SCHOOL OF ARCHITECTURE AND PLANNING

Masters Study in Architecture and Planning
Assessment Findings and Curricular Improvements

As noted in our statement of goals, the architecture program is our largest and most longstanding program. The other two graduate programs that we offer, Planning and Sustainability, were just implemented in the Fall of 2008. We will comment at the end of this document on those two new graduate programs as well, but the majority of what follows will be directed at the graduate architecture program. We also offer a post-professional degree in architecture, the Master of Architectural Studies Program. The findings and curricular improvements of that program directly parallel those of the M.Arch degree.

Master of Architecture Program

Assessment Measures

1. NAAB Accreditation: The fundamental assessment measure of our graduate program in architecture, as a professionally accredited program in architecture, is the results of our National Architectural Accreditation Board (NAAB) accreditation process. That process rigorously and exhaustively examines the school regarding 13 conditions of accreditation and 34 specific student performance criteria.

2. Results of Thesis Capstone Project

3. Results of Comprehensive Capstone Project

4. Grading by faculty in courses

5. Student evaluations in all courses

6. Graduating Student Survey

7. Alumni Survey

8. Architectural Registration Exam Pass Rates: These rates are compiled on a yearly basis by the National Council on Architectural Registration Boards (NCARB). In order to become a licensed architect, one must pass this test.

9. Progression Data

10. Other Measures: Student Enrollment Trends

Note: Assessment measure #3 only has relevance here for students who are in our three-year purely graduate M.Arch track. Students who are in our two-year M.Arch track (those who are part of our six-year overall B.S.Arch and M.Arch track) are measured on this issue while they are undergraduates.

Assessment Findings

1. NAAB Accreditation

The normal NAAB cycle of accreditation is six years. Our school currently is nearing the completion of a full term of six years of accreditation, resulting from a site visit in Spring of 2003, and will be visited again by NAAB in February of 2009. The school is well along in preparation for that upcoming visit.

The process requires the school to file an Architectural Program Report (APR) in the fall semester prior to the spring visit. The APR is a comprehensive report, often running to hundreds of pages (our recently filed version for CUA was over 500 pages). A copy of the recently submitted Report and a copy of the prior Report (dated 2002) are on file at the architecture program, and could be provided to Middle States upon request. Those two reports together cover the entire period since the previous Middle States visit. Each APR must cover the school's efforts toward all of the conditions and criteria relevant to a

professionally accredited architectural program. These are, from NAAB's website:

1. Introduction to the Program
The *APR* must include the sections described below.

1.1 History and Description of the Institution
This section should include a brief history and description of the institution.

1.2 Institutional Mission
This section should include the institution's mission statement and the date of its adoption or last revision.

1.3 Program History
This section should contain a brief history of the existing accredited degree program or, in the case of a candidacy visit, a history of the planning for the proposed program.

1.4 Program Mission
This section should include the accredited degree program's mission statement, the date of its adoption or revision, and the date of its endorsement by the institution.

1.5 Program Self-Assessment
This section should briefly outline the program's strengths and challenges and include a plan to address those challenges. Candor in conducting and reporting the selfassessment increases its value to the accredited degree program and to the NAAB and, if well done, will largely anticipate the *VTR*.

2. Progress Since the Previous Site Visit
Continuing accreditation is contingent on the Board's determination that deficiencies are being systematically addressed. The following two subsections explain what the *APR* must include.

2.1 Summary of Responses to the Team Findings
This section must include the school's response to the previous *Visiting Team Report (VTR)* for conditions "not met" and to the "causes of concern."

2.2 Summary of Responses to Changes in the NAAB Conditions
If applicable, summarize the school's response to changes in the *NAAB Conditions for Accreditation* adopted since the previous visit.

3. The Thirteen Conditions of Accreditation

3.1 Program Response to the NAAB Perspectives
Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB *Conditions for Accreditation*. Each school is expected to address these interests consistent with its scholastic identity and mission. The following subsections address what the *APR* must include.

3.1.1 Architectural Education and the Academic Context
The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the *APR*, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

3.1.2 Architectural Education and the Students
The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the *APR* may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

3.1.3 Architectural Education and Registration
The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the *APR* the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

3.1.4 Architectural Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the *APR* may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

3.1.5 Architectural Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the *APR,* the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

3.2 Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the *NAAB Perspectives* and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

3.3 Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the *NAAB Conditions for Accreditation.*

3.4 Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

3.5 Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

The *APR* must demonstrate that the school has adopted a written studio culture policy with a plan for its implementation and maintenance and provide evidence of abiding by that policy. The plan should specifically address issues of time management on the part of both the faculty and students. The document on studio culture policy should be incorporated in the *APR* as Section 4.2.

