

Master of Architecture – 2013 Program Summary

Summary of Program

The intercollegiate School of Design and Construction, established in 2011, offers a non-thesis Master of Architecture program with 41 students (Fall 2012) and supported by 15 faculty members. Of the 15 faculty, 13 are tenured and 2 are non-tenured track. Once completed, the degree allows the student to participate in an architect internship program and qualify for the State Architecture Licensing exam.

Enrollments: Fall 2012 showed 41 students enrolled in the program, with 6 of them new. Enrollment has been declining since 2009, and is the lowest since 2008. Degrees are conferred annually and it appears that most students take an average of 1.7 years to complete the degree. Retention data shows a few students admitted to the program leaving without a degree

Curriculum: The program offers three options to students: A 1.5 year program for students with a BS in Architectural Studies (49 required credits); a 2.5 year program for students with a background in architectural studies; and a 3.5 year program for students with no background in architectural studies. The Graduate Catalog shows 17 500-level courses in ARCH, although the student handbook only mentioned 10 courses. A review of 10 programs of study showed total credits ranging from 39 to 62; programs contained mostly ARCH coursework, with up to 9 credits of undergraduate work as allowed by policy.

Faculty Participation: All faculty listed on the factsheet are eligible to serve as committee members, but only six are serving in that role. Only two of the 15 are eligible to serve as chair of a committee. Several students listed faculty outside the program as committee members including: Griechen, Melcher, Kaytes, Hooks, Kazimer and Meisel.

Recommendations/Questions:

- Continue to update your fact sheet annually, particularly the list of faculty who are participating in the program. This sheet is given to applicants who inquire about your program. With such a large enrollment, why aren't more program faculty serving on student committees or allowed to chair committees?
- Does Option 3 attract a lot of student interest? Do students successfully complete this option? Why or why not?
- Why have your enrollments dropped since 2009? What are your enrollment goals for the future, and what strategies are you using to increase enrollments?
- How does this program fit into the School of Design and Construction?

Handbook

The program has a separate handbook for the program. The handbook includes important dates and information, grading policies, scholarship opportunities, the ARCH 580 requirement options along with a proposal option form, internship information, opportunities and evaluation form; instructions for completing the program of study form; various Graduate School forms, application for degree procedures; and exam procedures and criteria.

Recommendations:

- The handbook could include more about the School and its operations. Please add your student annual review process and related forms to the handbook. For additional handbook

information, see template provided by the Graduate School.

- Note that some of the Graduate School's policies change each year (S/F grades for 700 credits will be S/U for fall 2013, for example).
- We recommend adding a link to the Graduate School's Graduate Students Rights and Responsibilities (includes information on appeals and grievances) and the WSU executive policy on consensual relationships.
 - <http://www.gradschool.wsu.edu/Documents/PDF/GraduateStudentCodeofRightsandResponsibilities.pdf>
 - [http://oeo.wsu.edu/Content/Files/chr/ep28\[1\].pdf](http://oeo.wsu.edu/Content/Files/chr/ep28[1].pdf)

Student Evaluations

No information for student annual evaluations was submitted for this program review. A file of handwritten notes regarding student project/presentation was submitted but does not replace the review requirement.

Recommendations:

- Graduate School policy requires annual student evaluations. 74% of all master's students surveyed found comprehensive reviews helpful. (n=225)
- We recommend that the annual review process includes input from the student, as well as a meeting with the student. Students should meet with their advisor to discuss their progress and participate in the review by providing information about their academic and professional development.
- Professional development information collected during the review may be useful in advising the student and assisting with the program assessment process.

Employment Data: (information on 44 Alumni since 2006)	Number	Percent
Students Reviewed		%
Number working in Local/state Government	2	5%
Number working in Private Industry	39	88%
Unknown	3	7%

Recommendations/comments: Majority of alumni have jobs with architectural firms. We commend you for tracking these graduates and hope that you can track more graduates as this data is important for your assessment process. We are not sure what the difference is between the alumni list and the student placement data. Two graduates are working for an architectural firm, one is working for a non-profit, and one is working for EWU.

Current Student Funding (list of 24 students—Fall 2012)	Number	Percent
Type of Funding	Number	Percent
No funding / own support	22	57%
Assistantship support	19	43%

It appears that 19 of the 41 students in the program (Fall 2012) were on assistantship support during Fall 2012, one on .5 FTE, the others on .25 FTE support. Some of the students on the support list are in IIDP or another program in the School of Construction and Design. The number of assistantships for the program listed on the Program Profile appears to be wrong.

Assessment Plan

An assessment review report was submitted that has all of the required elements of the report. The report included the degree programs for Architecture, Interior Design, and Landscape Architecture. Goals, objectives, and student learning outcomes were included for all three programs, along with a matrix describing data collected, source, and when analyzed for each outcome. Appendix includes student exit survey and internship evaluation form for Architecture, along with the Landscape Architecture thesis assessment form.

Recommendations:

- The report is comprehensive and nicely done. We would like to commend you for the comprehensive exit survey and recommend that you use it for all three programs.
- The School should have separate assessment plans for each degree program that can easily be separated from the report as standalone documents. Each plan could be summarized together in a table in the assessment review report, which would help unify the report and enable a broader perspective of the programs and how they relate to one another. Consider rephrasing learning outcomes to focus more on student learning and/or student experience in the program(s).
- The School should continue to collect assessment data so that it can be organized, analyzed, and reviewed by program faculty on an annual basis.
- The analysis of issues should include an in-depth discussion of the data collected, interpretation of the results, and opportunities to improve the program. Be sure to keep program data separate in your analysis of issues so each program can identify strengths and areas for improvement.
- You also might consider developing rubrics for the thesis and projects for the other programs as a tool to collect assessment data.

2011 Graduate Student Survey (Response rate: $9/53 \times 100 = 17\%$)

Areas of Strength:

- 80% of the students (n=5) were satisfied with their preparation to think critically, analyze data, and work collaboratively.
- 80% of students were satisfied with their knowledge of computer applications in their field – all WSU master's-only students = 58.4%
- 100% were satisfied with their preparation in public speaking and presentation skills – all WSU master's-only students = 72.4%
- 100% of students (n=4) were generally satisfied or very satisfied with all aspects of working with their committee members, but not as satisfied working with their major advisor.
- The 3 students who indicated that they received an annual review also noted that it was very helpful.

Areas of Consideration:

- 44% of students (n=9) surveyed were dissatisfied with their career preparation.
- 37.5% of students were dissatisfied with the clarity of degree requirements and their advising on course selection and career options in their field – all WSU master's-only students = 12%, 16.4%, 17.9%
- 80% of students (n=5) were dissatisfied with being prepared to work in an

interdisciplinary context – all WSU master's-only students = 10.5%

- 40% of students were dissatisfied with their preparation in entrepreneurship, conflict management, and negotiation – all WSU master's-only students = 14.1%, 14.7%, 15.9%
- 100 % of students (n=4) indicated that it was more difficult for international students to fit into the program. A few students felt the climate within the program was negative for students who are international or different in some way, and one or two students felt isolated, excluded or ignored.

Recommendations: Student survey data is attached for all WSU master's-only students. We recommend that you review the survey data and discuss areas of concern with faculty as part of your assessment process.