they have learned into a less dense, yet still urban setting.

POLICY (15%)
Deals with Arkansas as place, specifically small (relatively abandoned or marginalized communities). Program of project becomes the policy driver – in other words, the students are introduced to the importance of certain architectural programs socially.

PERFORMANCE (55%)
Direct engagement with parametric modeling as a form and space exploration device used to design building envelope, detailing, energy analysis, and material distribution strategies.

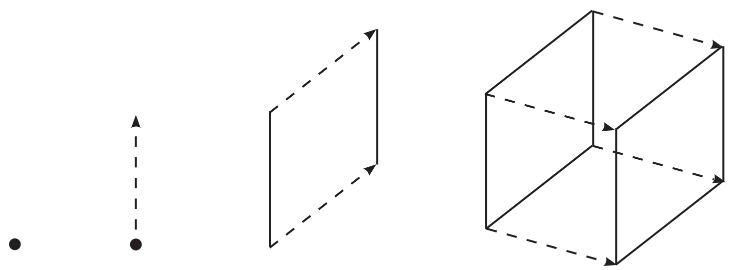
CONCEPTS
Public Building
Built in Undeserved Communities
Structural Systems Integration
Mechanical Systems Integration
Lighting
Materials and Assembly (Envelope)
Passive Solar
Spatial Ordering Systems
Circulation and Egress
Accessibility
Small Scale Urban

SKILLS
Orthographic Drawing
3-d Modeling
Parametric Modeling
Physical Models
Rhino, Grasshopper, Adobe Suite, and Revit
Rendering/Perspective
Diagramming
Passive Design
Building Performance Simulation

PROCESSES
Consultancy model based on professional practice.
Integration of parametric simulation methods, BIM.
Solar Analysis, Site Analysis

WORKING METHOD
Individual and Group

FJSOA DEPARTMENT OF ARCHITECTURE CURRICULAR FRAMEWORK
FOUNDATION



ARCH 1212
Design Thinking I - Fall 2022

UNIT OF KNOWLEDGE
Fundamental Design Concepts
Role of Architectural Technology in Design
Theories of the Built Environment

RELATED COURSES
Horizontally Integrated Courses: ARCH 1015
Vertically Integrated Courses: ARCH 1025, ARCH1222
Concurrent Autonomous Courses: ENGL 1013, PHYS 1044, HIST, UNVI 1001

NAAB CRITERIA
PC.2, PC.4, **PC.7**, PC.8

POSITIONING (80%)
Builds understanding of fundamental design concepts and theories through abstract and built examples. Reinforces understanding of concepts through application in digital drawing exercises.

POLICY (10%)
Addresses relationships between people and the built environment through methods of visual communication and consideration of human occupation, human perception, and scale.

PERFORMANCE (10%)
Builds basic understanding of formal and material systems.

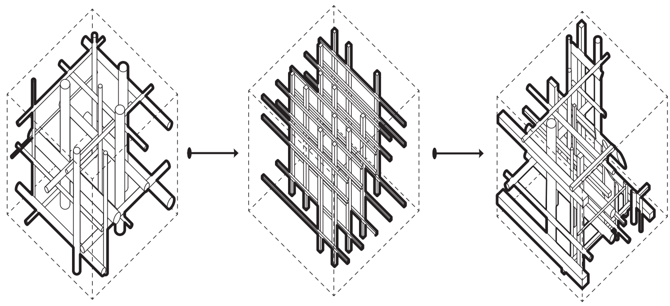
CONCEPTS
Composition
Part-to-Whole Relationships
Primary Elements - Point, Line, Plane, Volume
Visual Ordering - Depth, Value, Tone, Color, Contrast
Visual Ordering Systems
Spatial Ordering Systems
Proportion
Hierarchy
Form and Space
Tectonic and Stereotomic
Visual Communication
Drawing Types
Built Environment
Design Process
Transformation

SKILLS
Digital Drawing
Orthographic Drafting
3-d Modeling
AutoCAD
Rhino
Grasshopper
Adobe Creative Cloud
Visual Reading
Identification of Design Concepts
Application of Design Concepts

PROCESSES
Lectures and Readings
Sketching
Digital Drawing Exercises
Software Tutorials
Workshops

WORKING METHOD
Individual

FJSOA DEPARTMENT OF ARCHITECTURE CURRICULAR FRAMEWORK
FOUNDATION



ARCH 1222
Design Thinking II - Fall 2022

UNIT OF KNOWLEDGE
Fundamental Design Concepts
Role of Architectural History in Design
Theories of the Built Environment

RELATED COURSES
Horizontally Integrated Courses: ARCH 1025
Vertically Integrated Courses: ARCH 2016
Concurrent Autonomous Courses: ARCH 1025, SCIENCE Core Requirement, MATH Core Requirement, COMP II

NAAB CRITERIA
PC.3, PC.4, PC.8

POSITIONING (80%)
Structured around ways designers think and ways of thinking generally. Introduces students to the role of design in the creation of the built environment. Discussions center on design's power to nourish the human spirit, support functional needs, and contribute to the sustainability of natural systems and cultural contexts.

POLICY (10%)
They will also gain an awareness of the historic origins of design thinking, making practices, and design methods, and how ever-evolving technologies and cultural practices shape the critical issues and challenges facing the built environment today. Gain an understanding of diverse cultural and social contexts. Understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

PERFORMANCE (10%)
We trace design thinking across histories, disciplines, and cultures assigning small projects (weekly, bi-weekly) that enable students to directly engage in different ways of thinking while working with design technologies that physically test the theories explored in the class. We consider the above design technologies as provoking and deeply affecting modes of thought.

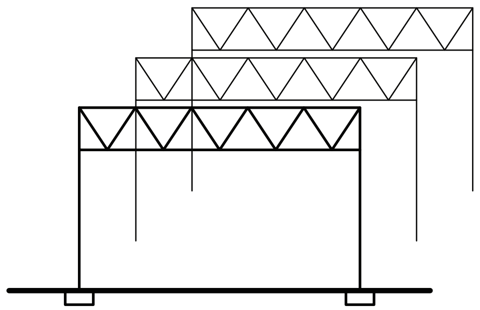
CONCEPTS
Ways of Thinking
Part-to-Whole Relationships
Visual Dynamism
Visual Communication
Reading Form
The Language of Vision
Spatial Ordering Systems
Proportion
Hierarchy
Form and Space
Tectonic and Stereotomic
Drawing Types
Built Environment
Cultural Environment
Design Process

SKILLS
Digital Drawing
Orthographic Drafting
3-d Modeling
Rhino
Grasshopper
Adobe Creative Cloud
Visual Reading
Identification of Design Concepts
Application of Design Concepts

PROCESSES
Lectures and Readings
Sketching
Digital Drawing Exercises
Software Tutorials
Workshops

WORKING METHOD
Individual

FJSOA DEPARTMENT OF ARCHITECTURE CURRICULAR FRAMEWORK
ELABORATION



ARCH 2113
Structures I - Fall 2022

UNIT OF KNOWLEDGE
Fundamentals of Structures as Systems

PREREQUISITES
ARCH1212

RELATED COURSES
Horizontally Integrated: ARCH 2016, ARCH 2132
Vertically Integrated: ARCH 2123
Concurrent Autonomous: ARCH 2233

NAAB CRITERIA
PC.2, SC.1, SC.4

POSITIONING 30%
Precedent buildings are used to show various ways that structure is integrated into a piece of architecture to diverse effects—material, formal, spatial, and with the shaping light. Spatial order and organization often relate to structural rhythms, and opportunities are found in the thoughtful correlation between structural organization and material with other aspects of building design.

POLICY 10%
The course discusses the collaborative relationship between architects and engineers as they meet the necessary technical and regulatory goals for a structural design.

PERFORMANCE 60%
The need for a building to resist forces and maintain stability is fundamental. This course is primarily concerned with empowering students with technical understanding that gives them broad ability to marry technical/structural concerns with design intents. ARCH 2113 introduces building structures as a holistic system composed of various parts that act in concert. Structural principles are taught in the context of architectural integration.

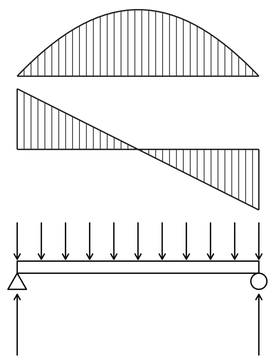
CONCEPTS
- Ordering Systems and Structural Layout
- Structural Integration with Architecture
- Structural System Types
  - Section-Active
  - Form-Active
  - Vector-Active
  - Surface-Active
- Introduction to Structural Materials
  - Wood
  - Steel
  - Concrete
- Lateral Stabilizing Strategies
- Introduction to Force Diagrams
- Introduction to Loading Types and Connection Types
- Architect/Engineer Collaboration

SKILLS
- 2D and 3D Drawing and Modeling
- Physical Modeling and Testing

PROCESSES
- Lectures and Readings
- Linked to ARCH 2016 Studio:
  - Drawing Exercises with Symbols and Dimensions
  - Load Tests of Studio Models
  - Local Fields Studies and Precedent Studies
- Labs:
  - Mola Model Kits
  - Load Testing and Written Report
- Written Response to Guest Lectures and Readings
- Examinations

WORKING METHOD
Individual and Partnerships

FJSOA DEPARTMENT OF ARCHITECTURE CURRICULAR FRAMEWORK
ELABORATION



ARCH 2123
Structures II - Spring 2022

UNIT OF KNOWLEDGE
Mathematical Analysis of Structural Elements
Statics and Strengths of Materials

PREREQUISITES
ARCH 2113, ARCH 2132

RELATED COURSES
Vertically Integrated: ARCH 2113
Concurrent Autonomous: ARCH 2026

NAAB CRITERIA
SC.1, SC.4

POSITIONING 0%

POLICY 15%
The course discusses the collaborative relationship between architects and engineers as they meet the necessary technical and regulatory goals for a structural design.

PERFORMANCE 85%
The need for a building to resist forces and maintain stability is fundamental. This course primarily focuses on the mathematical analysis of structural elements and statics and strengths of materials.

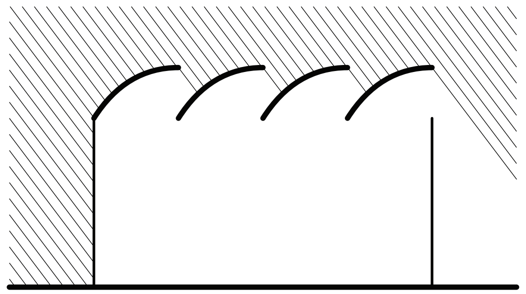
CONCEPTS
Focus on Section-Active Structures
Structural definitions loads on structures and basic functional relationships
Statics
Analysis of determinate structural systems
Load tracing
Strength of materials
Cross-sectional properties of structural members
Bending and shear in simple beams
Bending and shear stresses in beams
Column analysis and design.

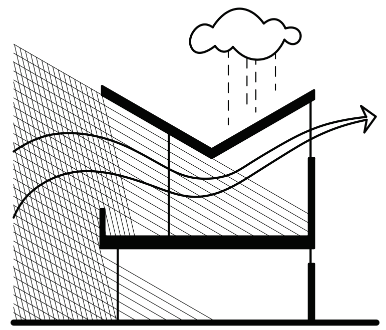
SKILLS
Structural Diagramming
Mathematical Calculation

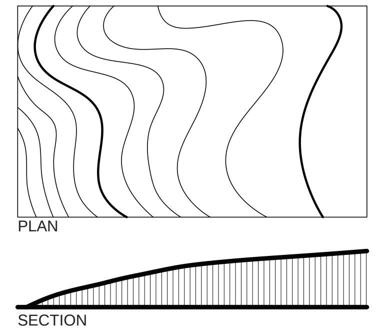
PROCESSES
Lectures and Readings
Working Sample Problems
Examinations and Quizzes

WORKING METHOD
Individual

FJSOA DEPARTMENT OF ARCHITECTURE CURRICULAR FRAMEWORK
ELABORATION







ARCH 2132
Environmental Technology I - Fall 2022

UNIT OF KNOWLEDGE
Passive Systems
Ecology of Systems
Integration of Systems
Sustainability

PREREQUISITES
ARCH1212

RELATED COURSES
ARCH2016, ARCH2113

NAAB CRITERIA
PC.3, SC.4, SC.5

POSITIONING (20%)
Understanding the concepts of this course in relationship to design problems presented in ARCH 2016 Design Studio III and in precedent examples discussed in class and how environmental issues are another layer of information to be considered in the design process.

POLICY (5%)
Addressing environmental stewardship and policy that affects building and site design.

PERFORMANCE (75%)
This course focuses on building performance through passive design strategies and how implementation can affect the overall energy efficiency of buildings, spaces, and sites. Passive solar heating, passive cooling, and daylighting strategies can be implemented to reduce dependency on fossil fuels and improve building performance.

Students complete an assignment to test their design iterations in ARCH 2016 Design Studio III using ClimateStudio for the first time to understand the impact of the climate, sun path, daylighting, heat, and wind direction.

CONCEPTS
Design Strategies Informed by Environmental Studies
Passive Systems:
- Sun/Solar Geometry
- Daylight
- Heat - Passive Solar
- Cooling - Ventilation, Passive Cooling, Shading
- Thermal Comfort

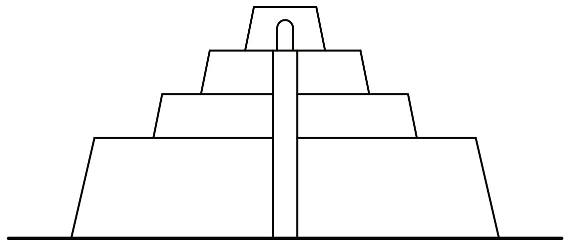
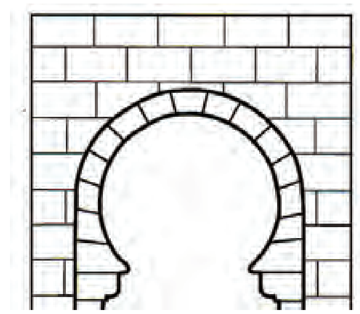
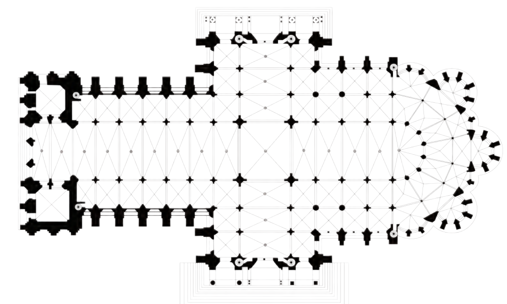
Site:
- Site Analysis
- Topography
- Water

SKILLS
Heliodon
Rhino Solar Modeling
Climate Studio

PROCESSES
Assignments linked to Studio

WORKING METHOD
Individual

FJSOA DEPARTMENT OF ARCHITECTURE CURRICULAR FRAMEWORK
ELABORATION

ARCH 2233
History I - Fall 2022

UNIT OF KNOWLEDGE
Public - Civic Space
Ordering Systems
Sites and their Contexts

RELATED COURSES
Horizontally Integrated: ARCH 2243, ARCH 4433, ARCH 4523
Vertically Integrated: none
Concurrent Autonomous: ARCH 2016, ARCH 2113, ARCH 2132

NAAB CRITERIA
PC.4

POSITIONING (60%)
Evolution of architectural form and style; changes in the princples of aesthetics over time from the prehistory to the late Middle Ages.

POLICY (30%)
Social and political contexts that gave rise to the commission of buildings and sites as well as their use by various constituencies over time.