3.6 Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

3.7 Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

3.8 Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

3.9 Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

3.10 Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

3.11 Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

3.12 Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

3.13 Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions, evidence must be provided that the courses are comparable to those offered in the accredited degree program. The criteria encompass two levels of accomplishment:

- ***Understanding***—means the assimilation and comprehension of information without necessarily being able to see its full implication.

- ***Ability—***means the skill in using specific information to accomplish a task, in correctly selecting the appropriate information, and in applying it to the solution of a specific problem.

The NAAB establishes performance criteria to help accredited degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school's stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB will consider innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documents the results. The *APR* must include the following information:

- An overview of the school's curricular goals and content.

- A matrix cross-referencing each required course with the performance criteria it fulfills. For each criterion, the school must highlight the cell on the matrix that points to the greatest evidence of achievement.

For the purpose of accreditation, graduating students must demonstrate *understanding* or *ability* in the following areas:

1. Speaking and Writing Skills
Ability to read, write, listen, and speak effectively

2. Critical Thinking Skills
Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

3. Graphics Skills
Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

4. Research Skills
Ability to gather, assess, record, and apply relevant information in architectural coursework.

5. Formal Ordering Systems
Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

6. Fundamental Design Skills
Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

7. Collaborative Skills
Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

8. Western Traditions
Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

9. Non-Western Traditions
Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

10. National and Regional Traditions
Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

11. Use of Precedents
Ability to incorporate relevant precedents into architecture and urban design Projects

12. Human Behavior
Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

13. Human Diversity
Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

14. Accessibility
Ability to design both site and building to accommodate individuals with varying physical abilities

15. Sustainable Design
Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

16. Program Preparation
Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

17. Site Conditions
Ability to respond to natural and built site characteristics in the development of a program and the design of a project

18. Structural Systems
Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

19. Environmental Systems
Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

20. Life Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress

21. Building Envelope Systems
Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

22. Building Service Systems
Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

23. Building Systems Integration
Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

24. Building Materials and Assemblies
Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

25. Construction Cost Control
Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

26. Technical Documentation
Ability to make technically precise drawings and write outline specifications for a proposed design

27. Client Role in Architecture
Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

28. Comprehensive Design
Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability

29. Architect's Administrative Roles
Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

30. Architectural Practice
Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

31. Professional Development
Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

32. Leadership
Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

33. Legal Responsibilities
Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

34. Ethics and Professional Judgment
Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice.

4. Supplemental Information

The following sections explain material that must be included at the end of each *APR*.

4.1 Student Progress Evaluation Procedures

A description of the procedures for evaluating student transfer credits and advanced placement. A description of the procedures for evaluating student progress, including the institutional and program policies and standards for evaluation, advancement, graduation, and remediation.

4.2 Studio Culture Policy

Supplemental information to the *APR* must include the school's current studio culture policy.

4.3 Course Descriptions

Supplemental information to the *APR* must include for each required and elective course in the accredited degree program a one-page description with an overview, learning objectives, course requirements, prerequisites, date(s) offered, and faculty member teaching it.

4.4 Faculty Résumés
Supplemental information to the *APR* must include a maximum two-page résumé for each faculty member teaching in the accredited degree program.

4.5 *Visiting Team Report* from the Previous Visit
Supplemental information to the *APR* must include a complete copy of the previous VTR.

4.6 Annual Reports
Copies of all *Annual Reports* submitted to the NAAB since the previous site visit. The NAAB responses to the *Annual Reports.*

4.7 School Catalog
Supplemental information to the *APR* must include a current school catalog.

The most relevant of these sections for our assessment findings in architecture are *Section 3.2 Program Self-Assessment Procedures* and *Section 3.13 Student Performance Criteria*, the latter of which includes the 34 specific performance measures. Once an APR is received by NAAB, a team is assigned, a four-day visit occurs, a recommendation is filed by the team as a visiting team report, and the NAAB board votes upon that recommendation and relays the result to the school. Subsequent to the visit, the school files an Annual Report with NAAB each year, in which the school discusses its progress toward resolving any concerns identified by the team, and also discusses any other relevant changes in the accredited program. These Annual Reports tend to focus heavily on curricular issues and revisions, but also may address new faculty hires, financial issues, facility issues, etc. NAAB responds in writing to each Annual Report, indicating if NAAB feels the issue is now resolved or whether the issue requires further reporting in subsequent years.

