

Program Learning Outcome Summary Report

Year
 Period
 Program

Program Learning Outcomes

Note: [Program Learning Outcome Summary Evaluation Form is available.](#)

Note: These contain duplicated head count. A student can be counted once for each statement in a SLO, and for each class they took.

#	SLO Statement	# of Students Assessed	# of Students who Met SLO	% of Students who Met SLO
1	Express a general breadth of knowledge using both verbal, written and a variety of graphic techniques.	353	321	90.93%
2	Apply design principles to the analysis or development of two and three dimensional design	353	321	90.93%
3	Present two and three dimensional design project solutions explaining their problem solving procedure utilizing a variety of verbal and graphic techniques.	353	321	90.93%
4	Relate the impact of various influences to the development of architectural characteristics and styles.	263	236	89.73%
5	N/A			

[10 Assessment Methods & Criteria](#)

- Identify the sources and properties of common materials used in building construction were assessed by student's participation in site visits and reporting. The concrete block and paver manufacturing site visit was used for this assessment. Identify the history, manufacture processing and use and common units of measurement for materials commonly used in building construction. The common units of measurement were applied in group lab assignments. The specific assessment for this evaluation was based on the material take offs for a Simpson Strong Tie Gazebo. (ARCH-250-01 for 2018FA)
- Define and utilize terms correctly. A baseline and end of course assessment showed that students did accomplish expectations. Identify design principles and apply them to the evaluation of two and three dimensional designs.- students are expected to submit a self evaluation with each of the major projects. The completion and submitting of a major project with a grade of a C or better will be considered the student expression of ability to

apply the problem solving process to specific design situations.
(ARCH-100-01 for 2018FA)

- Students ability to apply design principles to the development of two and three dimensional design was assessed through the successful completion of a three dimensional small scale design based on the design principles abstracted from their 'adopted architect' for the semester. Completing and entering the project in an AIA Competition by the designated date was considered accomplishment. In the process of entering the AIA competition they prepared a two dimensional problem solving statement that was exhibited with their entry.
(ARCH-101-02 for 2018FA)
- Students exhibited the ability to Plan, Prepare and Present a portfolio representing their skills by submitting an outline of the pages they would prepare, a table of contents, and developing and designing at least 2 pages exhibiting their works. They would also be required to develop a brief project statement to be displayed on the page.
(ARCH-270-01 for 2018FA)
- 1. Define and discuss general architectural terms correctly from the early through Gothic periods. A series of activities are available in each unit - matching images with terms, matching definitions with terms and selecting an appropriate images to exhibit the term from a group of images. Correct selections resulting in a score of 80 % or higher is consider to meet the SLO. (see details below regarding those not meeting) Recognize principles of design function and identify aesthetic characteristics of various styles from the periods presented. Relate the impact of various cultural influences to the development of architectural styles. Essay questions in each unit address this SLO as well as the Site Visits.
(ARCH-145-70 for 2018FA)
- ARCH – 100- Environmental Design This course provides an introduction to the design process, the vocabulary of design and the basic principles of design for persons entering the fields of architecture, environmental design, landscape design, and urban planning. This specific course offering consisted of variety of students ranging in age from 17 to 45 in age, an even distribution of male and female, and a representation of Caucasian, Hispanic and ESL students. Incomes ranged from VERY LIMITED that could not afford basic supplies to those that could comfortably afford the resources and materials needed for the course. STUDENT LEARNING OUTCOMES are identified as follows. A student who successfully completes this course will be able to: 1. Define and utilize design terms correctly. 2. Identify design principles and apply them to the evaluation of two and three dimensional designs. 3. Apply the problem solving process to specific design situations. SLO #1 SLO #2 SLO #3 Define and utilize design terms correctly. Identify design principles and apply them to the evaluation of two and three dimensional designs. Apply the problem solving process to specific design situations. Method of Evaluation Method of Evaluation Method of Evaluation Students are presented with an initial baseline questionnaire then at the end of the course they are submitted with the 'other end of baseline.' The questionnaire is attached. Within the questionnaire the students are asked about the definitions and explanations of terms used in the design field. Students scoring 70 points or higher on this activity will be considered to have met this SLO. The course contents provide a series of design assignments, each focused on a design principle. The completion of at least three assignments with one 2-D and one 3-D assignments

