

**Annual Assessment Report
for Undergraduate Academic Programs
Architecture
(Program)
Engineering and Architecture
(College)**

All Programs	Name
Home campus	Pullman, WA
Department chair / School director	Max Kirk
Report prepared by	Taiji Miyasaka

Date report was approved by department chair/school director (dd/mm/yy): _____

Contact information for questions about this report (email/phone):
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For programs that offer degrees on more than one campus	Name	Received or will received this report?
Pullman contact for assessment		<input type="checkbox"/> Yes <input type="checkbox"/> No
Spokane contact for assessment		<input type="checkbox"/> Yes <input type="checkbox"/> No
Tri-Cities contact for assessment		<input type="checkbox"/> Yes <input type="checkbox"/> No
Vancouver contact for assessment		<input type="checkbox"/> Yes <input type="checkbox"/> No

Scope of this Report

This report focuses on

- Assessment of student learning outcomes and experiences identified by the undergraduate program
- Alignment of program-level student learning outcomes with WSU's *Seven Learning Goals of the Baccalaureate* and *WSU's Strategic Goal 2*
- Elements of effective assessment
- Use of assessment data to inform decision-making to improve teaching and learning

Program reports and data also help fulfill requirements to maintain WSU's regional accreditation under the Northwest Commission on Colleges and Universities. Portions of the program reports will be compiled for your college and the institution.

This report provides a summary of the academic assessment activities conducted by each program and does not include all details or data. It complements other aspects of program assessment, which are beyond the scope of this report.

Office of Assessment of Teaching and Learning (ATL), Washington State University

Undergraduate Program Assessment Report Contents Fall 2013	Page
Section 1. BRIEF DESCRIPTION OF PROGRAM and PROFILE <ul style="list-style-type: none"> • Program's Mission or Goals • Program Profile 	3
Section 2. ASSESSMENT PURPOSE and PLAN <ul style="list-style-type: none"> • Purpose(s) for program assessment • Assessment plan 	4
Section 3. INSTITUTION-WIDE ASSESSMENT EFFORTS / PROFESSIONAL ACCREDITATIONS <ul style="list-style-type: none"> • 2012: Leadership Survey (program does not provide) • Other assessments or accreditations, if any 	5
Section 4. STUDENT LEARNING OUTCOMES <ul style="list-style-type: none"> • Student learning outcomes (SLOs) • SLOs aligned with WSU's 7 Learning Goals of the Baccalaureate • Curriculum map 	6
Section 5. MEASURES <ul style="list-style-type: none"> • Assessment measures • Direct measure information 	7
Section 6. PARTICIPATION and SYSTEM <ul style="list-style-type: none"> • Participation • Sharing and discussing assessment results • Infrastructure and professional development 	8
Section 7. USING ASSESSMENT RESULTS <ul style="list-style-type: none"> • Log of program decision, actions, or changes based on assessment 	10
Section 8. SELF-ASSESSMENT / LIST of ATTACHMENTS and Glossary <ul style="list-style-type: none"> • Self-assessment • List of attachments • (Glossary of Assessment Terms) 	12
Section 9. FEEDBACK REQUEST	13

SECTION 1. Program Description

Program's Brief Description

A. Provide or attach the program's current mission statement or broad goals; and any key current context.

Since our program emerged into different programs last year and became a new school (School of Design and Construction), currently we are trying to establish our missions and goals.

B. Program's basic profile

Undergraduate Degree Program Title(s)	<i>BA or BS in <u>Architecture</u></i>	CIP Code ¹ _____
Campuses that offer this degree (check all that apply)	<input checked="" type="checkbox"/> Pullman <input type="checkbox"/> Riverpoint/Spokane <input type="checkbox"/> Vancouver <input type="checkbox"/> Tri-Cities <input type="checkbox"/> Global Campus <input type="checkbox"/> Other:	

Data below available through IR website² Note for interdisciplinary programs: Please provide a brief description of program size (faculty and instructors) in lieu of the chart below.