The actual visit focuses heavily on curricular matters and assessments, with a particular stress on actual student achievements in satisfying the 34 performance criteria, the content of *Section 3.13* of the conditions. The school produces a large matrix, identifying which specific courses have relevance to which criteria. A criterion may be covered to varying degrees in a variety of courses. Conformance to the criteria is directly illustrated to the team through two major mechanisms: the 'Course Binders' and the 'Team Room'. The Course Binders consist of a set of three-ring 8-1/2 x 11 binders, one binder dedicated to each course we offer, both required and elective (our current set of binders are 84 in number). Each binder comprehensively compiles the course description, sample syllabi, sample assignments, and extensive samples of actual student work (homework, quizzes, tests, written papers, exam bluebooks, and small format graphic materials such as sketches, diagrams, etc.). Many of these binders run to several hundred pages of information. Each binder is exhaustively reviewed by NAAB. The binders have the greatest relevance for courses that are lectures or seminars; actual examples of student work from those types of courses often conform well to the 8-1/2 x 11 format. A full set of these binders is being prepared as of this writing at the school, and would be available for review by Middle States. The Team Room specifically handles large-scale graphic or modeled products that cannot reasonably be placed within an 8-1/2 x 11 binder. Typically, the course materials placed in this room come from our studio design courses (though larger materials from construction documents courses and freehand drawing course might also be included there). The Team Room is one of the most distinctive components of architectural accreditation in comparison with other disciplinary accreditation processes. A three-ring binder is still made for each studio course, containing syllabi, handouts, etc., but the actual large format project results cannot easily be placed there. NAAB insists that such large scale graphic products be exhibited to the team at the their original size -- they cannot be realistically Xeroxed down to 8-1/2 x 11 format and still shown the intended information. The team room is a lockable area of approximately 3,000 sq. ft., in which actual student graphic projects (architectural plans, sections, elevations, site plans, technical

diagrams, physical models of wood and cardboard, and so forth) are exhibited to the team. We are required to show several examples relevant to each studio course, explicitly labeling whether the project was a 'high pass' or 'low pass'. In this way, NAAB can assess the best work in the school but also the work that the school feels is at the minimum acceptable level for conformance to the criteria. The Team Room exhibits are typically demounted once the visit is completed, but photographs of the exhibits will be retained for examination if need be by Middle States.

Largely based on the Course Binders and the Team Room, NAAB directly assesses whether or not the school is meeting the 34 student performance criteria. NAAB decides that each individual criteria is either is 'Met' or 'Not Met'; it can also, if the strength of the work warrants, list a criteria as 'Well Met', meaning that the course information and student results indicate truly excellent work, standing far above the norm.

The review of the student performance criteria at CUA in the Spring 2003 visit by NAAB was successful, in that the school received the full term of accreditation. At that time, NAAB conditions actually included 37 different student performance criteria (the detailed criteria change approximately every five years due to ongoing review by NAAB -- a new and shortened list of criteria was issued in 2004). For the 2003 visit, the school was listed as 'Well Met' regarding 4 criteria, 'Met' regarding 26 criteria, and 'Not Met' regarding 7 criteria. This proportion of results is not unusual nationally. The student performance criteria listed as 'Not Met' were:

Research Skills
Human Behavior
Non-Western Traditions
Accessiblity (handicapped access requirements)
Site Conditions
Building Economics and Cost Control
Detailed Design Development

In that NAAB is simultaneously assessing both our two-year and three-year tracks, various of these criteria were deficient in one track only or deficient in both tracks. The school duly began reporting on various initiatives for improvements regarding these seven criteria in all of its subsequent Annual Reports. Examples of how NAAB's findings help us with curricular improvements in architecture will be given in the 'Curricular Improvements' section of this document.