PERFORMANCE (10%)
Technologies developed to realize design ideas: earthwork, load-bearing masonry, skeletal masonry (Gothic)

CONCEPTS
Public/Civic Space as Related to Political Systems
Kingdoms vs. Participatory Governments
Equity and Access in Stratified Society
Ordering Systems:
- Horizontal Paths - Egyptian Sanctuaries
- Tectonic Repetitive Frame - Medieval Structural (Hypostyle), Construction Cultures (Cathedral/Mosques)
- Vaulted Spans (Form Active) - Roman Imperial Concrete Architecture
- Material Systems - Load-bearing Masonry, Gothic Masonry Frame (15% of content), Heavy Timber Frames (5% of content)

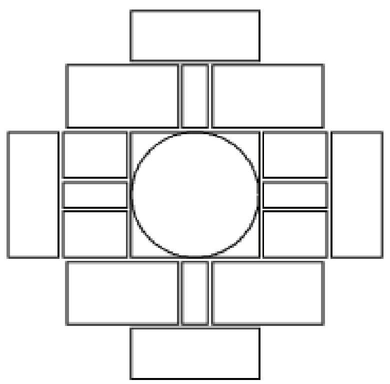
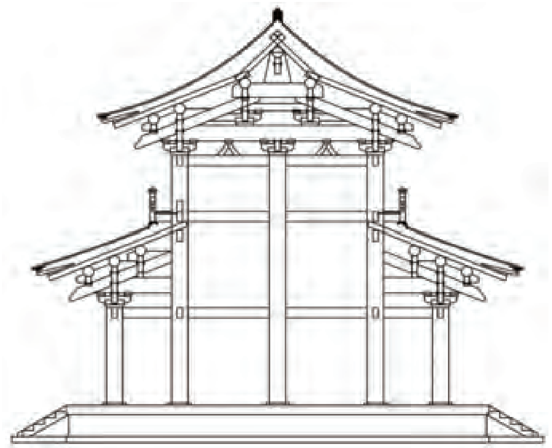
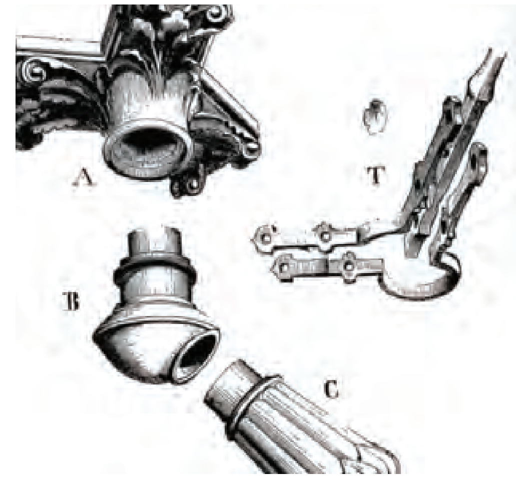
Sites and their Contexts:
- Covenants with Cosmos - Ancient Site Relationships to Sky, Earth
- Commerce-driven Plans (Arab, Cairo)
- Closed City Plans (Rome and Greece)
- Hilltop/Mountaintop - Organic Plans (Italian Hill Towns), Angled Conquering (Pergamon)
- Open City Plans - Quasi Suburban (Amayna, Egypt)

SKILLS
Analysis of the key forms in architecture’s history
Interpretation of the ideas embedded in architectural praxis
Observation of philosophies that molded design thinking
Participation in the discouse of architectural history
Configuration of a theory of practice through timeless principles
Evaluation of past patterns for successful innovation
Examination of techonology’s relationships to form to pioneer
Evaluation of the building blocks of the practice

PROCESSES
Lectures and Readings
Exams
Weekly quizzes

WORKING METHOD
Individual

FJSOA DEPARTMENT OF ARCHITECTURE CURRICULAR FRAMEWORK
ELABORATION

ARCH 2243
History II - Spring 2022

UNIT OF KNOWLEDGE
Public - Institutional Programs
Sites and their Characteristics
Material systems

PREREQUISITES
ARCH2233

RELATED COURSES
Horizontally Integrated: ARCH 2233, ARCH 4433, ARCH 4523
Vertically Integrated: none
Concurrent Autonomous: ARCH 2026, ARCH 2123

RELATED COURSES
ARCH2026

NAAB CRITERIA
PC.4

POSITIONING (60%)
Evolution of architectural form and style as well as changes in the princples of aesthetics from 1400 to circa 1850.

POLICY (30%)
Social and political contexts that gave rise to the commission of buildings and sites as well as their use by various constituencies over time.

PERFORMANCE (10%)
Technologies developed to realize design concepts: load-bearing masonry, timber frame, iron frame construction

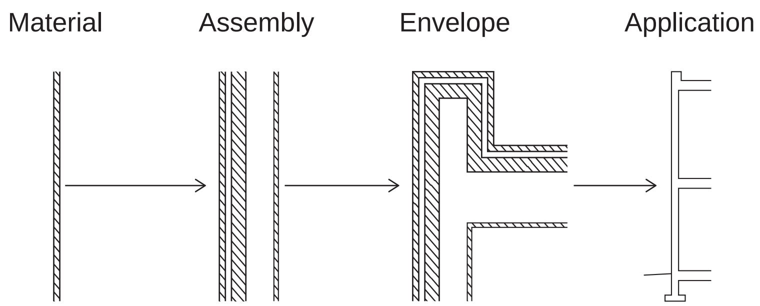
CONCEPTS
Public/Institutional Programs:
Architecture and the Emergence of Global/Regional Hegemonies
-Creation of First Jewish Ghettos in Venice, Italy
-Colonial Encounters - Destruction and New Hybridities
(Colonial Mexico, Expanding Islamic Empires, Istanbul, etc.)
Program Examples:
Early Modernity and New Building Types (Colleges, Hospitals, Prisons)
Sites and their Characteristics;
Classical Renaissance Design (Piazzas)
Expansive, Radiating Streets (Baroque Planning)
Technocratic City Plans (Haussman's Paris)
Picturesque City Plans (Berlin, D.C.)
Sites of political authority: Europe, Turkey, Iran, India, Japan, U.S.
Material Systems:
Iron, Glass and Concrete
New Materials used in 19th Century Europe and U.S.
Wood Timber Frames - American Vernacular (17-18th Century)

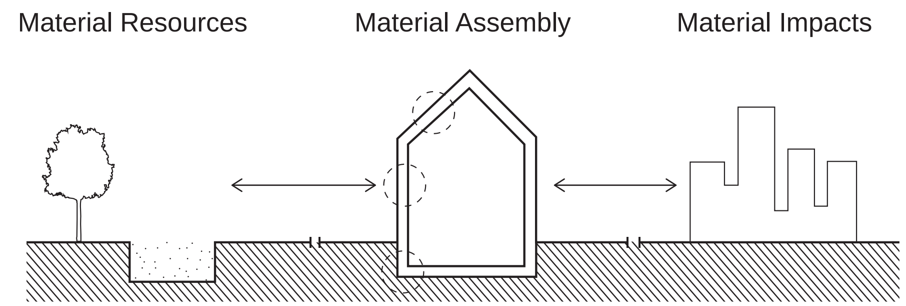
SKILLS
Analysis of the key forms in architecture's history
Interpretation of the ideas embedded in architectural praxis
Observation of philosophies that molded design thinking
Participation in the discouse of architectural history
Configuration of a theory of practice through timeless principles
Evaluation of past patterns for successful innovation
Examination of techonology's relationships to form to pioneer
Evaluation of the building blocks of the practice

PROCESSES
Lectures and Readings
Exams
Weekly quizzes

WORKING METHOD
Individual

FJSOA DEPARTMENT OF ARCHITECTURE CURRICULAR FRAMEWORK
ARTICULATION





ARCH 3143
Building Materials and Assemblies - Fall 2022

UNIT OF KNOWLEDGE
Material Types
Material Assemblies
Material and Assembly Performance

PREREQUISITES
ARCH 2132, ARCH 2113, ARCH 2123

RELATED COURSES
Horizontally Integrated: ARCH 3016, ARCH 4433
Vertically Integrated: ARCH 3026, ARCH 4016, ARCH 3253
Concurrent Autonomous: Professional Electives

NAAB CRITERIA
PC.3, SC.1, SC.3, **SC.4,** SC.5

POSITIONING (10%)
Focused on US building material and assembly practices. Light wood framing, or “stick framing”, and its concomitant envelope systems is a point of departure for the study of other, more robust building material and assembly systems.

Considers climate change as affected by building materials and assemblies.

POLICY (40%)
Focus on light wood framing prepares students for housing design, the plurality of architects’ work and best vehicle by which they can address social inequity.

Addresses the broad impacts of material sourcing, including GHG source and sink potentials. Reduction of GHG impact is considered a pillar of students’ work in providing for health, safety and welfare in their building material and assembly decision-making.

PERFORMANCE (60%)
Tools and workflows for building performance assessment and reduced exergy design. 2-d heat transfer, Building Performance Simulation, material geography, and carbon accounting strategies to assess the impact of their decision-making.

Feedback-based project development; tools and workflows are presented as an integral part of design process rather than terminal evaluators.

CONCEPTS
Material Types:
- Bio-based (Wood, Vegetation)
- Mineral-based (Masonry, Steel, Concrete)
- Petro/Chemical-based (Roofing, Waterproofing, and Insulation)

Material Assemblies:
- Vertical and Horizontal Assemblies
- Envelope Openings and Transitions
- Interior and Exterior
- Opaque and Transparent
- Material Expression

Materials in Structures:
- Light Wood Framing, Advanced Framing, and Mass Timber
- Cast in Place Concrete, Precast Concrete, and Steel
- Structural Grids, Horizontal Span, and Member Sizing
- Foundation Design and Frost Penetration

Material and Assembly Performance:
- Material Geography and Carbon Accounting
- Thermal Resistivity and Water Management
- Energy Use Intensity and Embodied Carbon

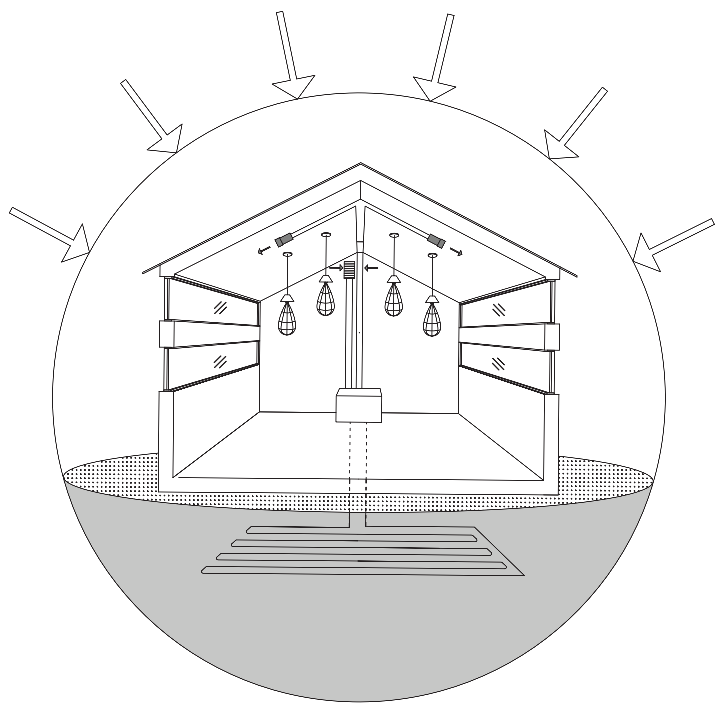
SKILLS
Orthographic and Detail Drawing
3-d Modeling: Rhino, Grasshopper
2-d Heat Transfer Analysis: THERM
Building Performance Simulation: ClimateStudio

PROCESSES
Lectures and Readings
Projects
- Existing Structure Intervention
- Envelope Reenvisioning Options
- Material-driven Structural Design

Workshops
- Scale Model Framing
- Full-scale Framing

WORKING METHOD
Individual and Partnerships

FJSOA DEPARTMENT OF ARCHITECTURE CURRICULAR FRAMEWORK
ARTICULATION



ARCH 3253

Environmental Technology II - Spring 2023

UNIT OF KNOWLEDGE
Active Systems

PREREQUISITES
ARCH3016, ARCH3143

RELATED COURSES
ARCH3026
SC.1, SC.4, SC.5

NAAB CRITERIA
PC.3,

POSITIONING (30%)
Technical skills development is addressed at multiple scales through both conventions of representation and building environmental technologies application for a healhier and safer environment.

This work serves as the building blocks for the study of systems integration in ARCH 4016 and ARCH 4152.

This course intersects with ARCH 3026 in the dissemination of digital tools to support decisions based on scenarios analysis and comparison

POLICY (25%)
ASHRAE standards for building load calculations provide summer and winter indoor air temperature, relative humidity, air flow rates which account for fresh air requirements and safe indoor carbon dioxide levels.

-

Noise pollution and discomfort prevention is addressed through control of sound level and surrounding background noise from air ducts noise and exterior acitvities

Efficiency is addressed through selection of low energy lamps and VCP and efficient HVAC systems.

PERFORMANCE (45%)
Performance is addressed through coherent organization, economy of means and design integration of acoustics, electric electric lighting, HVAC, fire protection and plumbing.

Performance is also addressed through quantification procedures of pertinence to acoustics, electric lighting and HVAC

the dual aims of performance also intersect with those handled in ARCH 3026, such as complementarity between electric light and daylight.

CONCEPTS
Spatial experience
Lighting concepts (direct, indirect, direct-indirect)
Acoustics design
HVAC design
Fire protection design
Plenum
Materials application
Color (light and materials)
Tectonic language: inside and outside
Room proportions
Scales of intervention (building versus single space)
Optimization
Aesthetics

SKILLS
Conventions of representation
Orthographic section
Reflected ceiling plan layout
3D modeling
Light modeling
Duct sizing
Systens selection
Climate studio
LightStanza
Rhino and Revit
Acoustics data recording
Sketching for conceptualization
Rendering interior Ambience of a space
Research for fixtures assessment and selection
Research for HVAC components assessment and selection
Research for acoustic materials and selection

PROCESSES
Comparative analysis and iteration
Parametric design

WORKING METHOD
Individual, Gropus, and with consultant

FJSOA DEPARTMENT OF ARCHITECTURE CURRICULAR FRAMEWORK
ARTICULATION

ARCH 4433
History III - Fall 2022

UNIT OF KNOWLEDGE
History and Theory of Modern and After-Modern Architecture, Urbanism and Design
Critical Cultural Studies and Architecture as a Site of Cultural Production
Overarching themes of inquiry include:

- Dialectics of the Present and Past
- Roots and Promises of Modernism
- New Building Types and New Materials for Industry, Commerce, and Community
- Making A "High" Modernism -- Architecture and Identity through the Interwar Era
- Mid-Century Modern: How Did Modern Become Mainstream? Continuity and Contradiction in
- Global Design, Postwar and Postcolonial Practices
- Beyond The Modern Movement: Approaching the Critical Present

PREREQUISITES
ARCH2233, ARCH2243

RELATED COURSES
ARCH3016

NAAB CRITERIA
PC.4, PC.8

POSITIONING
The teaching of history and theory of architecture makes clear that design thinking and practice are not value-neutral propositions. Pertinent socio-economic, diverse cultural, political, and historical factors that influence the production of built form frame all lectures and are reinforced through critical thinking in examinations and essays.

POLICY
Contemporary social, economic, environmental, and administrative dimensions of design practice all are informed by (arguably rooted in) historical practices of placemaking and the decisions that determine the shape of buildings and cities. The origins of zoning laws in the United States, the quest for attainable and appropriate housing across the planet, and utopian and governmental propositions for effecting change through urban design underscore the impact of policy on the history of twentieth-century design, providing a meaningful and operational counterpoint to constructions of history predicated on the singular works of heroic architects. So too the histories and theories of twentieth-century architecture provide meaningful opportunities for students to unpack the profound influence of diverse social and cultural contexts and engage that knowledge in the understanding and appreciation of equitable, inclusive, and just environments. As unavoidable and requisite elements of historical and theoretical knowledge, themes of identify and inclusion are threaded through the chronology of design history that the course presents.

PERFORMANCE
The influence of technological transformation and innovation on design expression. Through the twentieth century is a recurring subtext for understanding the progress of modernism at the scale of buildings, cities, and global regions alike. In parallel, critical assessment of the consequences and influences of twentieth-century patterns of regionalism vs. internationalism, urbanization, technological transfer, and environmental stewardship (or lack thereof) provides sobering frameworks for assessing the impact of historical precedent on contemporary practice.