Instructional Faculty in the Department	FTE Fall 2012	Graduate Assistants	FTE Fall 2012
Tenure/Tenure Track Instructional Faculty		Teaching Assistants	
Other Instructional Faculty			
Notes:			

Students and Course Enrollments	2009	2010	2011	2012
Undergraduates Certified in the Major(s) (each fall)(all campuses combined)	193	173	157	147
Degrees Awarded in the Department or Major(s)(FY)(all campuses combined)	45	47	58	50
Undergraduate Annual Average Student Enrollment (AY, AAFTE)(all campuses combined)				
GER Course Enrollments by Department (AAFTE, Total)(all campuses combined)	271	226	191	264
FTEs in Other Service Courses (such as foundational or gateway courses for other majors - estimate and/or comment below)	0.1	0.1	0.1	0.1
Notes:				

SECTION 2. Assessment Purpose and Plan

¹ See note below and IR data for *degrees awarded*.

² Information for this section will be available (anticipated by April, 2013) at Institutional Research's website in *Active Employee Access: Undergraduate Assessment Support Data*. Please contact ATL if you need assistance. This information provides context for this undergraduate program's 2013 assessment report.

A. Choose one or more as best describes the program's current purpose(s) for assessment

- Assess student achievement of program's learning outcomes and/or student academic experience
- Meet WSU's regional re-accreditation requirements
- Meet professional accreditation requirements (or similar external licensure, credentialing, etc.)
- Address a pressing issue:
 - In the program and/or college (briefly describe in B below)
 - At WSU (i.e., large class instruction, general education, undergraduate research, etc.)
 - Identified for professional accreditation or nation-wide need
 - Other; specify: _____
- Unsure. The program needs to identify what we want from our assessment.
- Other; specify: _____

B. Briefly explain the information you indicated above.

- Identify what the students' need and perceptions about the program to improve it.
- Identify what the professionals' perceptions and questions about our program.
- Identify the programs' weakness and strength.

Assessment Plan(with Timeline) See Glossary

A. Assessment Plan: Not yet

- Current Assessment Plan** for (or including) the current academic year with specific activities and timeline is attached.
- (if applicable)* **Assessment Plan for new curriculum or degrees** submitted to Faculty Senate is also attached (see pages _____).

B. Planning among Campuses

1. Which campuses does your Assessment Plan include? (check all that apply)

- Pullman Riverpoint/Spokane Vancouver
- Tri-Cities Global Campus Other: _____

2. Any comments

SECTION 3. Participation in WSU Assessment Activities / Other Assessment or Accreditation

A. Program assessment activities coordinated with other WSU programs, colleges, or organizations

1. Is your program involved in assessment activities or projects with others at WSU?

Yes No

2. If yes, list below the activities or projects with WSU partners.

B. Professional accreditation agency or similar external licensure, credentialing by a national or state agency.

(Programs such as Nursing, Engineering, and Business are professionally accredited or subject to external professional review or standards.)³

1. Is your program, degree or college professionally accredited?

Yes No Other: _____

2. If yes, please provide this information:

Accrediting or similar agency/cies: The National Architectural Accrediting Board Spring 2014	Semester/Year of most recent review: Spring 2008 Semester/Year of next review: Spring 2014
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3. Other certifications or licensures your program or students participate in, if any:

C. Other Assessment / Accreditation Activities outside WSU

1. Is your program involved in assessment activities or projects with others outside WSU?

Yes No

2. If yes, list below the activities or projects with partners external to WSU.

³For this report, "Professionally-accredited" refers to programs that are accredited by an agency or association, and does not include accredited options (e.g., education option in a particular program).

SECTION 4. Student Learning Outcomes and Curriculum Map

Student Learning Outcomes (SLOs) for the Program (Current) *See Glossary*

A. The program’s student learning outcomes, updated as needed, are below or attached.

Please refer to curriculum matrix map

B. Are the program’s student learning outcomes made available to students?

Yes No

If yes, please indicate how (check all that apply):

- Program learning outcomes on our website Program learning outcomes in program handbook
 Program learning outcomes required on all course syllabi Other: _____

Alignment with Seven Goals of the Baccalaureate

List the program’s SLOs where they align to the Seven Goals of the Baccalaureate. Complete information below or attach your own chart.

