**Student Learning Outcomes Assessment**

**Comprehensive Design Project - Summary of Final Critique Evaluation**

**CONTENT (CON)**

**QUESTIONS** (Rated 1-5 with 5 being the highest score and 3 being average)

***CON1*** - Formal Ordering Systems

Does the student demonstrate that he/she understands the principles and systems of order that inform two and three-dimensional design and

composition?

***CON2*** - Fundamental Design Skills

Does the student demonstrate the ability to use basic architectural principles in the design of buildings, interior spaces, and sites?

***CON3*** - Comprehensive Design Skills

Does the student demonstrate the ability to produce a comprehensive architectural project illustrating his/her understanding of structural

systems, life-safety provisions, wall sections, building assemblies, and the principles of sustainability?

**SUMARY OF RESPONSES**

| **QUESTION** |  | **C** | **O** | **N** | **1** |  |  | **C** | **O** | **N** | **2** |  |  | **C** | **O** | **N** | **3** |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **STUDENT** |  | **R1** | **R2** | **R3** | **R4** | **AVG** |  | **R1** | **R2** | **R3** | **R4** | **AVG** |  | **R1** | **R2** | **R3** | **R4** | **AVG** |  |
| Alberti |  | 3 | 3 | 4 |  | 3.33 |  | 3 | 4 | 4 |  | 3.66 |  | 4 | 4 | 3 |  | 3.66 |  |
| Albright |  | 5 | 4 | 5 |  | 4.66 |  | 4 | 5 | 5 |  | 4.66 |  | 5 | 5 | 4 |  | 4.66 |  |
| Brodeur |  | 2 | 3 | 3 |  | 2.66 |  | 3 | 3 | 3 |  | 3 |  | 3 | 3 | 2 |  | 2.66 |  |
| Caillaux |  | 3.5 | 3 | 5 |  | 3.83 |  | 3.5 | 3 | 5 |  | 3.83 |  | 4.5 | 3 | 5 |  | 4.16 |  |
| Campbell |  | 3 | 4 | 3 |  | 3.33 |  | 3 | 5 | 4 |  | 4 |  | - | 3 | 4 |  | 3.5 |  |
| Carbajo |  | 4 | 4 | 3 |  | 3.66 |  | 3 | 4 | 2 |  | 3 |  | 2 | 4 | 2 |  | 2.66 |  |
| De La Rosa |  | 3 | 3 | 2 | 3 | 2.75 |  | 3 | 3 | 3 | 3 | 3 |  | 2 | 3 | 2 | 3 | 2.5 |  |
| Diorio |  | 4 | 3 | 3 |  | 3.33 |  | 4 | 3 | 3 |  | 3.33 |  | 3 | 4 | 3 |  | 3.33 |  |
| Evans |  | 4 | 3.5 | 5 |  | 4.16 |  | 4 | 3.5 | 4 |  | 3.83 |  | 4 | 3.5 | 4 |  | 3.83 |  |
| Guerra |  | 4 | 4 | 3 | 3 | 3.5 |  | 3 | 5 | 4 | 4 | 4 |  | 3 | 5 | 3 | 3 | 3.5 |  |
| Jasinski |  | 4 | 5 | 5 | 4 | 4.5 |  | 5 | 5 | 5 | 4 | 4.75 |  | 5 | 5 | 4 | 4 | 4.5 |  |
| Leyton |  | 5 | 4 | 4 | 4 | 4.25 |  | 4 | 5 | 4 | 4 | 4.25 |  | 5 | 4 | 4 | 4 | 4.25 |  |
| Marroquin |  | 3 | 4.5 | 5 |  | 4.16 |  | 4 | 4.5 | 5 |  | 4.5 |  | 3 | 4 | 4 |  | 3.66 |  |
| McBee |  | 4 | 4 | 4 | 4 | 4 |  | 4 | 4 | 4 | 4 | 4 |  | 4 | 3 | 3 | 3 | 3.25 |  |
| Montero |  | 3 | 4 | 4 |  | 3.66 |  | 4 | 4 | 3 |  | 3.66 |  | 5 | 5 | 4 |  | 4.66 |  |
| Noya |  | 4 | 4 | 4 |  | 4 |  | 4 | 4 | 4 |  | 4 |  | 4 | 4 | 4 |  | 4 |  |
| Pasharikov |  | 2 | 2 | 3 |  | 2.33 |  | 3 | 3 | 3 |  | 3 |  | 3 | 3 | 2 |  | 2.66 |  |
| Pons |  | 4 | 3 | 4 | 4 | 3.75 |  | 2 | 3 | 3 | 4 | 3 |  | 3 | 4 | 4 | 4 | 3.75 |  |
| Rullier |  | 5 | 5 | 4 |  | 4.66 |  | 5 | 4 | 4 |  | 4.33 |  | 5 | 3.5 | 4 |  | 4.16 |  |
| Snevel |  | 4 | 3 | 4 |  | 3.66 |  | 3 | 4 | 4 |  | 3.66 |  | 2 | 3 | 4 |  | 3 |  |
| St. Hubert |  | 3 | 3 | 4 |  | 3.33 |  | 4 | 3 | 3 |  | 3.33 |  | 2.5 | - | 3 |  | 2.75 |  |
| Thompson |  | 3.5 | 4 | 4 |  | 3.83 |  | 3.5 | 4 | 4 |  | 3.83 |  | 4 | 5 | 4 |  | 4.33 |  |
| Torres |  | 4 | 4 | 4 | 3 | 3.75 |  | 4 | 3 | 4 | 4 | 3.75 |  | 3 | 3 | 4 | 3 | 3.25 |  |
| Trujillo |  | 3 | 1 | 2 | 2 | 2 |  | 3 | 2 | 3 | 2 | 2.5 |  | 3 | 2 | 3 | 2 | 2.5 |  |
| Winschel |  | 3 | 4 | 3 | 4 | 3.5 |  | 4 | 2 | 3 | 3 | 3 |  | 4 | 4 | 3 | 4.5 | 3.875 |  |
| Wright |  | 3 | 3 | 4 |  | 3.33 |  | 3 | 3 | 4 |  | 3.33 |  | 2.5 | 3 | 4 |  | 3.16 |  |
| Yoshiue |  | 4 | 3 | 5 |  | 4 |  | 4.5 | 4 | 5 |  | 4.5 |  | 4 | 4 | 5 |  | 4.33 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Class Average |  |  |  |  |  | 3.62 |  |  |  |  |  | 3.69 |  |  |  |  |  | 3.57 |  |

(R=Reviewer)

Assessment:

The average scores above indicate that our students are performing ABOVE AVERAGE according to the standards set forth in our curriculum. Scores for Fundamental Design Skills and Formal Ordering systems are slightly higher than for Comprehensive Design Skills

Remediation:

In order to improve the understanding of course content among our students, the faculty of the school of architecture has recently reviewed the curriculum for our program. We have updated our curriculum to streamline the delivery of related course content and to encourage synchronization of material covered in support courses with the design studio. The slightly lower score for Comprehensive Design Skills is likely due to the intensity and amount of material required to be covered in this course by NAAB. Greater focus on the various components of comprehensive design and a more limited scale for the semester project will likely help to improve students scores for this item. This will be addressed in the faculty curriculum review meeting in the Fall of 2012, and adjustments will be made to the fall semester course syllabus to reflect the decisions of the faculty.