CONCEPTS
The historical, cultural, and critical construction of "modernism".
Holistic understanding of the social, economic, and technological issues that influenced twentieth century century design thinking and their influence on contemporary practice.
Historical frameworks for understanding overarching conditions of twentieth century and and contemporary design and professional practices,including:

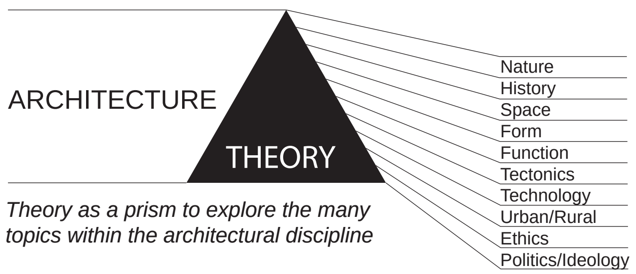
- Modern and traditional space-making
- Material systems, with focus on the articulation of emerging technologies
- Manifestation of ideology and theory in the made-environment.
- Sites and their characteristics, including environmental consequences of modernization
- Racial, class and gender equity in the made-environment
- Houses and housing
- Global power and postcolonialism
- Historic preservation and resilience

Armatures of identity, community, and the social construction of space and place as frameworks for design thinking.

SKILLS
Written formal, comparative, and contextual analysis
Critical thinking and cultural analysis
Responsive reading, analysis, and critique
Research
Graphic analysis of precedent

WORKING METHOD
Content delivery: lecture
Student performance: individual

FJSOA DEPARTMENT OF ARCHITECTURE CURRICULAR FRAMEWORK
ARTICULATION



Theory as a prism to explore the many topics within the architectural discipline

ARCH 4523
Architectural Theory - Spring 2022

UNIT OF KNOWLEDGE

Architectural Theory
Introduction to the lexicon of architecture and the ideas and ideologies that provide the conceptual and critical infrastructure for the discipline.

PREREQUISITES
ARCH2233, ARCH2243, ARCH4433

Architectural Theory builds on three semesters of architectural history (ARCH 2233, ARCH 2243, and ARCH 4433) and explores theoretical frameworks in the discipline that cross time, scale, and culture. Each weekly, topical concept is interrogated from multiple perspectives that introduce students to different ways of thinking about key principles in architecture and urbanism from different social, economic, cultural, regional, and global vantage points.

Vertical integration: Architectural Theory relies on the breadth of knowledge students gain about the built environment in the three prerequisite history courses.

Horizontal integration: Architectural Theory is not explicitly integrated with the studio sequence in the semester it is offered. It is, however, expected that students develop critical thinking in Theory and apply it to their studio design projects.

NAAB CRITERIA
PC.4, PC.8

POSITIONING 60%

Architectural Theory is structured around weekly explorations of conceptual topics of significant concern to the discipline. Students investigate each weekly topic from two positions. The first is a high-level, general overview of the topic as it relates to the history of architectural thinking. The second is a more focused perspective from the point of view of a particular thinker or practitioner. Students are placed in one of several reading groups so that a multitude of perspectives are introduced each week. Students present key ideas in a series of weekly presentations so that all students are familiar with each perspective introduced in the course.

POLICY 30%

This course relies on a multitude of perspectives from which to see broad topics in architectural thinking more clearly and holistically. In addition to diversity of thought, this course recognizes a need for increased representation among minorities and women in the architectural cannon. Students formulate arguments for the responsibilities architects have towards the community, society, and the environment in the rapidly changing contexts of the twenty-first century and beyond.

PERFORMANCE 10%

This course situates performance-based design within broader epistemologies. Students explore the theoretical foundations of biomimicry, sustainability, and environmentalism while investigating the changing scope and effect of technological developments in the field.

CONCEPTS
Nature
History
Space
Form
Function
Tectonics
Technology
Urban/Rural
Ethics
Politics/Ideology

SKILLS

Critical Thinking
Reading
Writing
Public Speaking
Collaboration
Communication

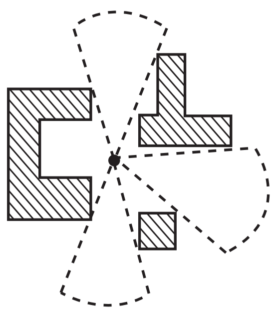
PROCESSES

Weekly Presentations
In-class Exercises
Two Assessments
Final Paper

WORKING METHOD

Hybrid

FJSOA DEPARTMENT OF ARCHITECTURE CURRICULAR FRAMEWORK
DEMONSTRATION



ARCH 4152
Building Systems Integration - Fall 2022

UNIT OF KNOWLEDGE
Computational Analysis Methods
Boodling Code
Building Systems
Integrated Design

PREREQUISITES
ARCH2113, ARCH2123, ARCH2132, ARCH 3143, ARCH3253

RELATED COURSES
ARCH4016

NAAB CRITERIA
PC.2, **PC.3**, SC.5, SC.6

POSITIONING

POLICY

PERFORMANCE

CONCEPTS
Computational Analysis Methods:
- Site Analysis
- Climate Analysis
- Building Performance Simulation

Building Code:
- Occupancy
- Egress
- Accessibility

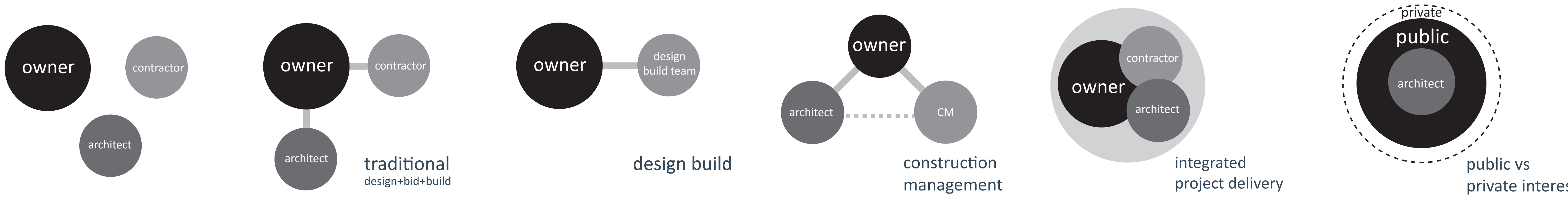
Building Systems:
- HVAC
- Envelope Tectonics
- Structure

SKILLS

PROCESSES
Integrated Design
- Design Decisions <—> Evaluation
- Geometry <—> Performance
- Geometry <—> BIM
- Iteration

WORKING METHOD

FJSOA DEPARTMENT OF ARCHITECTURE CURRICULAR FRAMEWORK
DEMONSTRATION



ARCH 5314
Professional Practice- Spring | Fall 2022

UNIT OF KNOWLEDGE
Professional Practice

PREREQUISITES
ARCH4016, ARCH4116, ARCH4126

NAAB CRITERIA
PC.1, SC.2, SC.3

POSITIONING (85%)
Building a broad skill set related to professional practice including financial literacy, communication (written and graphic,) organizational, and managerial, in order to provide a broader understanding of practice and recognition of opportunities for advancement and success.

POLICY (5%)
Foster an understanding of the diverse range of skills needed for success and advancement in practice.

PERFORMANCE (10%)
Empirical understanding of the regulatory and legal environment of practice including code, copyright, contracts, and termination.

CONCEPTS
Licensure
Ethics
Law
Practice (Overview) and Finances
Project Delivery
Project Definition
Project Management
Construction Documents and Detailing
Sustainability Certification
Project Teams
Request for Qualification and Request for Proposal
Contracts
Project Startup
Moonlighting/Firm Startup
Firm Development
Firm Structure
Day Benefits/Work Culture
Public/Private Interest

SKILLS
Producing Profession Graphic Design + Portfolios
Writing Professional Communications
Developing Personal and Professional Financial Literacy
Creating Contracts + Proposals
Determining Schedules + Required Staffing
Generating Invoices + Cash Flow Statements
Determining Project Delivery Methods
Building Project Teams

PROCESSES
Project-based assignments are completed by small groups using real world examples of tasks in architectural practice outside of typical design and drawing production.

WORKING METHOD
Through an interrelated series of lectures by the instructor and by guests and a progressive set of assignments, students are systematically exposed to a range of issues and skills in Professional Practice that affect but are typically outside of traditional architectural production. Students are consistently challenged to generate professional quality work that is graphically sophisticated.


UNIVERSITY OF ARKANSAS

ADDENDUM 14

5.3 – Department of Architecture Setting The Table
Curriculum Assessment and Development
Workshop 01.11.2024

FAY

SETTING THE TABLE WORKSHOP
01.11.2024

POST IT LEGEND
Green = Design Studio Faculty
Orange = Technology Faculty
Pink = History/Theory Faculty
Blue = Practice Faculty
Yellow = Authority Figures (Faculty Responsible for the Content of the Course)
Purple = Anyone with an Opinion on Representation

RULES
Most faculty teach across multiple curricular streams. Each faculty member is allowed to use pos-its from each curriculum stream they are associated with in fulfilling the assignments identified below. Each assignment is to be completed in sequence. Everyone is encouraged to cheat – please use the curricular framework documents that have been collectively developed between 2019 and 2023.

ASSIGNMENTS
Each assignment will be executed sequentially, with a start and stop time announced to the entire faculty group.

1. Individually, craft a statement that includes 5 characteristics every Fay Jones School Department of Architecture Graduate should represent at the conclusion of the BArch program. (What is a Department of Architecture Graduate from FAY? What makes them valuable? What makes them unique?) 5 minutes
2. Individually identify the three critical thinking capacities you feel every student should have command of in each of the core studios (provide three on one post it for each core studio) 10 minutes.
3. Individually identify three critical thinking capacities you feel every student should have command of in each of the core technology courses (provide three on one post it for each core tech course) 10 minutes.
4. Individually identify three critical thinking capacities you feel every student should have command of in each of the core history/theory courses (provide three on one post it for each core history/theory course) 10 minutes.
5. Individually identify three critical thinking capacities you feel every student should have command of in the single professional practice course the program offers (provide three on one post it for the single practice course) 5 minutes.
6. Individually identify three skills every student should emerge from each core studio with. (provide three on one post it for each core studio) 10 minutes
7. Individually identify three skills every student should emerge from each core technology course with. (provide three on one post it for each core technology course) 10 minutes
8. Individually identify three skills every student should emerge from each core technology course with. (provide three on one post it for each core history/theory course) 10 minutes
9. Individually identify three skills every student should emerge from the single professional practice course with. (provide three on one post it for the single professional practice course) 5 minutes
10. Individually identify where students should travel each semester and what they should be doing at the destination. (Place a single post it next to each core studio foreach semester) 10 minutes
11. Take a break (10 Minutes)
12. Authorities (people involved in teaching the courses) make sense of the information. Do not remove the post-its. Develop a line of new post-its that you feel individually or collectively are valid. 30 minutes

FAY

REPORT OUT: SETTING THE TABLE WORKSHOP 01.11.2024
01.16.2024

FIVES

- Every FJAD ARCH student graduate should
    - Be curious about the built environment.
    - Have digital, analog, and theoretical tools of agency.
    - Have a knowledge and respect for architectural history and its relevance in contemporary design.
    - Have developed maturity, punctuality, self-motivation, resilience, and reliability for the professional workforce.
    - Broad critical thinking skills to address complex and dynamic problems across multiple disciplines.
- Every student should graduate with
    - Graphic writing and oral presentation skills
    - A desire to pursue lifelong learning.
    - Curiosity to keep exploring.
    - Commitment to service in community
    - Continued commitment to the university and profession
- An FJAD BARCH student should be curious, independent, engaged in a good cause, disciplined, and show their uniqueness by being able to “see” and apply spatial solutions to challenges.
    - Curious engaged
    - Creative
    - Critical thinking
    - Courageous
- FJAD BARCH grads should enter professional workforce with …. Qualities of discipline (rigor), resourcefulness, professional decorum, and a desire/passion to remain inquisitive students for life.
- An FJAD graduate should be a critical thinker and a problem solver. They should be able to tackle design problems on multiple scales with challenging parameters that address many voices. To do this they should be curious, engaged, analytical, and enthusiastic about architecture.
- 5 characteristics
    - An appreciation and understanding of historical and cultural forces that shape the made environment.
    - Empathy for and willingness to engage through design in critical conversations on environmental and societal justice.
    - Ability to not only perform competently as a design professional but also to articulate those concerns to the communities they serve.
    - Understand that design thinking and skill building is part of a larger professional practice and ethic.
    - Value foundational principles of problem solving in design.
- 5 characteristics
    - Creativity
    - Initiative
    - Time management
    - Design skills (digital and analog)
    - Ambition

- FJAD ARCH students should have the capacity to learn new skills, understand the socio-environmental context, work productively with others, have a diversity of technical skill sets, and understand the balance of poetic and pragmatic forces in design.
- 5 characteristics
  - Work ethic
  - Confidence (non-delusional)
  - Empathy (with pragmatism)
  - Self-motivated
  - Innovative/creative
- Graduates of FJAD are empathetic and curious, life-long learners who demonstrate knowledge of the complex process of building today. They are self-starters and team players.
- Each student graduate of FJAD should demonstrate strong work ethic, willingness to learn, the ability to recognize which questions need to be addressed and where to find the answers, follow three to complete tasks, and dedication to the craft of architecture.
- Each student should be rigorous in their thinking and investigation, able to perceive context, represent complex spatial forms, communicate with peers, and advocate for themselves and others.
- A Fay Architecture student should be curious, agile, ambitious, fearless, and a confident designer with the ability to think, see, and make with intention and critical perspective.
- Student graduate earning the ability to respond to the design challenge at hand bringing together design resolutions folding environmental response, technical ability, and social ethics.
- An FJAD graduate should be creative, display empathy, be a great problem solver, be optimistic about the future, and empowered to tackle the pressing issues of our collective built environment.
- FJAD graduates should embody a sense of empathy and sensitivity to local context, should contain a general understanding of various programs and scales, and understand an architect's ethical and professional impact on the built environment.
- Each FJAD ARCH student should be a problem solver, resourceful through use of material and understanding of region makers, have knowledge of assembly of built environment, and resilient to contemporary challenges and issues.
- 5 characteristics
  - Bold in the face of uncertainty
  - Able to synthesize disparate information and needs.
  - Capable of communication with various constituencies
  - Approaches problems with disciplinary specific understanding
  - With a deep architectural skillset and ready to be a lifelong learner

1015 - FUNDAMENTAL DESIGN SKILLS

Design

- Spatial reasoning
- Design principles – composition.
- Representation analogue
- "See"
- Ordering principles
- Curious to learn and apply skills.
- Thinking hand
- Curiosity

- Ordering systems
- Observation
- Assess light and shadow effect in a design.
- Understand fundamentals of composition
- Think/see/represent in 2D.
- Think/see/represent in 3D.
- Translate between abstract and concrete.
- Ability to focus on a given problem.
- Drafting knowledge relationship of plan to elevation …?
- Understand their agency – their need to make decisions without getting the right …?
- Be critical about the quantity of work. Is it beautiful? Original?
- Apply independent learning skills and use of resources.
- Apply systems thinking (order/logic)
- Access appropriate steps in design process and application of methods
- Understanding that the first solution is not the last
- Professors expect you to explore new ideas.
- Failure is not a disaster.
- Relationships between form and space
- Visual composition
- Iteration
- Compositional and ordering principles.
- Formal organization
- Environmental awareness
- Light
- Demonstrate awareness of and respect for people and places and situations different from their own
- Ability to speak clearly about their work in relationship to project objectives.
- Adaptability
- Observation
- Curiosity
- Understand the importance of tools and skills.
- Critical thinking skills
    - Iterative exploration
    - Iterative graphic communication (sketch)
    - Iterative model making

Technology
- Physical assembly of form
- Iterative process
- Designing at scale

Practice
- Basic understanding of form and proportion/composition
- Representation of ideas and diagramming
- Recognizing design problems
- Seeing/perception
- Representation
- Rigor

1025 - FUNDAMENTAL DESIGN METHODOLOGY

Design

- Expressing/exploring alternatives with different media
- Be honest and avoid design lies.
- Iterate
- Critical thinking skills
    - Iterative exploration
    - Iterative graphic communication (sketch)
    - Iterative model making
- Developing workflows for design
- Ability to engage architectural sequencing interplay between light and architectural moments.
- Define space.
- Create experience.
- Integrate landscape and architecture.
- Light and shadow
- Spatial understanding
- Iteration
- Imagine spatial sequence when looking at a plan.
- imagine spatial quality when looking at a section.
- iteration
- process
- methods for technical representation
- begin to develop working habits.
- start to understand line weights in architectural drawings.
- embrace new ideas beyond H.S.