completed and earning a grade of C or better will be considered meeting this SLO. 2 Dimensional • Mnemonic • Use of Space • Relative hierarchy • Shape Design • Balance types • Radial, symmetric, asymmetrical • Color Exploration • Abstraction of Color • Application of 3 dimensions of color • Hierarchy • Hierarchy of lines • Hierarchy of text • Explicit v Implied • Pattern • Motif • Types of pattern construction 3 Dimensional • Transformer • Explicit and Implied Space • The Third Dimension • Focal Point • Sequence • Arrival • Views Students are presented with an initial baseline questionnaire then at the end of the course they are submitted with the ‘other end of baseline.’ The questionnaire is attached. Within the questionnaire students are asked to give examples of their use problem solving process. In addition, students are provided incremental of reading assignments regarding the problem solving process with review questions that they each respond and provide personal experiences in an essay format. Students scoring 70 points or higher on the ‘Other End of Baseline’ activity will be considered to have met this SLO. The reading assignments are also scored and Students scoring 70 points or higher on this activity will be considered to have met this SLO with average scores exceeding 90 percent by all. RESULTS RESULTS RESULTS Out of 12 students in the course one did not show to complete the other end of baseline. All of those that did earned a score of 70 or better with 90 percent earning over 80 points. Conclusion students are exhibiting a high level of achievement. . The completion of at least three assignments with one 2-D and one 3-D assignments completed and earning a grade of C or better will be considered meeting this SLO. All students completed at least 2 of the two dimensional designs and 1 of the three dimensional designs by the time of this SLO assessment. Conclusion students are exhibiting a high level of achievement. Out of 12 students in the course two did not show to complete the other end of baseline. All of those that did earned a score of 70 or better with 90 percent earning over 80 points. In addition, Students throughout the course exhibited the ability to preform and complete projects using the Problem Solving Process, the section of a grade regarding Reading and Responding to questions regarding Conclusion students are exhibiting a high level of achievement. (ARCH-100-01 for 2019SP)

- Apply design principles to the development of two and three dimensional design. The students prepare a three dimensional design project, taking abstracted line and form from their architect selection for the semester. Designing, building and constructing this project through to the finished project. The student is then expected to design a two dimensional explanatory page with appropriate photos, written explanation and present it for judges and passers by to enhance their appreciation of the project. ACOMPLISHING this Is considered completing the SLO successfully. 11 of the 12 students participating carried this project though to completion. This is considered overall good satisfaction of the SLO within the course. Present two and three dimensional design projects explaining their problem solving procedure using both verbal and graphic methods. The same project is used to evaluate the accomplishment of this SLO but involves getting the project properly packaged within a limited size box for transport and actually getting it to the competition. 10 out of the 12 students completing the project accomplished this final problem solving aspect. (ARCH-101-01 for 2019SP)
- Define and discuss general architectural terms correctly from the early through Gothic periods. A series of activities are available in each unit - matching images with terms,

matching definitions with terms and selecting an appropriate images to exhibit the term from a group of images. Correct selections resulting in a score of 80 % or higher is consider to meet the SLO. (see details below regarding those not meeting) Recognize principles of design function and identify aesthetic characteristics of various styles from the periods presented. Relate the impact of various cultural influences to the development of architectural styles. Essay questions in each unit address this SLO as well as the Site Visits.

(ARCH-145-70 for 2019SP)

- Quizzes, Notebook project with architectural terms. Students were given quizzes for each chapter, approx. 7 chapters and a notebook projects in which they had to define architectural terms and purposes from each chapter.

(ARCH-145-01 for 2019SP)

- Learning AutoCAD requires a lot of practice and hands on experience with the software, which is why I provide a variety of assignments that have the student explore different commands. They need to develop a good understanding of the software and learn how to apply it in a real life setting so I explain a lot of what I do as an Architect and relate it to the class assignments. A major issue I have is if a student does not complete an assignment; similarly, a client would find unfinished work unacceptable. I was very flexible with my students and worked with them to fully understand the concepts. Learning a software can be frustrating so I made sure to make myself available for them as much as possible. All my students this semester met the SLO's. I was very happy with their final product of producing a small set of construction documents.