NAAB also reports its findings on all of the other Conditions, including *Section 3.2 Program Self-Assessment Procedures*. In their 2003 Visiting Team Report, the team regarded our self-assessment procedures as 'Met'. Satisfying this measure necessitates illustrating that the school has a strategic plan, that the school is indeed implementing that plan, that the school's university is operating under an appropriate regional accrediting body (such as Middle States), that the school has an appropriate level of curricular review, that the school utilizes course evaluations, that the school conducts appropriate surveys, and so forth. Since this condition was regarded by NAAB as 'Met', we have not been required to report on it specifically in our Annual Reports to NAAB over the past six years.

2. Results of Thesis Capstone Project

The most direct and relevant statistical finding for our thesis process is the fact that numerous students are being 'stopped' at the 'Presentation Review' (colloquially known within the school as 'Stop/Go Review'). The statistics for recent semesters are shown below.

Fall 2007

24 students registered
13 students ‘stopped’ (54%)
11 students graduated

Spring 2008
31 students registered
10 students ‘stopped’ (32%)
21 students graduated

Fall 2008
25 students registered
10 students ‘stopped’ (40%)
-- actual graduation numbers still pending

Students who are 'stopped' are asked to enroll in a one-credit-hour thesis continuation course -- where they continue to revise and strengthen their thesis for presentation in a subsequent semester. As the assessment statistics across several semesters show, approximately 40% of students who are enrolled in thesis and pin-up for the 'Presentation Review' are judged to be not ready for the final jury process, and are asked by their Advisory Group to continue working for another semester. We feel this shows the thoroughness of our thesis process. If a student's work has not met the necessary standard, they are not passed onward for graduation.

3. Results of Comprehensive Capstone Project

In the three-year purely graduate level M.Arch track, this experience happens in *ARCH 503 Comprehensive Building Studio*. As a result of our curricular changes in this studio, we have seen a major transformation in grading practices, indicating that a substantially more difficult pedagogy has been put in place. Assessment in this studio has become much sharper and decisive, and many more students are being challenged to increase the level of their work.

As shown in the "Average Grade" chart of **Attachment #1**, a dramatic change in grading occurred between Fall of 2005 and the next time this studio was offered in the Spring of 2007. For many years the grading in this course had been fairly consistent, and fairly high -- averaging between an A- and a B+. In the Spring of 2007 this stopped. The average grade plummeted from a 3.52 to a 2.72 -- approximately a B-. Two students in fact failed outright -- a rather unusual occurrence for our school.

The reason this studio was not offered for several semesters is that we had decided to change the pedagogy of this studio entirely, and, since a very similar experience is also taken by our undergraduates (as ARCH 402), we rolled the graduate students into that larger undergraduate course in order to insure that a similar level of transformation occurred in each. For one academic year cycle, ARCH 503 was not offered; the students needing that course took ARCH 402 in a 'vertical' configuration. Once equal levels of conformance was assured, the graduate students were then broken back out as a separate cohort and ARCH 503 was reinitiated as a stand-alone in Spring 2007.

The greater level of intensity of our comprehensive studio experience shows up immediately in the more aggressive grading of ARCH 503 in Spring 2007. After the new and much tougher regimen had been inserted into ARCH 503, the grading recovers slightly in Fall 2007, but still does not rise to the prior levels circa 2003 to 2005. It will not rise to that level again, as it is part of our intent to make this studio a capstone -- or rite of passage -- experience that insures the quality of our teaching of the general parameters of architecture.

It is also interesting to observe the "Course Evaluation Results" chart in the same attachment. This shows that students' ratings of the course plunged in Spring 2007 as well. We do not interpret this as a negative -- quite the opposite. What it reflects is that the course had become much, much tougher and more rigorous, and many student were somewhat stunned by that transformation, and suddenly had to struggle much harder to achieve proficiency in the course. Also, a number of students received very low grades, which no doubt took a toll on the course rating numbers. Once the student body had adjusted to the new realities of ARCH 503, the course rating rose up once again. It is interesting to note that when the course rating plunged in Spring 2007, the rating of the instructor did not plunge to the same degree; the students were not upset with the instructor, but rather they were upset at the increased toughness of the course.

4. Grading by faculty in courses

As indicated in the prior measure related to our comprehensive design course, we use course grading statistics to track the performance of our students in all of our coursework. Similar analyses are done of many of our courses. Major changes in grading results (such as seen in ARCH 503) have to be explained by the faculty involved and our studied by our curriculum committee.