Technology

- translation between analog and digital tools
- light/shadow.
- material qualities
- site characteristics

Practice

- relationships
- human scale
- repetition and modules
- design organizational strategies.
- integration between site and building
- iterative design process with experimentation

Authority

- access appropriate methods for representation and development of work.
- access ability to communicate space in 2D.
- determine independent methods and design processes.

1212 - DESIGN THINKING I: FOUNDATIONS IN TECHNOLOGY

Design
- Building/built relationship to environment.
- Material qualities
- Sustainable thinking/principles
- Technology precedents
  - How to be curious
  - Representation
  - How to see
- Basic understanding of file structures (folders, etc.) and drawing structures (layers, etc.)
- Intro to theories about building/structural technology/buildings impact on environment.
- Understand the vast terrain of design discipline.
- Be able to think critically/form questions/engage in discussion.
- Understand/utilize basic digital tools appropriately and effectively.
- Understanding of primary design concepts and theories
- Application of concepts through digital workflows
- Understanding of basic terminology around concepts, theories, and communication of the built environment
- Extend the course to digital and analog representation to learn about their role in design thinking.

Technology
- Connect geometry and design.
- Consider the properties of systems.
- Developing workflows with digital tools

Practice
- Hierarchy and relationship to space use and programming
- Basic components of a building and how the systems work.
- Recognizing design problems and how to address them.

Anyone
- Architectural principles
- Intro to representation.
- Observation

1222 - DESIGN THINKING II: FOUNDATIONS IN HISTORY

Design
- What/how do history/traditions/cultures influence ARCH ideas?
- The ability to read and reflect on architectural writings.
- Intermediate capacity to use digital tools appropriately and effectively.
- Exposure to design as research
- History Precedents
  - Social political
  - Environmental

- Impacts of built environment

History
- Inculcate value of historical precedent and discourse as essential elements of problem solving and practice
- Expose a broad and diverse vocabulary of practices and precedents.
- Make clear the role of architect's perspective and presentness in generation of historical knowledge.

Practice
- Context – urban versus rural, cultural, environmental, etc., and how these influence design
- Representation techniques
- Communication of design concepts and reasoning

Authority
- Understanding of primary design concepts throughout history of built environment
- Application of concepts through digital workflows
- Ability to access/analyze the built environment using primary concepts/theories.

2016 - ARCHITECTURAL DESIGN III

Design
- Integrate program.
- Know your personal taste. Begin to curate your style.
- Begin to select your own precedents/inspirations.
- Understand the power of diagrams and use them specifically for your designs.
- Structural order system
- Spatial sequence
- Begin to study and understand precedents.
- Understand the importance of teamwork.
- Understand structure in organization.
- Apply independent design processes.
- Determine appropriate representation techniques (tech and experiential)
- Communicate ideas and concepts.
- Design of small spaces to highlight materiality versus space as well as issues of ADA and environmental awareness.
- Engaged
- Less dependent on process being prescribed.
- Applying skills and methods from previous semesters
- Process driven design.
- Concept driven.
- Human scale in constructed space
- Figure/ground impacts of a building on a site.
- The image of a building
- Be open to learning new ways/methods.
- Be honest about themes that interest you.
- Iterate
- Critical thinking skills
  - Iterative exploration
  - Iterative graphic communication (sketch)

- Iterative model making

Technology
- Solar geometry/light studies
- Program typologies.
- Site typologies
- Structural hierarchy
- Basic structure/enclosure relationships
- Structure/enclosure terminations.

Practice
- Urban context perception
- Human movement (micro/macro)
- Equal access (ADA)
- Basic structural principles
- Programming and efficiency in spatial design
- Materiality

Authority
- Follow structural forces through a building proposal.
- Understand effects of orientation on building siting
- Trace all lines of enclosure.

2026 - ARCHITECTURAL DESIGN IV

Design
- Demonstrate understanding of context and impact on design.
- Communicate concepts and ideas through work.
- Determine individual design processes.
- Diagramming
- How to draw a plan
    - Stairs, egress, above
    - Line weights, conventions.
- Working iteratively between diagram and design
- Ability to ask questions.
- Spatial thinking
- Process oriented thinking.
- Urban and site response
- Spatial sequence and circulation
- Sectional opportunities
- Integrate structure.
- More independent in process
- Starting to indicate a position through design.
- Exploring arch details
- Representation – digital
    - Using multiple media
    - Material qualities with structural properties
    - Social issues

- Adapt a multivalent program into an idiosyncratic but purposeful systemic spatial approach.
- Emphasize architectural delineation (section, plain, perspective) and space function and structures.
- Move between different media.
- Connect your ideas with real world problems.
- Iterate
- Iterative exploration
- Iterative graphic communication (i.e. sketch)
- Iterative model-making

Practice
- Spatial massage (vertical and horizontal)
- Site analysis and response
- Light as a design tool
- Accessibility – not just physical but mental as well
- Integration of light and lighting concepts
- Advanced material understanding

2113 - ARCHITECTURAL STRUCTURES I

Design
- Intuitive understanding of how buildings stand up.
- Rules of thumb when designing (beams are deeper than they are wide for example)
- Curious about gravity
- Structure and form relationships.
- Curiosity about seeing forces in action.
- Organizing systems
- Material performance
- Structure as design opportunity.
- Basic structural logic and terminology
- Material impacts on structural systems
- Basic understanding of structural types
- Intuitive understanding of physical forces
- Basic understanding of structural components and how they perform.
- Analytical ability/analyze the performance of a structure.
- Understand that technology is the architect’s responsibility and be able to work with other disciplines.
- Consider technology as integrative design and not an afterthought.
- Understanding the form of basic structural hierarchies
- Fluency in the terms of structural components

Technology
- Please do not avoid math or geometry.
- Experiment with ???
- Connect your lessons with real buildings.
- Critical thinking skills
    - Diagrammatic relationships
    - Taxonomy or material forms/systems
    - Iterative scalar exploration

- Fluency in the terms of structural components
- Understanding the form of basic structural hierarchies
- Understanding of material properties as relates to structural properties.
- Visual qualities of structures
- Physical qualities of structures

Practice
- Materials
- Systems and their special constraints
- Basic understanding of structural components
- Inherent qualities of different materials used in structure.
- Development of understanding of structures throughout history

Authority
- Critically apply the ideas from a certain structural system type
- Certain structural material
- Apply load tracing.

Anyone
- Spatial opportunities of various structural systems
- Beginning intuition of structural sizes/expansions
- Conceptual understanding of design process versus engineering process

2123 - ARCHITECTURAL STRUCTURES II

Design
- Technical understanding of how buildings stand up – basic calculations.
- Curiosity about the future of structural design
- Higher level understanding of performance/mathematic calculation
- Effect of material on structural performance
- Yes, forces on structures can be calculated but students should learn more about communication methods with engineers and not be burdened with calculations.
- Know when an answer can't be right because it doesn't fit the scenario (thus look for your mistake)
- Fluency in the forces affecting structural design.

Technology
- Load determination.
- Airflow mapping for ventilation
- Climate distinction
- Solar geometry
- Code application.
- Build capacity to integrate passive design.
- Fluency in communicating the forces affecting structural design.
- Visualizing structures
  - How/when to use different systems
- Critical thinking skills
  - Intuitive abstraction
  - Diagramming forms in reaction to forces

- Iterative scalar exploration

Practice

- Statics
- Cross section: properties
- Shear moment diagrams.
- Types of forces and concepts of identifying these
- Analysis of forces on simple structural systems
- How to work with structural engineers
- Unconventional structure systems

Anyone

- Ability to make structural diagrams.

2132 - ENVIRONMENTAL TECHNOLOGY I

Design

- Curious about the science of the environment!
- How does “free” stuff affect design?
- Vernacular design responses
- Solar orientation
- Passive environmental technologies
- Adapt a design to specific environmental conditions.
- “Design for” instead of “react to” solar conditions.
- Respond to rather than resent/resist site constraints.
- Understand how to make use of passive strategies related to orientation.
- Understand topography and grading.
- Consider illumination in a design.
- How to translate a topo plan to a section
- How to modify topo lines around a FFE and draw that in section
- Understand the light and heat diagrams from CS.
- Solar performance
- Site design
- Consider the larger ecosystem of a project.
- Passive systems in use around the world and curiosity about these
- Understanding of the relationship between natural and built environment.
- Passive strategies
- Access application of strategies and impact on formal response
- A critical awareness of climate and environmental phenomena in architecture
- A sense of the big picture: climate change and ecological crises
- Design strategies awareness.
- Responding to site and climate data
- Buildings impact on on-site climate
- Climate impacts on building interiors

Technology

- Understanding of solar geometry is light.
- Understanding of passive environmental systems
- Basic sustainability issues
- Incorporation of above into design problems
- Gathering site and climate information
- Evaluating and comparing climate information
- Understanding tools associate with climate analysis
- Understand how the environment interacts with your design.
- Ask the right questions about design understanding.
- Principles in tools
- Critical thinking skills
  - Taxonomy organization
  - Diagrammatic relationships

Practice

- Passive solar
- Indigenous models
- Site analysis
- Working through and recognizing challenges of different sites – climate, water, topography
- Understanding use of resources available to address site related issues.
- Passive systems

<u>Anyone</u>

Spatial opportunities of environmentally considered decisions.
Intuition in site strategies without relying on software entirely.

2233 - HISTORY OF ARCHITECTURE I

Design

- Curiosity about what is currently going on in architecture as it relates to history.
- Public/civic spaces
- Ordering systems
- Social/political/technological contexts
- Ability to analyze built environment especially at origins.
- Understand impact of material and social culture
- Communicate through writing.
- Learn design and geometric principles.
- Read, read, read until it becomes second nature.
- Try to visit and analyze the work in person.
- Historic aspects of building materials
- How architecture/design developed in different parts of the world relative to traditions/environment/craft/materials
- Critical thinking skills
  - Curiosity of cultural expression
  - Intuition of cultural expression vis-à-vis material
  - Intuition of social-spatial organization
- History is important as it can inform the present.
- Learn from history – the societal concerns.

- Attempt to understand the thoughts of historical designers.

Technology

- Compare and contrast buildings from a similar era or of a similar type.
- Write competently.
- Global climate driven variations in pre-historical architecture
- The technological context of historical movements

History

- Understand the evolution of architectural form and style as embodied knowledge in the profession over time.
- Understand the social and political contexts that influence design decisions for building and place making including relationships to the constituencies they serve.

Practice

- Origins of client – government, kingdom
- Uses/program.
- Form and material.
- Hierarchy and development of ordering systems
- Evolution of equity in design and why it's important
- Development of design and structure in regard to importance to modern concepts

2243 - HISTORY OF ARCHITECTURE II

Design

- Ability to analyze and compare buildings.
- Ability to write clearly and with curiosity.
- What are the qualities of history projects that make them important?
- How did architecture help create cities/styles/traditions?
- The socio-economic forces affecting the emergence of styles and movements
- Seeing and applying formal and material structural histories of precedents
- Familiarity with significant architecture on all inhabited continents
- Curiosity about global architecture. For example: Africa (non-Egyptian) and Latin America
- Compare examples with current practice/buildings.
- Visit and analyze.
- Study good precedents in depth.
- Critical thinking skills
    - Curiosity in cultural expression
    - Intuition of formal expression vis-à-vis material
    - Intuition of social/spatial organization

Practice

- Development and importance of typologies in design
- Use of materials and evolution and how these things continue to change.
- Role architecture plays in public institutions and expression.
- Culture's influence of design.
- Material and use of buildings in modern forms

Anyone
- Public buildings of early modernity
- Site context
- Critical thinking and analysis

3016 - ARCHITECTURAL DESIGN V

Design
- Critical thinking skills
  - Iterative exploration
  - Diagrammatic organization
  - Systematic organization
- Complicated program
- Social issues
- Efficiency
- Urban and site response
- Part to whole
- Inclusivity/equity
- To be able to decide which information is most important to communicate.
- Be able to determine which drawing types best communicate the most critical information.
- Representation and process clearer
- Forming an opinion and representation narrates that opinion.
- Asking questions
- Respond to site context (immediate and surrounding)
- Working iteratively between micro and macro scale
- Empathetic to various user groups
- Ability to frame a problem.
- Integrate social context.
- Define programmatic aspects of a product.

Practice
- Designing equitable spaces
- Context
- Move advanced integration of structural concepts.

Authority
- Critically reflect on the architect's role in relation to important social issues (housing)
- Relate built forms to social forms.
- Understand importance of diversity in/at urban and architectural scales

3026 - ARCHITECTURAL DESIGN VI
Design
- Critical thinking skills
  - Iterative exploration
  - Diagrammatic organization
  - Systematic organization
- Reflect on the architect's role/responsibilities in designing …. And sustainable environments/ecology

- Climate and ecosystem awareness
- Role of design in the above
- Design int. of environmental systems, const. systems, mat. Systems
- Sustainability
- Urban and site response
- Environmental performance

Technology
- Light/heat studies
- Material qualities and construction
- Digital analysis

Practice
- Health, safety, welfare concepts
- Integrated sustainability concepts
- Working with clients - basics

3143 - BUILDING MATERIALS AND ASSEMBLIES

Design
- Role of material systems in … economic and ecological contexts
- Role of the detail in design performance
- Role of detail in aesthetics
- Understanding of material assemblies focused on integration of structure and enclosure.
- Environmental impact of materials
- Material performance
- Understand major layers in a wall section (moisture control, thermal control, weathering)
- Assess and find opportunities in transitions in these.
- Understand components of typica construction systems and how they go together.
- Understand appropriate material uses.
- How to draw a typical wall section with wood and metal studs
- To buy structures and MEP books and use them.
- Ask questions.
- Apply to studio project.
- Detail at root/wall intersection
- Understand how grids identify structure locations.

Technology
- Question why we use specific materials and …
- Find the best methods to design and analyze them.
- Connect problem solving and tectonics.
- Material properties relative to heat/environment
- Best practices of building assembly
- Problem solving through details.
- Critical thinking skills
    - Intuition of material forms/systems
    - Intuition at detail scale
    - Systematic organization

- Focus on survey of material systems (wood, steel, concrete, masonry) and detailing and cope and sustainability.

Practice
- Different types of envelopes and appropriate use within context
- Carbon literacy
- Understanding use of materials within certain contexts, climates, sites, etc.
- High performing/common materials
- Alternative/new materials

3253 - ENVIRONMENTAL TECHNOLOGY II

Design
- Active systems (types and integration)
  - Lighting, HVAC, Plumbing
- Building performance analysis to access appropriate application of systems.
- Understanding of a relationship between systems and climate/environmental impact
- Role of active systems in building design
- Role of active systems in relation to ecological/economic systems
- Role of simulation tools in design
- Sensor driven technology and capacity for analysis of condition post occupancy.
- Decision making processes in comfort systems selection.
- Apply analysis about the environment.

Technology
- Question the idea of building performance.
- Ask the right questions about systems and environment.
- Connect what you learn with your design ideas.
- Understanding of active energy systems
- Knowledge of alternative energy systems has/when to design.
- Coordination of systems
- Possess and use correct language for communicating with engineer consultants.
- Critical thinking skills
  - Intuition of human comfort
  - Diagrammatic organization
  - Systematic organization
- Decision making processes in comfort systems selection.

History
- Critical thinking
  - Ability to problem solve and assess consequences of design decisions through multiple and multi-valent perspectives.
    - Society/community
    - Climate and environment
- Critical thinking
  - Ability to engage precedent in analysis, ideation, and design (making)
  - Ability to formally and conceptually analyze and assess works of architecture (their own and those of others) as essential elements of problem solving.

Practice

- Integration of systems with design
- Atypical systems and their uses
- Using resources and working with HVAC/Plumbing/Engineers to fulfill design requirements.

Authority

- Build capacity to integrate active systems.
- Evidence shown through layout and quantification.

Anyone

- Include a 3-week representation course in 1st year.