Not yet

Program’s Student Learning Outcomes	Seven Goals of the Baccalaureate
	CRITICAL and CREATIVE THINKING. Graduates will use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways.
	QUANTITATIVE REASONING. Graduates will solve quantitative problems from a wide variety of authentic contexts and everyday life situations.
	SCIENTIFIC LITERACY. Graduates will have a basic understanding of major scientific concepts and processes required for personal decision-making, participation in civic affairs, economic productivity and global stewardship.
	INFORMATION LITERACY. Graduates will effectively identify, locate, evaluate, use responsibly and share information for the problem at hand.
	COMMUNICATION. Graduates will write, speak and listen to achieve intended meaning and understanding among all participants.
	DIVERSITY. Graduates will understand, respect and interact constructively with others of similar and diverse cultures, values, and perspectives.
	DEPTH, BREADTH, AND INTEGRATION OF LEARNING. Graduates will develop depth, breadth, and integration of learning for the benefit of themselves, their communities, their employers, and for society at large.

Curriculum Map (current) *See Glossary*

A. A current Curriculum Map is attached showing where student learning outcomes are taught in the courses.

- For the degree
 For one of our majors (may focus on one option/area/track): _____
 For all majors

Notes:

B. Please comment on how the program has shared or used this curriculum map in the program.

The map has been revised at the end of the last semester by the committee and will be presented to the architecture faculty in fall 2013.

SECTION 5. Measures Collected in Recent Academic Years

Assessment Measures Used: Indirect and Direct *See Glossary*

Measures collected in recent academic years (indirect and direct measures; quantitative and qualitative data; program, college, institutional data, or external data), sampling strategy, and SLOs/purpose.

- Include measures which are collected periodically (such as bi-annual surveys)
- Indicate which program SLO, WSU Big 7 Learning Goal, or issue each measure relates to.

Collected in Past Two Academic Years (Ex: 2011-12 and 2012-13)

Indirect Measures <i>See Glossary</i>	Year(s) collected	Brief description of measure, sampling strategy, and method of collection; which campuses are involved	Relates to which SLO or assessment purpose; and/or to a WSU Big 7 or issue
	2013	Students' portfolio reviews by professionals in Seattle	?
	2013	Interviewing professionals to understand their perceptions on our program. Finding out weakness and strength of the program.	?

(Add rows as needed)

Direct Measures <i>See Glossary</i>	Year(s) collected	Brief description of measure, sampling strategy, and method of collection; which campuses are involved	Relates to which SLO or assessment purpose; and/or to a WSU Big 7 or issue
	2013	The 4 th year undergraduate student exit survey	?

(Add rows as needed)

Direct Measure: Criteria to Assess Student Work or Performance

A. How are the program's direct measure(s) assessed? (Check all that apply.)

- Faculty or others assess student work using scoring guide, rubric, or performance criteria (attached)
- Faculty map specific exam questions to learning outcomes and extract exam performance data
- Faculty map specific homework or class activities to learning outcomes and extract data
- Standardized exam or certification: _____
- Other: _____

Any comments:

SECTION 6. Participation and System

Participants in Program Assessment

1. Did more than one campus participate in assessment planning or activities? Yes No
2. Who participated in assessment planning or activities for the past two academic years? Please indicate campus.

Taiji Miyasaka, Paul Hirzel, Darrin Griechen

Sharing and Discussing Assessment Results *See Glossary*

In the past two academic years, were program assessment results discussed?

1. Who *discusses* assessment results in your department or school? (Check all that apply.)

- Assessment Coordinator(s)
- Assessment Committee(s)
- Curriculum Committee(s) or Undergraduate Studies Committee(s)
- Other committee: _____
- Pullman campus faculty
- Spokane campus faculty
- Tri-Cities campus faculty
- Vancouver campus faculty
- Other urban campus contacts
- Chair
- Advisory board
- Ad hoc
- Unsure
- Other director and graduate program coordinator

Any comments:

The results of the assessment have never been shared with the faculty.