(ARCH-220-01 for 2019SP)

10 Reflection(s)

- Identify the sources and properties of common materials used in building construction were assessed by student's participation in site visits and reporting. Two of the students were not able to participate on the day of this site visit. Identify the history, manufacture processing and use and common units of measurement for materials commonly used in building construction. The common units of measurement were applied in group lab assignments. Two of the 16 students did not submit their assignment by the due date.
(ARCH-250-01 for 2018FA)
- This class was slower and less responsive than previous courses. Every class does have its own personality. This class was notably different. It may be related to the change over to Canvas and this group students being less familiar. Additional instruction and focus on canvas in future courses should enhance students submitting their work. Attendance, observation of students working on projects appeared to exhibit proper progress, but some students just did not submit work in the final format expected. **ADDITIONAL VOCABULARY ACTIVITIES COULD BE DEVELOPED IN EACH OF THE LEARNING UNITS** for specific assessment. Simplification of the process of submitting final projects and the process steps should be reviewed and evaluated.
(ARCH-100-01 for 2018FA)
- Students who completed the project by the deadline did an outstanding job and captured all of the awards possible. Students who did not complete on time could use additional support with time management and physical materials. Investigation of resources to

support students in the development of an appropriate project would be desirable.
(ARCH-101-02 for 2018FA)

- Excellent for the first time this course was taught. A format was developed in Canvas allowing each student to work independently and present their own materials. This course was taught by two instructors, It would be recommended that this course be taught by one faculty member if possible for consistency of direction to the students. Photoshop program will also be an asset to students as a tool in developing these pages. This course focused on transfer portfolios for Cal Poly Pomona additional content might include a cover letter and resume development.
(ARCH-270-01 for 2018FA)
- 1. This is an online course one of the 20 was a no show, and three of the others did not participate or earn scores high enough to be considered meeting the SLO in the activities evaluated. 2. All students submitting the essay questions accurately addressed the questions related to identification of the religious and cultural influences related to the architectural style. It could be desirable to include some course content related to the common man and housing of each era within each unit. The course currently focuses on the most significant structures and monuments.
(ARCH-145-70 for 2018FA)
- Future Considerations: SLO1 To reinforce student knowledge: Exercises could be developed for each learning unit based on terms, such as matching, fill in the blanks with terms, definitions or image examples. SLO 2 The range and sequence of course projects appear to meeting the SLOs and achievable. Will continue to be open to minor modifications in the existing projects and watching for new projects that meet the objectives and contribute to learning outcomes. SLO 3 The assignments in reading and relating to the hands on problem solving process appears to be accomplishing the desired student outcomes. The problem solving process is continued through life including the academic and professional careers of students. The extension of the Problem Solving Process could be carried forward and expanded in other ARCHITECTURE courses.
(ARCH-100-01 for 2019SP)
- This course does focus on two dimensional presentation of three dimensional objects. It may be more appropriate to modify the SLO 1 to express this rather than the current statement. Revise to Apply design principles to the process of presenting three dimensional designs in a two dimensional format. Second SLO remains appropriate. In the next course revision has included the use of additional software.
(ARCH-101-01 for 2019SP)
- 1. This is an online course one of the 27 was a no show, and three of the others did not participate or earn scores high enough to be considered meeting the SLO in the activities evaluated. 2. All students (23) submitting the essay questions accurately addressed the questions related to identification of the religious and cultural influences related to the architectural style. (26 students had the opportunity to submit) It could be desirable to include some course content related to the common man and housing of each era within each unit. The course currently focuses on the most significant structures and monuments. For student interest. It would be desirable to consider a field trip opportunity for the class as an organized event - as an online class this has not been done in the past. The online courses are also offered in a much shorter time period.
(ARCH-145-70 for 2019SP)

- First semester teaching this class and have found different strategies to encourage students with adding study guides for chapter quizzes. Also, in class exercises and group assignments has increased participation and improvement of grades. Video presentation with assigned report help students understand the cultural influences and development of architectural styles. This reinforces the textbook material. I am now looking at developing and using class activities that will spark more interest.
(ARCH-145-01 for 2019SP)
- A majority of my students this semester were in my previous ARCH-120 classes. I was happy to see that most of them had remembered what they had learned in the previous course and were able to pick up the software where they left off. There was a bit of a re-learning period but with a bit of practice they were able to get moving. We focused on understanding and developing a full set of construction documents. We began with getting a refresher on the important commands of the software. We produced hand drawings and moved on to computer aided drafting quickly. The strategy in learning the objectives was to develop one project from beginning to end. I will continue using the same techniques implemented this semester in my upcoming semesters. In the future, I want to incorporate schedules and site plans. Overall, I was satisfied with the results. We focused our energy in developing one project to the best of our ability so that the result was something we were proud of. Most students told me they enjoyed the class and were happy to see me teach ARCH-220 and hope I teach the following course.
(ARCH-220-01 for 2019SP)

[11 Section\(s\) Reporting](#)

[2 Section\(s\) Not Reporting](#)