4016 – DESIGN VII INTEGRATED DESIGN STUDIO

Design

- Able to do research relevant to a design problem.
- Synthesize design intent with technical and social needs.
- Able to edit their own work critically.
- Design
- Creative problem solving
- Iteration
- Ability to bring design excellence through difficult and technical design development.
- Conceptual clarity in material and systems specification
- Theoretical position on tools used.
- Select appropriate scale of mechanical and structural system.
- Basic understanding of passive and solar strategies
- Demonstrate understanding of space making.
- Work relevant to today's social, cultural, environmental conditions.
- Human factors in design
- Spatial impacts of building systems

Technology

- Material assemblies
- System coordination
- Professional development

4152 - BUILDING SYSTEMS INTEGRATION

Design

- The assignments are intentionally connected to each other and are a critical component of the studio project. They should never be seen as separate ….
- Innovative use of structure to enhance design proposition.
- Awareness of new structural surface technology

Technology

- Iterate
- Ask your own questions.

- The answers are part of your design.
- System coordination
- Active energy studios and simulations
- Material properties of assembly
- Synthesis of all systems
    - Acoustics
    - Electric light
    - Energy
    - Sustainability

Practice
- Envelope tectonics and how they inform design and vice versa.
- Climate analysis and ways to address.
- Integration of structural systems into design

4433 - HISTORY OF ARCHITECTURE III

Design
- More specific questions about social, political, environmental, etc.
- The impacts of globalization on architecture's development
- Awareness of and ability to question the canon of …. Architecture as it has been understood historically.
- Rule of place, time, identity, and ideology and their influence on spatial practice and design thinking.
- How did events shape building design/style
    - Advent of HVAC
    - World wars
    - Technology
    - Globalization
    - Climate change
- Intuition regarding new technology expression
- Intuition of social/spatial organization
- Abstract versus represent – …. Expression

Technology
- Able to articulate the tenants of and impetus for the modern movement.
- Can craft an argument that incorporates historical facts.

History
- Comprehend and respect the origins and legacy of modern architecture.
- Develop curiosity and inquiry in research.
- Appreciate the complex social, cultural, and historic landscape of gothic architecture.

Authority
- Understand historical, cultural, and critical construction of modernism.
- Understand holistically the social, economic, and technological issues that influence 20th century design thinking and their influence on contemporary practice.
- Appreciate and engage …. Of construction, space, and place as frameworks of design thinking.

Anyone

- Theory of modern architecture
- Urban, social, and political technological contexts
- Critical thinking and analysis

4523 - ARCHITECTURAL THEORY

Design

- Questioning
- How to readily analyze text
- How to apply ideas to their own work
- Ability to contextualize the emergence of theories.
- Ability to synthesize the abstract into the formal
- General understanding of how cultural, social, and economic influences over time have been applied or implemented into design.
- Assimilation of historic influence in physical former application
- How to ask questions to start to apply for advanced course study
- Assessments of the historical role of theory in architecture
- Assessments of the contemporary role of theory in architecture
- Theory in relation to various core topics
- Connect theory and design.
- Look for current discourse on architecture.
- Read, read, read (this is opportunity)

Technology

- Able to see architectural production through multiple lenses and articulate their biases.
- Write competently.
- Construct and argument.
- Ability to call upon past architectural exemplars and the motivations that have led to such design.
- Develop critically through historical and iconic buildings.

History

- Understand and cultivate the relationship between theoretical ideation and the progress of design thinking I practice.
- Appreciate multiple voices including those that differ from the student’s own perspective.
- Engage critically with both dominant and de-centered tropes of design thinking.

Authority

- Ability to position studio work relative to theoretical discussions and precedents.
- Ability to form an argument and support it with evidence.
- Ability to synthesize competing/conflicting ideas.

Anyone

- Disciplinary discourse
- Post modernism, digital turn, and post digital architecture.
- Framing positions

5314 - ARCHITECTURAL PROFESSIONAL PRACTICE

Design

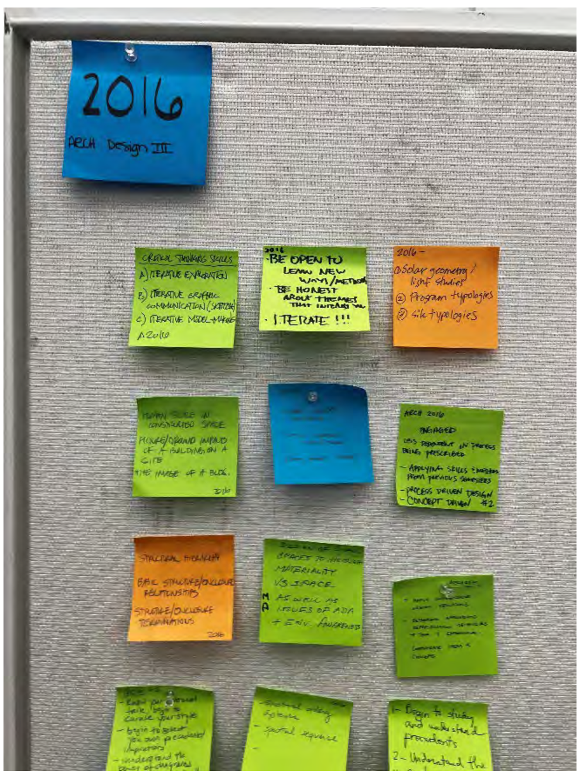
- Learn about different career paths (not only ARCH office)
- Learn how to present and advertise your own work.
- Build networks.
- Ethics, law, and business of architecture
- Potentials and limitations of traditional practice models
- Role of advocacy/ activist/ alternative practice for social impact
- Develop communication as a critical component of practice.
- Engage professional critically.
- Form position/plan for their ambitious proposals within field.
- Communication with consultants
- Process of licensure
- What type of firms to work at
- Business $$$
- Paths that aren't license focused – graduate school?
- Understanding professional ethics
- Developing sense of decorum and accountability
- Appreciation of value to culture of profession
- Ability to evaluate offices for alignment with design and personal values.
- Appreciation for the difficulty and complexity of professional practice and the dedication it takes to succeed.
- The role of ethics in practice
- Develop confidence through breaking down the knowledge needed to practice.
- Understand how to tell/sell a story.
- Professional communication (email, text, letters)
- How/why to write a CV/resume and cover letter.
- Various media for portfolios
- Project process from procurement to construction admin
- Various fields available to architects and designers
- AXP program and value
- Value of professional network and organizations
- Role and procurement of consultants
- Fee structures and how to get paid.
- Ethical responsibilities of practice (HSW)
- Paths to practice (or not)
- Contract types (Bid, negotiated, D/B, fast track, etc.)
- How processes affect building delivery and the partner roles
- Understanding the value of clarity in communication, internally (E.G. within the firm) and externally
- Know what kind of firm you want to work at – should be able to research firms.
- Know where you want to practice (location/urban?)
- Know if you want to lead a firm as a businessperson or a designer.
- Reclaim the content of professional practice by addressing issue of cost, critical path method, sequencing of construction phases and project delivery.
    - The resume and portfolio are tiny pieces of the course.
- Exposure to range of practice types/structures
- Learn to show/demonstrate your value.
- Project delivery

Technology
- Collaboration
- Communication
- Possibilities – how to use architectural education.
- Describe one's own skill/ability and represent it outwardly.
- Team communication across many constituencies
- How processes affect building delivery, and the tool sets involved
- Understanding the integration of building products in project delivery

History
- ability to communicate multiple constituencies (clients/communities, subs, etc.) practical and value-added constructs of design.
- ability to understand broader forces of economics and legal parameters as conditions of design thinking.
- appreciation of global constructs and values in practice

Authority
- understanding of different project delivery systems and when it's appropriate to use them.
- ability to work in teams and communicate effectively with team members.
- basic understandings of finances and business practices
- firm selection
- how firms make money
- legal/ethical constraints

Setting the Table Curricular Development and Assessment Workshop January 11, 2024. The workshop was situated at the beginning of Spring Semester and informed by the Department of Architecture Fall Exhibition and Faculty Assessment Discussions December 7, 2023 through December 15, 2023.


2016
ARCH Design III
BE OPEN TO LEARN NEW
ITERATE !!!
2016 -
Solar geometry / light studies
Program typologies
site typologies
ARCH 2016

FAY

ADDENDUM 15

5.3 – Department of Architecture Speculations
Catalog Spring 2024

FAY

FAY JONES SCHOOL OF ARCHITECTURE + DESIGN

SPECULATIONS 2024S

TABLE OF CONTENTS

FAY

WORKFLOWS

SPECULATIONS 2024S

What is a workflow? A fundamental public understanding is:

“the sequence of industrial, administrative, or other processes through which a piece of work passes from initiation to completion”

More elaborate definitions in common circulation link those actions to demonstrability, where processes illustrate task completion to stakeholders, on a timeline, with responsibility assigned. Further elaborations indicate that they are often understood as mechanisms for identifying efficiency across teams.

In architecture, workflow is often presented as reductively as one, two, three - design, visualize, create. Legally binding descriptions of architectural workflow enhance the linear three-step sequence to five with security inducing nomenclature, identifying two phases of design (schematic design and design development), one phase of production (contract documents), one of negotiation (bidding), and one of administration (construction administration, to be specific). There is a seven-step version too. That one provides an additional phase of design (conceptual) and an intermediary of determinate function (permitting). You can also just break things down categorically: design vs implementation. Or, is it design and implementation? Isn’t visualization an important part of design, and not a separate act? Isn’t design a form of creation and creation a form of design? Is linear the way to go? What about recursive process?

The complexity of contemporary architectural practice and abundance of tools available to designers belie simple conceptions of workflow. Ever expanding digital capacities are promoting the evolution of design from autonomous processes to collective workflows. Any designer can now employ algorithmically driven design workflows deeply embedded in a collective digital communication infrastructure. Vast amounts of information, both descriptive and analytical are instantaneously available to help define and assess design options. The logic of digital workflows are influencing the way that architects design, builders build, and the AECM industry organizes. This environment creates opportunity to reorganize around these potentials.

In a context where logic is placed between creative thinking and output with ever increasing frequency, what is the role of drawing, sensation and traditional craft? What about the hand? Every act of drawing results in neurological connection between the hand and eyes. Juhani Pallasmaa describes three distinct sets of images produced in human memory when drawing by hand, “the drawing that appears on the paper, the visual image recorded in cerebral memory, and a muscular memory of the act of drawing itself. All three images are not mere momentary snapshots, as they are recordings of a temporal process of successive perception, measuring, perception, evaluation, and re-evaluation.” As Barbara Tversky reinforces, when we are sketching we are not only thinking with our hands but we are also drawing with our minds.

Most recent annual curricular and pedagogical discourse in the Department of Architecture has been framed through lenses of *Sociocultural Identity and Architecture* (2023), *Bagginess and Ethical Design Leadership* (2022), *Situating Agency* (2021), *Prospect in a Time of Uncertainty* (2020). Each discussion has utilized six constructs to inform consideration of topical focus; 1) Risk, 2) Failure, 3) Collaboration, 4) Communication, 5) Awareness, and 6) Preparedness. *SPECULATIONS 2024S* utilizes *Workflows* as the lens for discourse. The six constructs remain relevant as the aspiration is to interrogate broader questions that assume inclusive values in forming sensibilities: Visualization and Representation, Simulation and Representation, Analog and Digital, Data Based and Experience Based, Traditional Craft and Digital Fabrication, Studio and Parallel Courses, Etc. and Etc. The objective of the day is to define the methodologies that we plan to move forward with in the late summer heat of an Arkansas summer. Possible points of departure:

> *With the increasing need to automate design in the name of efficiency, what do we see as the relationship between qualitative and quantitative representation/visualization?*
>
> *What are the best tools for extending the imagination of designers? What processes should be utilized? When should they be introduced?*
>
> *How does the relationship between architectural design and construction detail get refined in the context of a digital file to fabrication process?*
>
> *What are new models for collaboration?*
>
> *What organizational models expand the capabilities of architects to embed the role of design in all aspects of building realization?*

FAY

ANDREW KUDLESS

2024 John G Williams Visiting Practitioner in Architecture

Andrew Kudless is a designer based in Houston, Texas where he is the Bill Kendall Memorial Endowed Professor at the University of Houston's Hines College of Architecture Design as well as the Director of the Advanced Media Technology Lab. In 2004, he founded Matsys, a design studio exploring the emergent relationships between architecture, engineering, biology, and computation. The work of Matsys has been exhibited internationally and is in the permanent collections of the San Francisco Museum of Modern Art, the Centre Pompidou in Paris, and the FRAC Centre in Orleans, France. His work on Confluence Park has won a number of awards including a 2019 AIA National Honor Award. In 2019, he became the first American designer to contribute to Louis Vuitton's Objets Nomades collection. He holds a Master of Arts in Emergent Technologies and Design from the Architectural Association and a Master of Architecture from Tulane University.

A global leader in use of Artificial Intelligence and thinking about artificial intelligence, Andrew aspires "to make students critical users of technology." AI will be one of the most important technologies affecting the careers of our current students. In his work and teaching, he strives to empower students with confidence in using all digital tools and technologies – not only because they know how to use them, but also so they know when not to use them.

Andrew joins a superb list of outstanding practitioners who previously have been the John G. Williams Visitor in Architecture, including Peter Eisenman, Chris Risher, Brian MacKay-Lyons, Julie Snow, Javier Sanchez, Coleman Coker, Larry Scarpa, Brian Healy, Wendell Burnette, Tom Kundig, Peter Rich, Vincent James and Jennifer Yoos, Michael Rotondi, Tod Williams and Billie Tsien, Sami Rintala and Dagur Eggertsson, Bill Massie, John Ronan, Hillary Sample, Brandon Clifford, Teddy Cruz, Pablo Perez Palacios, Yolande Daniels, Sunil Bald, David Leven, Stella Betts, Fernanda Oppermann, Jose Herasti, Chris Cornelius, and Jeremy Smith.

FAY

SPECULATIONS 2024S WORKFLOWS

SCHEDULE TH 05.02.2024

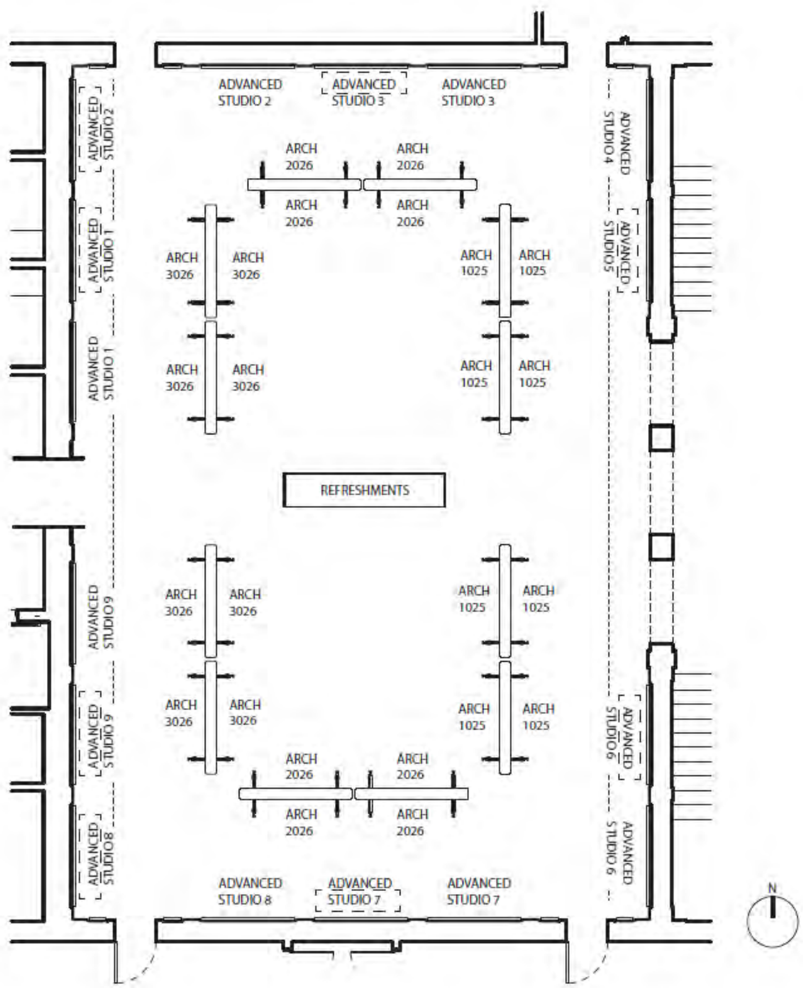
9:30 am – 10:30 am	Guest, Andrew Kudless, Independent Review of Work
10:45 am – 12:15 pm	Welcome remarks and Introductions by John Folan, Architecture Department Head, Fay Jones School. Discussion theme involving faculty and external guests: Apparency (Apparent Inherent Workflow Values)
12:15 pm – 12:30 pm	Break*
12:30pm – 2:00pm	Public Reception/Recognition of Speculative Design Excellence
2:15pm – 3:30pm	Potentials (Speculation on Workflows to be Explored in Fall 2024)

