



Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

1. Degree Level and Program Name: BS Architecture

2. College/School: School of Architecture & Community Development

3. Assessment Overview - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

The SACD has three outcomes that are assessed once per year. Assignments include term-length design projects, project workbooks, and final presentations.

4. Student Learning Outcomes -Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

Referencing the BS in Architecture Program Assessment Plan on file with the University Assessment Team:

OUTCOME 1: JESUIT & MERCY VALUES

Assessment 1 ARCH 3100: Public Interest Design Studio, Term-Length Design Project: Benchmark: 85% of students will achieve a grade of Met or higher on rubric {Unmet, Partially Met, Met)

Assessment 2 ARCH 3100: Public Interest Design Studio, Project Workbook: Benchmark: 85% of students will achieve a letter grade of B or higher on standard UDM letter grade rubric.

OUTCOME 2: CRITICAL THINKING AND PROBLEM SOLVING

Assessment 1 ARCH 1400: Architectural Design IV, Final Presentation: Benchmark: 85% of students will achieve a grade of Met or higher on rubric (Unmet, Partially Met, Met).

OUTCOME 3: COMMUNICATION

Assessment 1 ARCH 2110: Visual Communications III, Final Presentation: Benchmark: 85% of students will achieve a letter grade of B or higher on standard UDM letter grade rubric.



5. Institutional Outcomes - For which institutional outcome(s) do the reported student learning outcome(s) align?

SLO Outcome Alignment	Institutional Outcome
Yes	I. Jesuit & Mercy Values
	II. Diversity & Cultural Awareness
Yes	III. Critical Thinking & Problem Solving
Yes	IV. Communication
	V. Professionalism
	VI. Lifelong Learning

6. Assessment Period: Select the academic year for which you are reporting results (i.e. when data were collected):

2023-2024

7. Results, Planned Actions, and/or Actions Taken -Briefly summarize the assessment results, how they relate to benchmark(s), and how you are using them to enhance student learning and improve program quality.

OUTCOME 1: JESUIT & MERCY VALUES

Assessment 1 ARCH 3100: Public Interest Design Studio, Term-Length Design Project:

Results: 9/9 (100%) student teams achieved a Met on the (Met, Partially Met, Unmet) rubric, which exceeds the 85% benchmark.

Assessment 2 ARCH 3100: Public Interest Design Studio, Project Workbook:

Results: 23/27 (85%) students achieved a B on the standard UDM rubric, which meets the 85% benchmark.

OUTCOME 2: CRITICAL THINKING AND PROBLEM SOLVING

Assessment 1 ARCH 1400: Architectural Design IV, Final Presentation:

Results: 40/43 (93%) students achieved a B on the standard UDM rubric, which exceeds the 85% benchmark.

OUTCOME 3: COMMUNICATION

Assessment 1 ARCH 2110: Visual Communications III, Final Presentation:

Results: 38/43 (88%) students achieved a B on the standard UDM rubric, which exceeds the 85% benchmark.

ACTIONS TAKEN FOR CONTINUAL IMPROVEMENT:

While all benchmarks were met or exceeded, based on feedback from alumni, faculty, students and professionals we have restructured the Visual Communications Sequence to better align with both the accreditation standards and our core values.

Attachment(s): None