2. If you offer degree(s) on more than one campus:
 - A. Do you share assessment data among campuses? Yes No
 - B. Do you disaggregate any assessment data by campus? Yes No
 - C. Do you aggregate any assessment data among campuses? Yes No

Any comments:

(This section continued on next page)

Assessment Infrastructure and Professional Development (Section 6, con't)

A. Which of these have taken place in your program in the past two academic years? Check all that apply.

<input type="checkbox"/> Assessment work is rotated among faculty so all members gradually build familiarity with key components of program assessment and weigh in
<input type="checkbox"/> Faculty meetings include a regular time devoted to assessment
<input type="checkbox"/> Assessment is integrated into a regular standing committee (e.g. undergraduate studies or curriculum)
<input type="checkbox"/> Annual retreat to discuss assessment
<input type="checkbox"/> Assessment reports are available to program faculty and chair
<input checked="" type="checkbox"/> Assessment leadership has continuity in some way; may be led by a senior faculty or administrator
<input type="checkbox"/> Assessment coordinator given one-course reduction or other release time
<input type="checkbox"/> Program or college has paid part-time or full-time position devoted to assessment. Please explain:
<input type="checkbox"/> Other: _____

Any comments:

We have not shared the result of the assessments in the past among the faculty. We need to develop a system to share the information.

B. Which of these have taken place in your program in the past two academic years? Check all that apply.

<input type="checkbox"/> In-house professional development occurs: faculty share ideas, practices or questions about teaching, learning, and assessment at informal activities (idea-shares, brownbags, etc.).
<input type="checkbox"/> Faculty attend workshops or conference sessions on assessment
<input type="checkbox"/> Training sessions for faculty in assessment process – offered by the program or college, or others
<input type="checkbox"/> Faculty attend professional accreditation workshops and/or evaluator training
<input type="checkbox"/> Publications are available on assessment, teaching, or curriculum development
<input type="checkbox"/> Other: _____

Any comments: no

SECTION 7. Using Assessment

Program Recommendations, Actions, and Results

Kinds of decisions that assessment findings can guide or contribute to:
(Enter letter[s] under “Type of Action” below.)

- a) **Curriculum** (e.g., revise one or more courses for knowledge and skills; revise course sequence or prerequisites; continue or expand a successful course)
- b) **Instruction** (e.g., pilot new instructional approach or assignment; improve communication of SLOs to students and faculty; continue or expand a successful approach or assignment)
- c) **Faculty, professional development** (e.g., opportunity for faculty to apply an aspect of assessment in their own courses; training for faculty on assessment; changing faculty participation in assessment)
- d) **TA Training** (e.g., introduce or adjust TA training)
- e) **Advising** (revise advising practices)
- f) **Facilities** (labs, classrooms, etc.)
- g) **Course Scheduling** (modify frequency or schedule of class offerings)
- h) **Assessment Processes, Plan, or Infrastructure** (e.g., change methods of data collection; revise student outcomes; adjust process or infrastructure to support assessment)
- i) **Recommendations that involve other units of the university** (e.g., units such as libraries, that provide support to other programs)
- j) **Other**(please explain in comments)

Attach a log that includes decisions made based on assessment results, the time frame in which they were made, and the type of actions (please indicate letters for each action from the list above).

An example log is below (next page). PLEASE NOTE that you may use a format that is different from the log provided here to record your program’s use of assessment; regardless, please categorize the kinds of decisions by letter, as requested above.

Using Assessment, cont.