** Food & Refreshments Available Throughout the Day*

FAY

SPECULATIONS 2024S WORKFLOWS

Gallery Layout



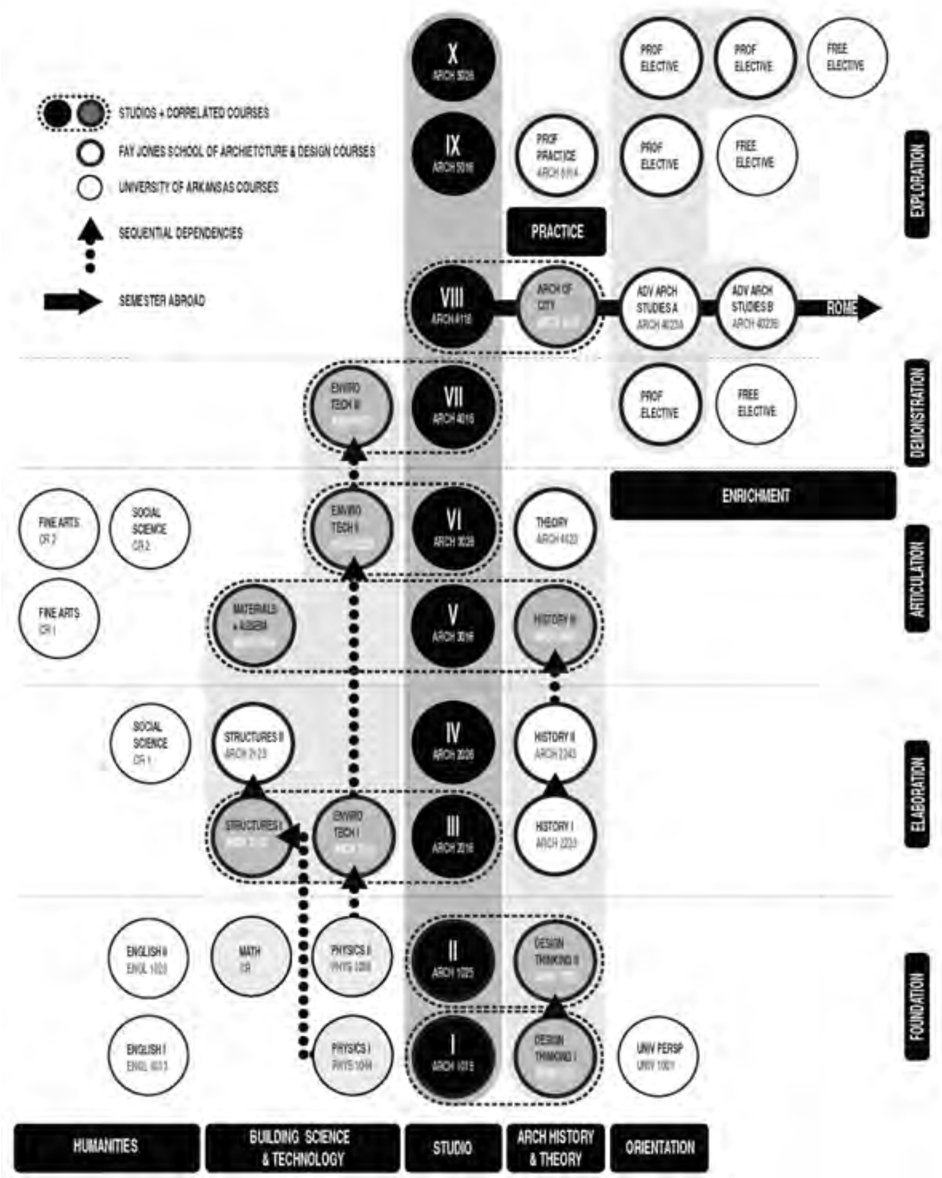
Advanced Studio Locations

1 IMAGO | J. Folan
2 PARALLEL UNIVERSE | J. Folan & C. Adams
3 CULTURAL MAPPING: TOWARD REPARATIVE PLANNING AND SOCIO-ENVIRONMENTAL JUSTICE | S. Luoni
4 SITE EXTENDED | G. Herman and V. Mingozzi
5 OMNIBUS STUDIO WITH ADVANCED TECHNOLOGIES | J. Park
6 ADAPTIVE USE IN HOT SPRINGS | C. Matthews
7 STAGING SURFACES: SCALES OF TEMPORALITY IN CONSTRUCTION AND COHABITATION | C. Sharpless & L. McMahon
8 LIVING BUILDINGS AT THE CENTER OF THE BORDER | K. McCown
9 ENTANGLED ARK | A. Kudless & N. Elberfeld

CURRICULAR FRAMEWORK

The Architecture Department develops graduates who understand design as a multidimensional process involving problem definition, problem resolution, and discovery of new opportunities that create value for the public, environment, and profession. The Design Studio Sequence, is structured through a five-stage framework that incrementally establishes skill sets, aptitudes, sensibilities, critical thinking, and curiosity characteristic of graduates from the Fay Jones School's Department of Architecture B.Arch. Program:

Foundation: ARCH 1015 Design Studio I and ARCH 1025 Design Studio II
Elaboration: ARCH 2016 Design Studio III and ARCH 2026 Design Studio IV
Articulation: ARCH 3016 Design Studio V and ARCH 3026 Design Studio VI
Demonstration: ARCH 4016 Design Studio VII and Integrated Design Studio (IDS)
Exploration: ARCH 4116 Design Studio VIII, Rome; ARCH 5016 Design Studio IX, Advanced Option I and ARCH 5026 Design Studio X, Advanced Option II



Each one of the studios and the assigned pedagogies are considered through the lens of three conditions:

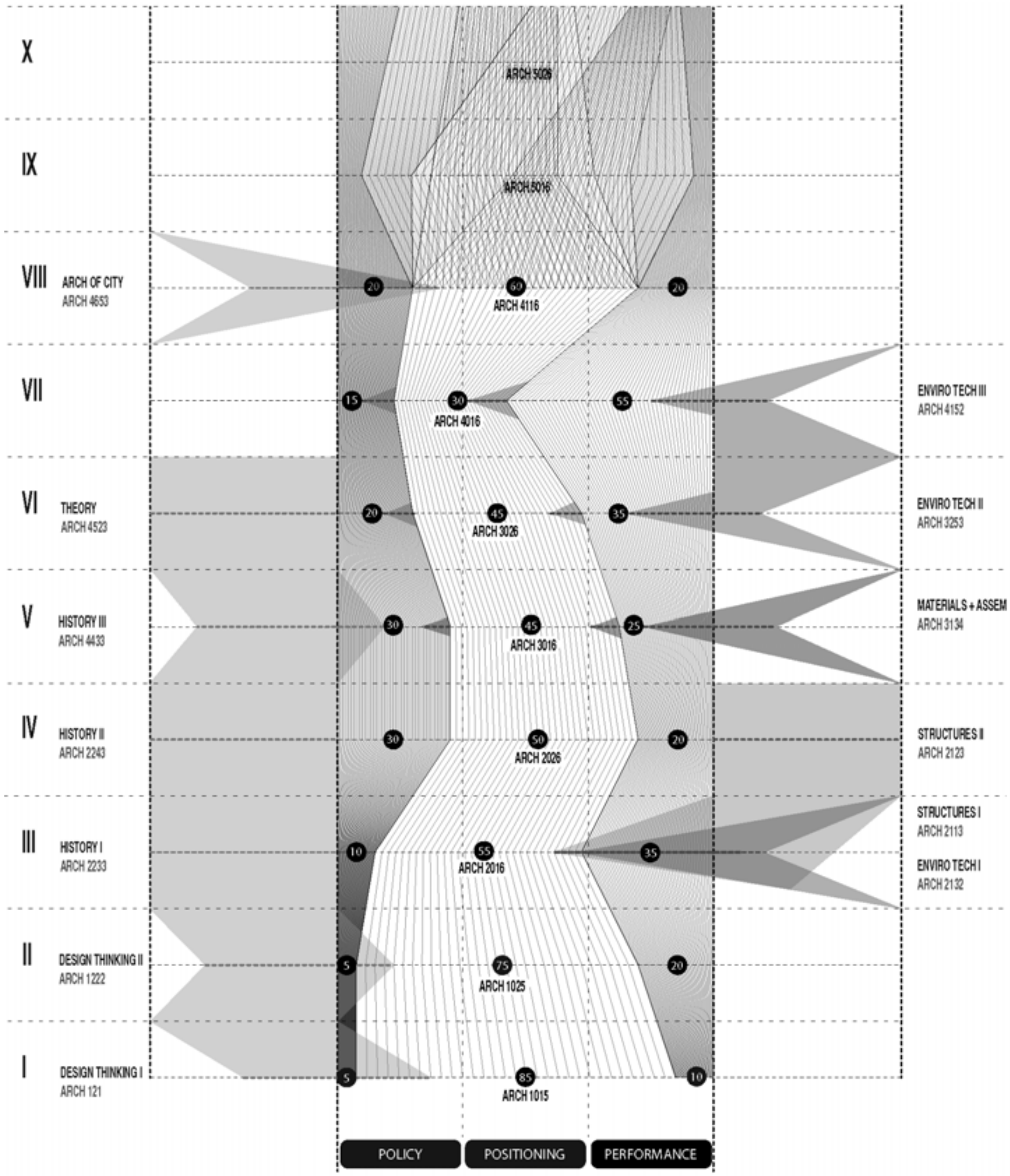
- Positioning defines the fundamental topical focus, conceptual underpinnings, and creative territories a studio/course engages, situated in relationship to all studios/courses that precede, courses offered in parallel, and all that follow. Positioning is informed by program (size, type, use), place (geographic location, cultures, populations), climate (arid, temperate marine, temperate continental, highland), density (urban, suburban, rural), and condition (open site, constrained site, semi bounded site), and bias (vertical, horizontal, distributed/dispersed). Each of those factors are considered in the context of skills being introduced or iteratively reinforced as a practical dimension of knowledge building and ability. The construction of Positioning in any instance considers four strategic dimensions: 1) Satisficers, indispensable components of knowledge at any given point along the curricular continuum; 2) Risk Propositions, desirable components of knowledge at any given point along the curricular continuum; 3) Value Propositions, unique components of knowledge specific to a single course; and 4) Differentiators, aspects of education and components of knowledge that distinguish a Department of Architecture student in the professional context.

- Policy defines the relevant contemporary social, economic, environmental and administrative dimension(s) of consideration employed by each studio/course to address explicit goals. Policy illuminates the role of ethics in subjective and objective decision making. Articulation of purpose, applicability in service, effectiveness in application, responsibility, history, and communicative disambiguation are emphasized as determining factors of legitimacy fulfilling intention to benefit the public. In application Policy addresses concepts that include: 1) diversity, equity, and inclusion, 2) health and wellness, 3) environmental stewardship/climate change, 4) legal rights, 5) social rights, 6) ethical principles of freedom, and 7) fundamental human dignity. The significance of these concepts informs design - both thematically, and tangibly through executed work.

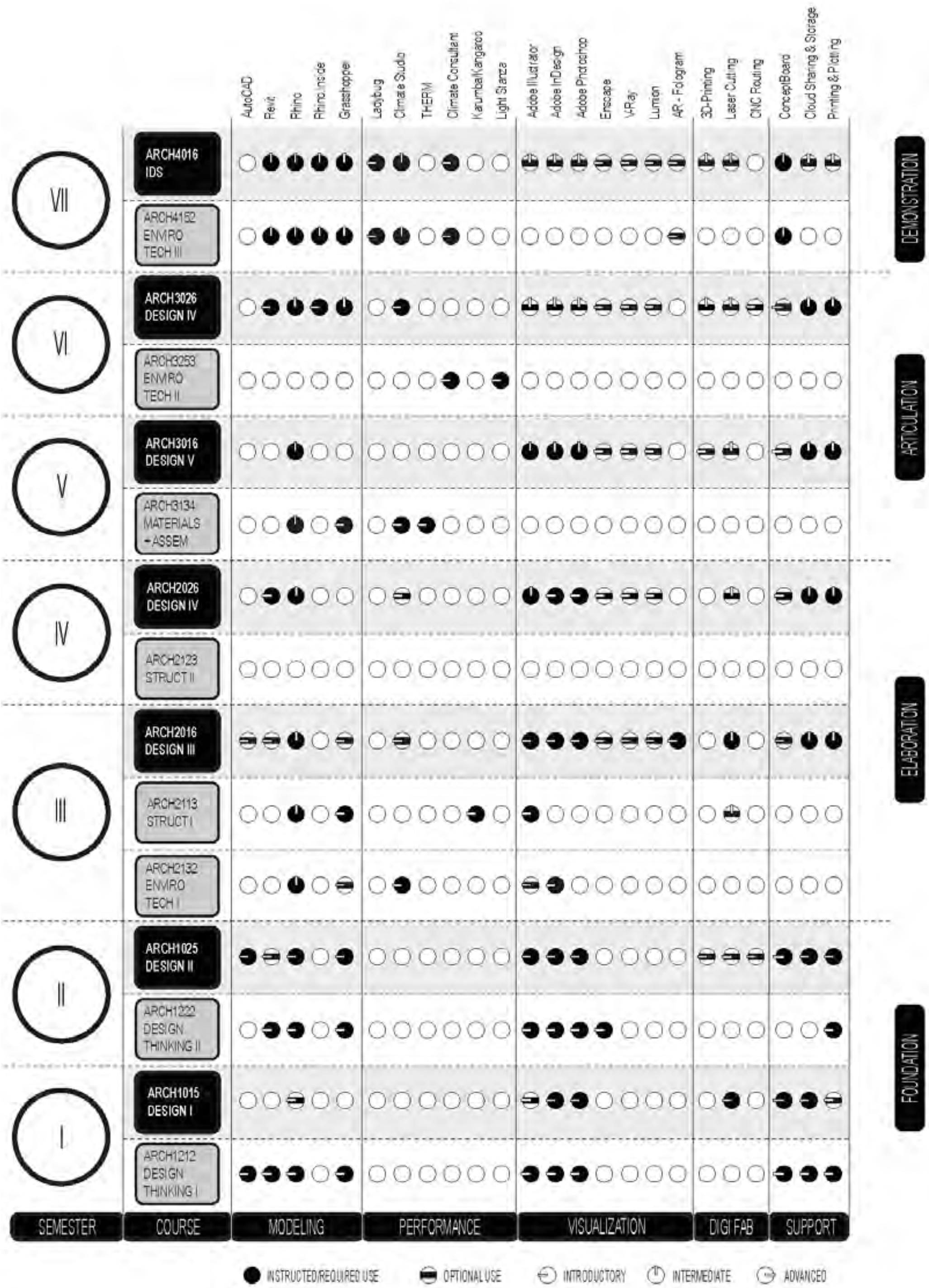
- Performance establishes liberally defined functional sensibilities related to attributes of materiality, energy conservation, passive biasing, environmental efficiency, safety, security, durability, accessibility, cost-benefit, productivity, sustainability, resilience, and operation. Sensibilities are enhanced through the use of digital, analogue, and experiential tools integrated through specific courses. The link between modalities of simulation and metric assessment over time are emphasized in reinforcing the relationship between regional, environmental specificity in design and the mitigation of climate change.

These overlapping dimensions of consideration are utilized to consistently, and adaptively calibrate the Department of Architecture's curriculum and design pedagogy to maintain relevance in an ever changing, complex field of design practice. The Concept of Situated Relevance is utilized to afford flexibility in emphasizing areas of focus (formal, social, environmental) appropriate to a student's position within the curriculum, balanced in alignment with the demands of current cultural and professional contexts at any given point in time. It provides a mechanism for consistent shared assessment of the entire curriculum using a parametric tool scripted utilizing Grasshopper Software that provides real time graphic illustration of biasing, focus, and integration.