5. Student evaluations in all courses

As indicated in the measure related to our comprehensive design course, we use course evaluations to track the satisfaction of our students in all of our coursework. All courses offered in our program make use of the CUA standard course evaluation forms. This data is used in assessment of the quality of our courses, and is used in making faculty evaluations in our yearly reviews.

6. Graduating Student Survey

The program has recently begun to survey students to obtain objective as well as subjective data that may be beneficial in future strategic planning efforts. The results of this past year's exiting student surveys are available:

2008 Graduate Student Survey Results at Graduation:

- Students were asked to rank their assessment of a series of statements on a scale from 1 to 4 *(1=poorly, 2=somewhat adequately, 3=adequately, 4=very well)*
    - 3.67 I have been prepared to think critically and logically
    - 3.67 I have attained the necessary oral communication and presentation skills
    - 3.33 I have been given the necessary instruction in my major

- Students were asked to rank their assessment of a series of statements on a scale from 1 to 5 *(1=unsatisfied, 2=somewhat satisfied, 3=satisfied, 4=very satisfied, 5=extremely satisfied)*

    - 3.67 I have been prepared to compete professionally in my discipline
    - 4.00 I have been prepared to gain employment after graduation
    - 4.33 I have been prepared to contribute to society

- Students were asked to respond to the following statements with a yes or no answer. 100 percent indicates that all students responded 'yes'. CUA did all that it could to…
    - 33% … provide me with sufficient access to alumni
    - 66% … help me explore all of the career options open to me
    - 100% … instill a sense of idealism about environmental design

- 100% … help me to understand practice in the “real world”
- 33% … help me to access other educational resources at Catholic
- 100% … facilitate my exploration of the educational opportunities within DC
- 33% … provide sufficient instruction in practice management
- 100% … provide sufficient instruction in design

As seen in the table above, most students rated the program very highly. Several problems turn up in the 'yes/no' questions, however. Only 33% felt that we provided them with sufficient access to alumni. We feel that our recent steps to bring many more alumni into the school through our Comprehensive Design Studio will help here, though that change will not register for several more years as students who have taken that class move on toward graduation. Only 33% felt that we provided them with access to other educational resources at Catholic. This is a very common problem in graduate architectural schools nationally since the curriculum at that level is almost entirely composed of highly specialized architectural coursework. Our new graduate concentrations, which have greater outreach potential to other disciplines, may help increase students' feelings of connection to the rest of the campus. That reconfiguration of our curriculum opened up the possibility for students to take courses in related disciplines and have faculty from related disciplines on their thesis committees. Again, it may take some time for such steps to register in this type of survey. Only 33% felt that we provided them with sufficient instruction in practice management. This result is more mysterious to us. We note that seven out of NAAB's student performance criteria are related to aspects of professional practice, and that in the 2003 visiting NAAB team considered our program to have met all seven of those criteria. We also note that this survey instrument only goes back one year, so we have little history here to rely upon or to project a troubling trend from. We note that our recent reconfiguration of Comprehensive Building Design Studio incorporated greater discussion of professional practice. It will take at least one more year for students who had that experience to graduate. We have not yet taken any other curricular step related to that question. We will wait and see what results are in this coming year's graduating survey.

7. Alumni Survey

Results of the alumni survey are not available yet, so we cannot report any findings from that instrument.

8. Architectural Registration Exam Pass Rates

These rates are compiled on a yearly basis by the National Council on Architectural Registration Boards (NCARB). In order to become a licensed, practicing architect, one must pass this test. The test consists of nine components, each of which is taken and passed independently. In order to achieve licensure, one must pass all nine components.

The primary objective of the School of Architecture and Planning is to offer a program of study that will enable students to acquire and develop the knowledge, understanding and skills fundamental to the professional practice of architecture. Toward this end, the school’s curriculum and related activities are designed and implemented to meet this objective to the best of its abilities within the normal constraints of an academic institution. In doing so, the school makes every attempt to comply with the NAAB’s standard of achievement for an accredited school of architecture. The success of our many graduates in achieving registration in various states over the years is a testament to our commitment to this objective. The school's curricular revisions are intended to take into account our students' success on the ARE. This measure has a very long lead time: students are required to do an internship of at least several years prior to being able to take the ARE. Therefore, curricular improvements at the school directed at assisting our students in passing this test might not show an effect for 4 to 8 years after their implementation. In studying the ARE pass rates for 2003 through 2007, we have seen improvement in several portions of the

exam. We include below some select commentary on specific steps that we have already taken in the curriculum or in faculty hiring in order to address issues related to our students and this test's nine components:

- Pre-Design: CUA is on par with the national average. In comparing CUA's 2003 & 2004 pass rates against CUA's 2006 & 2007 rates, we have seen an increase of 6%
- General Structures: Although CUA had been below the national average in recent past, the 2007 rates were above the average. We have seen improvement of 9% from 2003-04 to 2006-07.
- Lateral Forces: CUA was above the national average from 2003-06, with the 2007 rates being only 2% below the average.
- Mechanical & Electrical Systems: CUA is slightly below the national average. We have not seen a recent improvement in scores. In 2007, the School hired a new tenure-track faculty member in this area to rectify a long-standing gap there in our faculty. We anticipate that this will result in improvement.
- Materials & Methods: CUA is slightly below the national average. The School's new Comprehensive Building Design Studio, required since 2006, will help to address this.
- Construction Documents & Services: For the past three years, CUA has been above the national average. We have seen improvement of 9% from 2003-04 to 2006-07.
- Site Planning: Although CUA had been below the national average in recent past, the 2007 rates were above the average.
- Building Planning: CUA was on par with the national average from 2004-2006, and we saw an improvement above the national average in 2007.
- Building Technology: CUA is roughly on par with the national average, though we did experience a small dip in 2007.

Issues related to internship and licensure are covered at several times throughout the curriculum. Incoming freshman cover the topic in their introductory Architectural Foundations sequence. The information is repeated in the context of the Comprehensive Building Design Studio in the fourth year of the undergraduate sequence, as well as in Practice Management at the graduate level. Barry Yatt, FAIA, serves as the school's IDP Coordinator and regularly attends the IDP conferences.

THE CATHOLIC UNIVERSITY OF AMERICA

ARE RERFORMANCE REPORT

NATIONAL COUNCIL OF ARCHITECTURAL REGISTRATION BOARDS

ARCHITECT REGISTRATION EXAMINATION (ARE)

01/01/2003 through 12/31/2003
01/01/2004 through 12/31/2004
01/01/2005 through 12/31/2005
01/01/2006 through 12/31/2006
01/01/2007 through 12/31/2007

2003-2007 CUA ARE PASS RATES

	Pre-Design		General Structures		Lateral Forces		Mechanical & Electrical		Materials & Methods		Construction Documents & Services		Site Planning		Building Planning		Building Technology	
	# Cand.	% Pass	# Cand.	% Pass	# Cand.	% Pass	# Cand.	% Pass	# Cand.	% Pass	# Cand.	% Pass	# Cand.	% Pass	# Cand.	% Pass	# Cand.	% Pass
2003																		
CUA Total	31	68%	17	65%	18	83%	21	76%	12	76%	21	86%	20	80%	23	65%	21	62%
National Passing Rate		77%		73%		92%		74%		86%		85%		70%		68%		65%
2004																		
CUA Total	19	84%	18	50%	8	87%	127	59%	22	77%	18	56%	20	60%	21	67%	21	71%
National Passing Rate		75%		73%		77%		67%		76%		79%		71%		64%		63%
2005																		
CUA Total	12	83%	11	82%	15	87%	14	71%	8	87%	15	87%	38	66%	30	63%	28	68%
National Passing Rate		76%		75%		76%		68%		77%		77%		73%		63%		66%
2006																		
CUA Total	4	100%	2	50%	1	100%	3	67%	3	33%	5	80%	29	59%	37	68%	32	69%
National Passing Rate		78%		75%		75%		70%		77%		77%		66%		68%		67%
2007																		
CUA Total	26	77%	24	79%	21	81%	24	62%	27	74%	27	81%	24	75%	24	71%	20	65%
National Passing Rate		79%		76%		79%		69%		79%		77%		66%		65%		69%

Out of 45 total numerical measures contained in this chart (5 years of data times 9 different components of the ARE) our school exceeds the national norm on 26 measures. This means that we exceed national norms on 57% of these measures. In other words, these data show that we are, on average, outperforming the norm nationally.