<p align="center">LOG: Summary of actions or decisions resulting from discussion of assessment data (with example entries)</p>					
<p>Concern or Question (related to SLOs or other)(<i>What do you want to know?</i>)</p>	<p>Findings from assessment activity (<i>What did you learn?</i>)</p>	<p>Recommendation and Date (<i>What should you do?</i>)</p>	<p>Action(s) (<i>What happened?</i>)</p>	<p>Type of Action – <i>Enter letter(s) from list above</i></p>	<p>Result (<i>What was the result?</i>)</p>
<p>How and what should we be teaching students in Anim_Sci 101? The course is large, labor-intensive, and getting students to labs at animal centers is expensive.</p>	<p>Administered 6-question survey to faculty and discussed results at a faculty meeting. Reviewed course evaluations and exit interview comments. Results indicated that students appreciated the variety of topics covered by different faculty members, and valued the labs at animal centers. Faculty identified key concepts that students should learn in preparation for future courses.</p>	<p>Spring 2011 - It was decided to continue to offer lectures by multiple faculty, exposing students to the diversity of faculty expertise in the department, continue to offer labs including hands-on activities with animals, focus content on production systems for different species, and terminology, and increase to offering the course twice/year.</p>	<p>Decisions were implemented.</p>	<p>a, b, f, g</p>	<p>Course evaluations are positive. The course is still large but numbers will be more manageable when offered in spring as well as fall, starting in Spring 2013. The cost of transporting students to the labs will be absorbed until the freeze on additional course fees is lifted.</p>
<p>WSU Learning Goals “Diversity” and “Depth, Breadth, and Integration of Learning” and CIDA standards (professional accreditation)</p>	<p>CIDA review suggested that we need to strengthen areas of curriculum to ensure students are getting adequate global and professional experience and community involvement</p>	<p>Look for ways to build this into the new curriculum for the new School of Design (established 2011)</p>	<p>Piloting new senior experience requirement in fall 2012 (requirement for either study abroad or internships, facilitated by the department and part of interdisciplinary collaboration with other departments such as Landscape Architecture)</p>	<p>a, b</p>	<p>No data yet – feedback being collected</p>

Additional description:Please provide any additional information below regarding your log of actions/decisions. (Decisions can include the choice to continue current effective practices.)

SECTION 8. Self-Assessment / List of Attachments and Glossary

Undergraduate Program Self-Assessment			
Overall, where would you rate your program's assessment? (choose one)		<input checked="" type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Refining <input type="checkbox"/> Established	
BEGINNING = one iteration of assessment process begun; may be in pilot stage; may not yet have data or data may not yet be shared or discussed	DEVELOPING = Actively adjusting basic process or tools after one iteration/pilot; some sharing and discussion of data; developing system of participation	REFINING = Data regularly shared and discussed through more than one assessment cycle; results used to improve and validate student learning; use of results is being regularly documented	ESTABLISHED = Several iterations of assessment cycle; process is structurally driven with wide participation; process and tools are established but also responsive to changing needs in the program; system is cyclic and used to improve and validate student learning

Program-Specific Attachments

Please list all attachments to your program's assessment report (**provide as separate documents**). Programs are encouraged to use documents already created, including those connected with professional accreditation or similar, with page references as needed.

Section 9. FeedbackRequest

While ATL is not resourced to provide detailed responses to annual reports in their entirety for all undergraduate programs, we do encourage programs to identify specific areas where we might provide feedback and consultation. If your program is interested, please provide information below.

___ We would like **general feedback on this area(s) of our report** [indicate area(s), such as assessment plan, direct measure of student learning, logging/recording use of results, etc.]:

Assessment Plan and curriculum map

___ We have a **specific question**:

___ **No feedback requested at this time**

Additional Questions or Explanation:

Glossary of Assessment Terms

Assessment Cycle: the process of planning, collecting, and analyzing assessment measures and data for the purpose of sustaining and improving teaching and learning. Typically the assessment cycle refers to the timing of the processes within an academic year, but timing may vary from program to program.

Assessment Plan: A process and timeline for designing, collecting, and analyzing assessment data

Assessment Results: Analyzed or summarized assessment data (data may be quantitative or qualitative) or other impacts of assessment activities; shared formally or informally

Curriculum Map: A matrix aligning student learning outcomes with the courses in a program of study

Disaggregate Data: A whole set of data separated into parts and sorted by meaningful categories, such as campus or student demographic information

Direct Measure: A measure of student performance or work product that demonstrates skills and knowledge

Indirect Measure: Information associated with learning, motivation, perceived success, or satisfaction; gathered, for example, through a survey or focus group

Key Assessment Elements: For the purposes of this report, the principle elements of assessment. Specifically, the student learning outcomes, assessment plan, curriculum map, direct measures, indirect measures, and use of assessment. All six of these are required by all departments for this reporting period.

Student Learning Outcomes (SLOs): Core skills and knowledge students should develop through a program of study

Using Assessment Results: Assessment results a) inform continual reflection and discussion of teaching and learning and b) contribute to decision-making to ensure effective teaching and learning. Decisions can include the choice to continue current effective practices or build on strengths.