The Situated Relevance Curricular structure places Design at the core of the curricular framework represented through Positioning. Performance and Policy are identified as internally considered/contributing dimensions of influence which impact Design Positioning. Each studio is assigned a value of 100 points which can be assigned to Positioning, Performance, and Policy. This allows the faculty to enter into discourse related to shared values in terms of a metric assessment and provides perspective on how any single cohort of students matriculating through the program have been engaged relative to values.



Capture of Parametric model illustrating the calibration of each design studio in the context of the full B.Arch. curriculum, The center column is divided into three zones balanced to align with core design values in Positioning, Policy, and Performance. The regulation of those components internally illustrates how value is distributed by studio. Core required parallel courses tied to Policy and Performance are identified and represented in the outer columns. The degree to which those courses remain autonomous or integrate is represented by inflections and distribution across the studio column.



Digital Representation, Simulation, Modelling, and CAM software integration matrix identifying which technologies are being introduced where, the degree of instruction required, degree of expected integration, and ability level anticipated/expected in student performance. The tools and technologies identified are a critical component of Design education and process. The matrix supports the ability of faculty to discuss efficacy, assess necessary adjustments, and monitor relevance of specific software to contemporary design, analysis, or fabrication methods students will encounter upon graduation.

ARCH 1025 - DESIGN II

1st Year Spring 2024 | Fundamental Design Methodology | A Place for Dwelling

FACULTY

Alyssa Kuhns, Assistant Professor (coordinator); Candice Adams, Teaching Assistant Professor; Chuck Rotolo, Teaching Assistant Professor; Rachel Smith Loerts, Teaching Assistant Professor

STUDIO DESCRIPTION

The Fundamental Design Methodology Studio fosters the continued development of design skills while introducing new concepts and processes. In this studio, students develop an understanding of formal and spatial ordering with consideration of material, light, scale, and sequence. This is achieved through three projects that build upon one another, increasing in scale and complexity.

The first project, Modular Mass, focuses on the design of modular masonry units and the effects of their aggregation. Students consider solid void and part-to-whole relationships within their modular system design along with experiential qualities of light and scale. The project culminates with a week of travel visiting ancient and contemporary stereotomic architectures throughout New Mexico and the Northwest Arkansas region.

The second project, Tectonic Assemblies, considers frame in addition to masonry and ground to construct a space for dwelling. The design of the dwelling explores interior and exterior relationships, spatial sequence, and program based on ergonomics - sitting, standing, and lying down – and experience – prospect and refuge.

The third and final project, A Place for Dwelling, is the design of an Artist's Retreat on Lake Beaver in Monte Ne, Arkansas. The Artist's Retreat provides live/work accommodations for local and regional visiting artists on the previous site of the historically significant Monte Ne Resort. The retreat incorporates previously developed dwelling units and block, ground, and frame material systems. Students deploy these modular systems at various scales to construct a spatial organization and sequence that negotiates interior and exterior program as well as ground and boundary conditions of the site.

ARCH 2026 - DESIGN IV

2nd Year Spring 2024 | Architectural Design IV | Performing Publics

FACULTY

Jessica Colangelo, Associate Professor (coordinator); Emily Baker, Associate Professor; Michael Buono, Adjunct Instructor; Ngozi Brown, Assistant Professor of Practice; Brian Holland, Assistant Professor; Chuck Rotolo, Teaching Assistant Professor; Laura Terry, Associate Professor; Alex Waller, Teaching Assistant Professor

STUDIO DESCRIPTION

This studio, titled Performing Publics, considers the formal and spatial potentials of a multistory building that can accommodate a complex program and respond to dynamic site forces. When building vertically, architecture has the capacity to increase the space of the city through the multiplication of the ground plane. In doing so, the building functions to condense activity both inside and around it. The building might then be seen as a microcosm of the city, flourishing with activities of different speeds, frequencies, and durations. As noted in the 2016 book Manual of Section, the section drawing—an imaginary cut through the mass of the building—then becomes an essential tool for architects to visualize the diversity of activities and spaces within a building and its expansive connections to the urban realm.

Through precedent studies, site research and design work, the studio gives particular emphasis to the interrelated requirements of programming, circulation, and site response in public institutional buildings. The work of the studio relies heavily on the drawing of sections to understand the human scale of individual spaces, the aggregation of modular spaces within the building and the relationship between interior and exterior forces that is created through the articulation of the building envelope.

For the final project, students worked individually to design a Community Center for the Performing Arts in St. Louis. The center serves area youth and adults with a focus on dance and theater performance by offering after-school programming, community events and classes and public performances. The building houses a professional black box theater, various size practice rooms, and a public program amenity to be determined by the students.

ARCH 3026 - DESIGN VI

3rd Year Spring 2024 | Architectural Design VI | Building Ecosystems

FACULTY

David Kennedy, Assistant Professor (coordinator); Ngozi Brown, Assistant Professor of Practice; Tahar Messadi, Associate Professor and 21st Century FJSOA+D Chair of Sustainability; Alison Turner, Teaching Assistant Professor; Pedro Luis Alves Veloso, Assistant Professor

STUDIO DESCRIPTION

Design VI: BUILDING ECOSYSTEMS builds on the work of the previous five core studios and provides opportunities to study the myriad ways in which architectural design can create ecological impacts. It asks them to better understand how buildings perform and to extend the reach of this performance. This study balances technical aspirations with subjective interpretations of space and aesthetics, requiring qualitative and quantitative methods to build a deeper awareness of building performance.

The project is based in New York's Hell's Kitchen, a neighborhood composed of residences and small businesses whose scale stands in contrast with those of the nearby Times Square and business districts. Its complexity, context, and connectivity afford ample opportunity for response. The city is defined by constant change and competing economic, ecological, and social forces. These forces present themselves in ways obvious and occluded, and students will endeavor to understand how they form a responsive, ecological architecture.

Students develop proposals for The Synergistic Environments Center (SEC), which seeks to foster relationships with allied fields to expand the scope of design and its impact in affecting built and natural environments. The SEC's mission is informed by an awareness of the challenges faced now and, in the future, and a willingness to engage in non-obvious collaborations. Four disciplines are integrally related but rarely joined in express research efforts: environmental engineering, plant ecology, architecture, and landscape architecture. The SEC will bring these disciplines together, with all their spatial requirements, modes of operation, and idiosyncrasies, into a single, collaborative space. The purpose of this integration of disciplines is to encourage synergies among them and to provide opportunity for planned and incidental interaction.

The work is guided by the AIA Framework for Design Excellence, a set of ten principles that inform progress toward a zero-carbon, healthy, just, resilient, and equitable built environment. The same principles are criteria for the AIA/ACSA COTE Top Ten, a student competition for which all students create an entry.

IMAGO

Advanced Design Studio Spring 2024

FACULTY

John Folan, Department Head and Professor

STUDIO DESCRIPTION

Many ancient myths end in *Metamorphosis.* Natural Substances Metamorphe. And, Kafka's "The Metamorphosis" utilizes the phenomena to explore nuanced dimensions of human experience. All three of these conditional attributes are reflective of territories that the Urban Design Build Studio's (UDBS) Metamorphosis studio will be engaging with in realizing the Ross and Mary Familyu Forest Education Center– constructed mythology, material characteristic, and human experience in the context of evolution. IMAGO, which is the final studio in a sequence of interdisciplinary CARB COMPLEX efforts seeks to produce a final and fully developed building project from an unconscious idealized mental image. The studio will focus on two areas of applied work in service of the project's completion, 1) refinement and construction of *Sensing the Forest*; and 2) advancement of the Education Center's enclosure and technical systems design to ensure constructability.

Practically, the studio will be divided into groups to address the two areas of focus in realizing the mass timber construction. Some will focus explicitly on the detailing and construction of the pilot project 'Sensing the Forest' for fall 2024 installation at Garvan Woodland Gardens. That group will have the responsibility of calibrating and crafting the steel structure, creating hybrid Nail Laminated Timber (NLT)/Dowel Laminated Timber (DLT) cassettes, and execution of the skin. This work will run in parallel to other students efforts in developing the Design Development Package for the Ross And Mary Whipple Family Forest Education Center. Those working on the Education Center will be focusing on the development of a glass enclosure for the primary multipurpose space, the detailing of all mass timber systems employed in the project, and delineation of technical systems (mechanical, electrical, and lighting). The efforts associated with the pilot project and the Education Center will inform one another. Both efforts require thoughtful technical systems coordination/integration, and both will demonstrate consideration of environmental stewardship.

The 'Sensing the Forest' pilot project employs all mass timber and structural strategies that will be invested in the Education Center. It's construction in the Fay Jones School Build Lab will allow for real time assessment of viability for the Education Center. Its transfer to and installation at the Garvan Woodland Gardens site will tangibly test and demonstrate on-site and off-site dimensions of UDBS collaboration with the project's General Contractor, Nabholz Construction. The execution of this work will provide a feedback loop for development of the 5,000 SF Education Facility. All students will work with engineering consultants Tatum Smith Welcher (Structural) and Bernhard (Mechanical Electrical and Plumbing).

PARALLEL UNIVERSE

Advanced Design Studio Spring 2024

FACULTY

John Folan, Department Head and Professor; Candi Adams, Teaching Assistant Professor

STUDIO DESCRIPTION

The engine driving Bob Dylan's songs is empathy. His ability to enter and inhabit other lives in search of different endings is what has reinforced the potency of his creative effort whether circumstance is historic, invented, or inherited. The profound transformations of human condition represented in the lyrical content of his songs have sustained relevance because he continues to re-enact, and even restage, the dramas that others have played out through narrative – and reinvent himself. That is the theme of his artistic life, beginning with his transformation from the small-town Minnesota kid who morphed from being Robert Zimmerman to Bob Dylan over seven decades ago. Since then, the reinventions have continued at a rapid pace, reflecting the evolution of global culture; first as Woodie Guthrie's self-anointed successor, then as the voice of his generation, a folk music apostate, the advocate of an imagined America, the chronicler of human heartbreak, the great rock and roll trickster, a wanna-be Vegas showman, and born-again Christian……….and so on, the list of personas continues.

For all Dylan remakes himself, a similar transformation occurs in the lyrical content of his songs. It is rare that the same lyrics straddle the underlying chords during any given performance. The narratives change with time, place, cultural context, and dynamics of socio-political condition. They change in response to the contemporary human condition and cement cross generational relationships – in seek of a "more just…… parallel universe." Across the span of multiple semesters, The WORKFORCE 16 Home Prototype's development has paralleled different dimensions of oral history embedded in Dylan's oeuvre. The Spring 2024 studio seeks to confirm the convictions of that work through advanced design, enhanced community engagement, technical documentation, and ethically grounded construction in support of beauty.

The WORKFORCE 16 Home Prototype being developed by the UDBS AR HOME LAB aspires to address regional challenges in Northwest Arkansas, specifically those faced by essentially employed residents earning $16.00 to $18.00 per hour. The Parallel Universe studio will strive to make home ownership a reality for first time homebuyers in this economic strata, and by extension, promote the ability for associated wealth building. Advancing efforts invested in previous UDBS AR HOME LAB's focused on challenges to workforce housing in Northwest Arkansas (No Direction Home, 2021F; Bringing it All Back Home, 2022S; Planet Waves,2022F; Street Legal, 2023S and Almost Persuaded 2023F) the Parallel Universe studio will 1) complete and refine a full-scale mock-up utilizing mass timber technologies, 2) create community engagement workshops utilizing the full-scale mock-up, 3) outline/define job skill training workshops structured around the full-scale mock-up, 4) document all processes, 5) adjust existing design strategies to project sites being developed in partnership with the city of Fayetteville, AR, and 6) produce construction documents (CD's) for the implementation of three pilot demonstration homes planned to break ground in early Summer 2024

Cultural Mapping: Toward Reparative Planning and Socio-Environmental Justice

Advanced Design Studio Spring 2024

FACULTY

Stephen Luoni, Distinguished Professor of Architecture, Steven L. Anderson Chair in Architecture and Urban Studies, Director of University of Arkansas Community Design Center

STUDIO DESCRIPTION

The University of Arkansas Community Design Center (UACDC) + Northwest Arkansas African American Heritage Association, Inc. (NWA Black Heritage) received a National Endowment for the Arts grant to support cultural mapping that visibilizes hidden African American heritage and urbanism in Fayetteville, Arkansas. The goal is to develop content for exhibition, municipal policy, and planning that both communicates spatial segregation forced on African American communities and appreciates resilient forms of Black placemaking. While the City of Fayetteville is open to planning initiatives that recognize and restore the memory of its Black community it cannot do so without a comprehensive historical account of the latter's role in shaping the city. The studio is based upon twin capacities in graphic invention and research involving projection of local histories. Each student will develop and design a set of multimodal drawings that chronicle and reanimate 20th century African American community patterns formed since emancipation (1863) in Fayetteville.

Exhibition-ready drawings will narrate three themes in spatial segregation processes that impacted Fayetteville's Black community: 1) segregation by design and its effects on housing, education, health, public services, and commerce from the denial of private capital and adequate public goods, 2) a subaltern urbanism within the White city, including appreciation of Black agency in placemaking, and 3) "thick descriptions" of everyday life illuminating community and environmental structure. Research will map local spatial segregation and serial displacements (i.e., exclusionary/expulsive zoning, redlining, urban renewal, public housing, planned shrinkage, gentrification) as they intersected laws and societal mores in shaping patterns of exclusion.

SITE EXTENDED

Advanced Design Studio Spring 2024

FACULTY

Greg Herman, Associate Professor; Vanessa Mingozzi, Instructor

STUDIO DESCRIPTION

The main interest of this studio is in the ability of architecture to create close ties with places, to take inspiration from them, to reveal hidden pasts and forgotten stories, to be eloquent in the design choices, to be site-specific. This course aimed at exploring the design processes capable of establishing an intimate connection with a particular site: the Porter Warehouse, a one-story brick building on the corner of Spring St. and West Ave. Built in the early 20th century, the building originally served as an apple warehouse but is now located in a growing arts district in downtown Fayetteville. Students in groups first conducted an in-depth site analysis; results converged into individual programmatic proposals in which each student was asked to be able to describe their personal stance on adaptive re-use. The reading of Italo Calvino's Invisible Cities was utilized as a starting point to investigate the design suggestions deriving from the intrinsic nature of the building. Students imagined the warehouse containing an urban vision inspired by a story from the book through the making of a physical model, representative of the experiential value to be incorporated into the design project

Omnibus Studio with Advanced Technologies

Advanced Design Studio Spring 2024

FACULTY

Jinoh Park, Assistant Professor

STUDIO DESCRIPTION

The purpose of this studio is to provide students with the opportunity to experience advanced technologies in established interior architecture and design processes. The advanced technologies include AI, 3D printing, Generative Design, VR with Eye tracking, and (tentatively, purchase in progress) Neurofeedback with EEG. Four team projects and one review experience will be carried out by students in teams of four to five members.

Adaptive Use in Hot Springs

Advanced Design Studio Spring 2024

FACULTY

Carl Matthews, Professor, IARD Department Head

STUDIO DESCRIPTION

Hot Springs, Arkansas has a rich history. Native American tribes gathered in the valley for years to enjoy the healing properties of the thermal springs. In the early 20th-century it was known as the “birthplace” of Spring Training baseball camps. A fire in 1913 destroyed much of the town. The Assemblies of God church was founded there in 1914. It was home to gangsters and illegal gambling with hotels advertising the availability of prostitutes and off-track horse race betting. At the height of therapeutic bathing culture bathhouses competed for patrons with lavish designs. Indeed, Bathhouse row was included in the first federal reserve in 1932.

While Hot Springs still has many natural and human-made resources to celebrate it has lost much of its luster. The challenge of this studio is to imagine adaptive use schemes to bring vitality back to the city. Students will select one of two abandoned buildings for their research, programming, and designs: Velda Rose Hotel or Lee Elementary School. The approach to the exterior of the buildings will focus on historic preservation strategies but the interiors of the buildings require total renovation and can be more experimental in design approach. The project will be primarily interior architecture and design with some site design and limited additions to the chosen building. Students are encouraged but not required to work in teams throughout the semester

Staging Surfaces: Scales of Temporality in Construction and Cohabitation

Advanced Design Studio Spring 2024

FACULTY

Charles Sharpless, Assistant Professor; Lucky McMahon, Instructor

STUDIO DESCRIPTION

This advanced design studio works with the logics of mass timber construction elements and circular construction strategies to imagine new models for collective housing design in Fayetteville. The projects address the disparate scales of the building and the individual unit through the parallel design of a mass timber framework that supports the fundamental structural and circulation requirements of a building and a domestic apparatus that hosts the necessary activities of sleeping, eating, washing, and gathering for a variety of occupant types.

The semester began with a design exploration of theater scenography that required the students to reimagine a major contemporary opera performance as a traveling production for alternative performance venues. Using the immersive atmosphere and physical temporality of stage set design as a parallel, the studio then considered how activities (programs) and materials are staged throughout the lifespan of a building. This choreography of staging surfaces provided the starting point for designing buildings from the inside out as flexible systems of construction and habitation.

Living Buildings at the Center of the Border

Interdisciplinary Design Studio Spring 2024

FACULTY

Ken McCown, LARC Department Head and Professor

STUDIO DESCRIPTION

The AIA Framework for Design Excellence, the Living Building Challenge, and site and client guidelines are guidelines for design inspiration and development of a center at Lake Frances. Lake Frances is at the border between Oklahoma and Arkansas. The failure of the dam and a new world-renowned kayak park created a new ecological and cultural context.

The lake is part of the Illinois River Watershed. The watershed is a federally disputed area between the two states due to phosphorous pollution from Arkansas agriculture polluting Oklahoma waters. The watershed has the largest amount of development occurring in the United States. Thus, this area is critical to exploring the relationship between people and land. The interpretive center in this project can be a place for people to discover and explore watershed issues for the purposes of recalibrating how to live sustainably in the central United States watersheds.

Several case study projects for interpretive centers provide precedent; projects include works by Lake Flato, Hanrahan Myers, and Polk Stanley Wilcox. Students document their findings in video social media posts with a professional videographer.

Students may gain critical thinking and representation skills, including how to use design thinking with sustainability and resilience frameworks, visual communication of sustainable and resilient systems, and the use of interpretive center precedents in the design process.

Students may gain knowledge in integrated building practices and technical skills through program development with the stakeholders they work with. Site design and sustainability will be critical aspects of the studio.

Entangled Ark

Advanced Design Studio Spring 2024

FACULTY

Andrew Kudless, John G. Williams Distinguished Visiting Practitioner in Architecture; Nathaniel Elberfeld, Visiting Assistant Professor

STUDIO DESCRIPTION

The rapid expansion of Northwest Arkansas (NWA) has introduced prosperity and fresh opportunities to the region. However, significant challenges such as habitat destruction, suburban sprawl, and unaffordability have paralleled this growth. This studio will explore these issues through the lens of the commons: a paradigm advocating for community collective ownership, management, and utilization of natural and cultural resources. This encompasses tangible assets like air, water, forests, farms, schools, markets, parks, and intangible elements such as language, knowledge, art, and technology. Historically, how society defines the commons reflects many of its political, cultural, and ecological relationships.

We have begun to acknowledge our ecological entanglements from the scale of the planet down to the microbiomes within us. At the same time, we no longer understand the production of culture as the sole domain of singular individuals but as a collective and heterogeneous act. Recent developments in generative artificial intelligence have further intensified these discussions as we navigate the benefits and challenges of synthetic systems built on shared media and collective knowledge. In short, the distinctions and boundaries between one idea, organism, or place and another have become blurred and complex.

In this course, students will explore urban and architectural responses to these challenges by designing prototypical neighborhoods for NWA. The studio will reference Fumihiko Maki's “Collective Forms” essay as a foundational framework to generate alternatives to typical American sprawl. These alternatives will emphasize the built environment's role in fostering connections among individuals, their communities, and the broader ecosystem.

Students will develop innovative proposals for collective living, employing generative technologies and strategies like parametric modeling, physics simulation, computational drawing, and generative AI. The studio encourages students to learn and critically engage with these technologies while producing a limited number of refined drawings, renderings, and physical models. The focus is on the productive interplay between technology and design, leveraging new technologies to enhance the design process and deepen project exploration.

As an advanced studio, students are asked to draw on the full range of skills gained in previous studios and parallel courses. This includes familiar toolsets (design software tools, model-making tools) and design processes. The studio builds on these by introducing the realities of full-scale construction and the interests of stakeholders. The former requires that they become more precise in the realization of the work, and the latter requires that they become more lucid in its presentation. It is critical to strengthen these skills among students nearing entry to practice.

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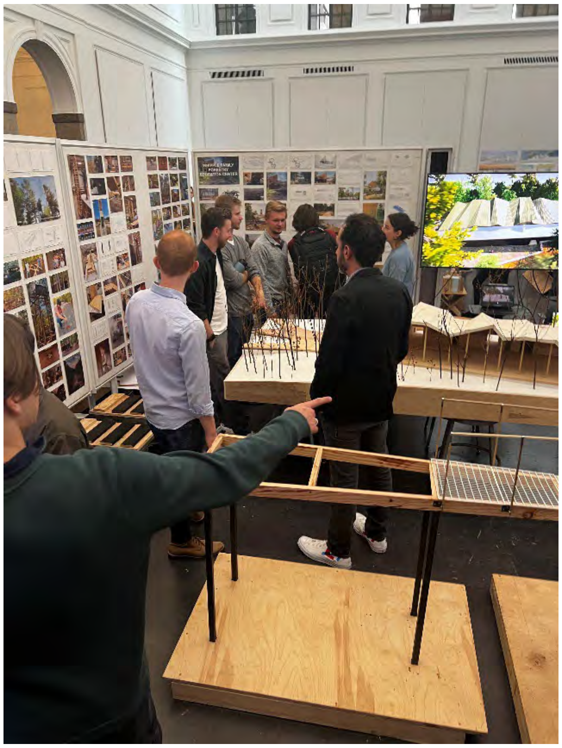
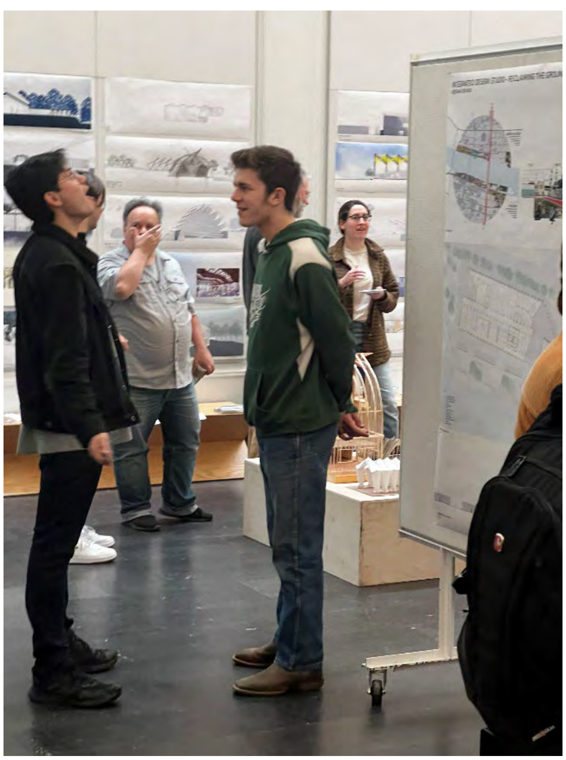
ADDENDUM 16

5.3 – Photo Documentation of Department of Architecture Curricular Assessment and Development Mechanisms, Spring 2023 Super Jury, Spring 2023 Departmental Exhibition, Fall 2023 Departmental Exhibition, Spring 2024 Curriculum Workshop, Spring 2024 Departmental Exhibition, and Spring 2024 Speculations Event

Images of Department of Architecture Fall 2023 Exhibition, December 7 – 15 2023. The department wide exhibition is a significant component of assessment and currciulum development. All work included in the exhibitions, which occur each semester, is the focus of pedagogical and curricular discourse during annual Super Jury/Speculation Events.



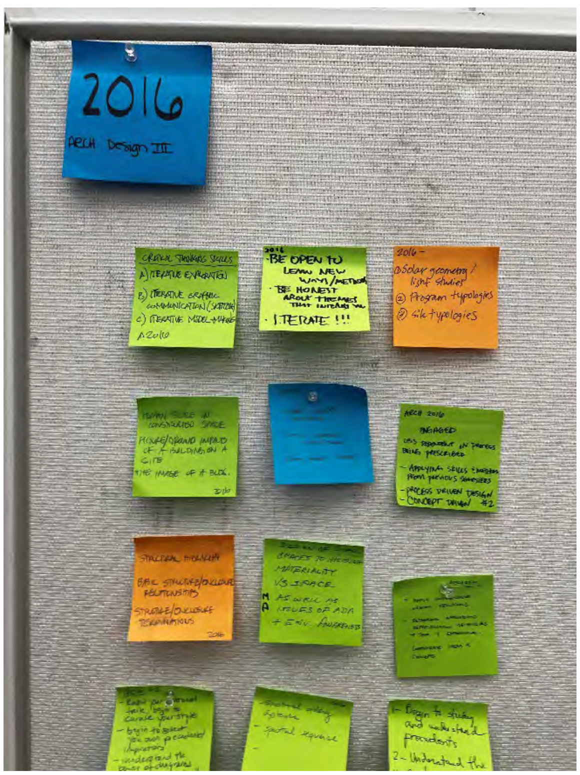



Images of Spring 2023 Super Jury with Grace La (Harvard University), Stephen Slaughter (Pratt University), and Jeremy Smith (John G. Williams Distinguished Visitor 2023/University of Aukland, NZ). The discourse with distinguished visitors is framed in the context of broader curricular themes and examines the entirety of the curriculum through the Department of Architecture's Spring Semester Exhibition and Documentation of the Fall Semester Exhibition. Student work, project statements, the curricular framework, syllabi, and engagement with students propel discourse and assessment. May 3, 2023 -May 5,2023.

Spring 2024 Speculations (previously Super Jury) Curricular Review and Assessment with Andrew Kudless (John G. Williams Distinguished Professor 2024/University of Houston). May 2, 2024 through May 4, 2024.

Spring 2024 Department of Architecture Exhibition. May 1, 2024 through May 7, 2024. The Exhibition held each semester was the foundational component to the 2024 Speculations Curricular Review and Assessment.

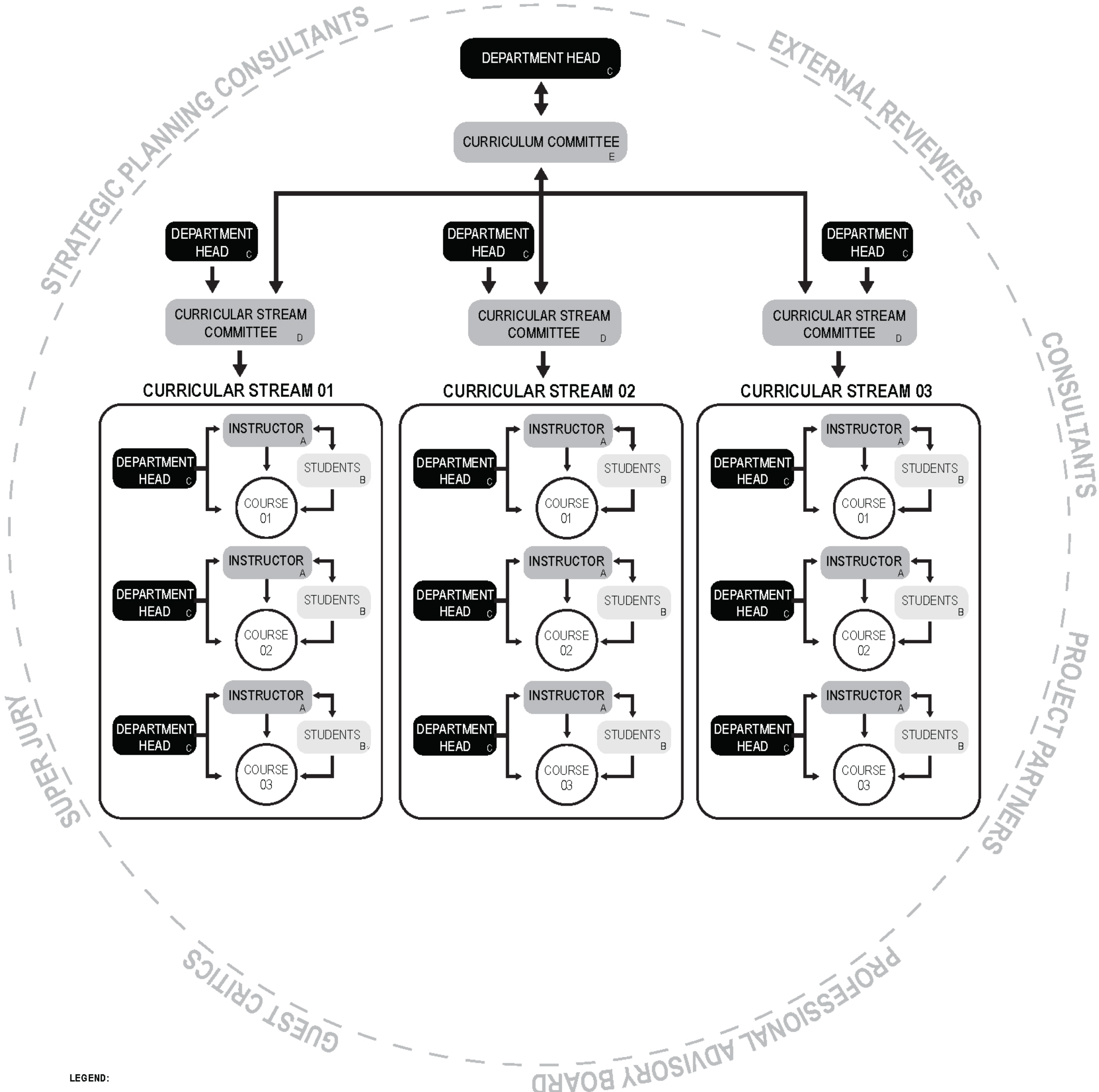
Setting the Table Curricular Development and Assessment Workshop January 11, 2024. The workshop was situated at the beginning of Spring Semester and informed by the Department of Architecture Fall Exhibition and Faculty Assessment Discussions December 7, 2023 through December 15, 2023.


2016
ARCH Design III
BE OPEN TO LEARN NEW
BE HONEST
ITERATE !!!
2016 –
Solar geometry / light studies
Program typologies

FAY

ADDENDUM 17

5.3 – Department of Architecture Curriculum Review Process Diagram



LEGEND:

A — INSTRUCTORS ASSESS STUDENT PERFORMANCE QUANTITATIVELY AND QUALITATIVELY BY COURSE OBJECTIVE, NAAB STUDENT CRITERIA, PROGRAM CRITERIA, AND SHARED VALUES, AND TRACK COURSE BY POLICY, POSITIONING, AND PERFORMANCE CURRICULAR FRAMEWORK

B — STUDENTS EVALUATE COURSES AND COURSE INSTRUCTOR/FACULTY

C — DEPARTMENT HEAD EVALUATES INSTRUCTOR AND COURSE PERFORMANCE RELATIVE TO NAAB STUDENT CRITERIA, PROGRAM CRITERIA, AND SHARED VALUES IN CONTEXT OF CURRICULAR STREAM FRAMEWORK AND OBJECTIVES. STUDENT EVALUATION AND STUDENT PERFORMANCE ARE CONSIDERED COMPONENTS OF THE ASSESSMENT. EVALUATION OCCURS AT THE LEVEL OF CURRICULAR STREAM COMMITTEE AND CURRICULUM COMMITTEE.

D — CURRICULUM STREAM COMMITTEE EVALUATES PERFORMANCE AND CONTINUITY BETWEEN COURSES WITHIN THE STREAM.

E — CURRICULUM STREAM CHAIRS POPULATE CURRICULUM COMMITTEE TO REVIEW OVERALL CURRICULAR CONTINUITY