9. Progression Data

Progression data as seen in **Attachment #2** is used to assess if our students are making regular progress in graduation from our program. Since students enter the M.Arch degree either in a two-year or three-year track, we would expect to see many students graduate in two years, with an additional, slightly smaller cohort graduating after three years. This is precisely what the attachment shows. A sizable percentage of our students graduate after two years, and by the end of three years the bulk have graduated. There are a small number of students who take four or five years to complete the degree. No one has extended beyond that. This data shows that we have very strong progression through our program. Another interesting statistic is revealed by this attachment: the number of students who did not receive a degree of did not maintain continuous attendance was quite large in 2002 and 2003. At that point, the school felt that the graduate program had begun to lose focus. The introduction of the graduate concentrations shortly thereafter added greater quality, focus and options to the program, and the number of students who were leaving the program began to decline. This same effect of the concentrations also shows up directly

in the next measure -- Student Enrollment Trends.

10. Other Measures: Student Enrollment Trends

Ultimately, a critical measure of the success of a program is its enrollment. We feel our recent enrollment trends clearly show that our school's curricular improvements have born fruit, and made our program more popular and competitive nationally with similar programs. This has been manifested in varying degrees at both the undergraduate and graduate level. We illustrate data from the undergraduate program below in addition to the graduate program because, as noted above, our graduate students in the three-year M.Arch track take a number of courses with the undergraduates, most specifically the Comprehensive Building Design Studio. We show data below from 2003 onward. Circa 2003 to 2005, the program faced several challenges in enrollment. Undergraduate growth had been steady but by no means impressive. We were seeing increases on the order of 2 to 4% annually. On the graduate side, we were actually seeing a series of decreases -- and these decreases were of a larger order, ranging around 6 to 7% annually. The curricular steps that we first introduced in 2005 both at the graduate and undergraduate level powerfully and immediately reversed those trends. Fundamentally, these changes were our revision and augmentation of our capstone experience for undergraduates (Comprehensive Building Design Studio) and our introduction of the five concentrations into the graduate program. Undergraduate enrollment gains picked up steam considerably, rising well over 8% per year for the next three years. Changes in graduate enrollment were even more impressive: in 2006 alone we had a 12% increase that fully reversed the previous several years of declines, and in 2007-2008 further gains similar to those of the undergraduate program appeared. These upward trends seem stable and bode very well for the future.

	# of Undergraduate Students	**% Change from prior year**	**# of Graduate Students**	**% Change from prior year**
2003	273	------	113	------
2004	290	+4%	106	-7%
2005	297	+2%	100	-6%
2006	329	+11%	112	+12%
2007	344	+8%	123	+10
2008	384	+11%	133	+8%

Over the past five years, our school's total enrollment has grown by nearly 34% (from a headcount of 386 to 517) -- a rather remarkable increase. We would like to note that these increases result from curricular improvements; there has not been any other major changes in our methods, such as an increase in marketing or increased visits to recruitment fairs. The increases have resulted from our ability to assess the problem and forge an appropriate curricular solution. We feel these increases represent the inherently greater quality and attractiveness of our program, not any other external factor.

Curricular Improvements

Since NAAB's Student Performance Criteria cover virtually all of the curricular aspects of an architectural program, we can most easily and comprehensive show our attitude toward curricular revision by detailing how we have addressed the deficient criteria noted by NAAB. Seven criteria were noted for further work at the most recent accreditation visit, and we have made progress on all of them. By the time of our recent submission of an APR (Fall, 2008), NAAB had informed us that four of the seven criteria had been satisfied by our various annual reports over the past several years, and that further work remained on the other three. Here, we report the full information on how we satisfied the four, and the

further steps we are taking now toward satisfying the remaining three. Our success with the remaining three will be assessed by NAAB as a normal part of our upcoming NAAB visit in February of 2009. We should be able to report to Middle States the results of that review by the time of Middle States own visit.

12.3 Research Skills: After our 2007 Annual Report, this deficiency was regarded by NAAB as *satisfied*. Our steps in resolving this deficiency were: 'Research Methodology' was created as a lecture course to give our curriculum greater rigor in research. That course was taught in this way for the first time in the Fall '06 semester. All students who receive the M.Arch degree must take 'Research Methodology', so every student receiving the professional degree goes through this experience. This required course introduces a critical and structural framework to independent thesis research for all students completing the professional degree program. This seminar helps students ask critical questions, develop a strategy of research, understand the precedents relating to the selected thesis, and articulate the research results. Ultimately, the student comes to understand the need to be an informed architect, fully familiar with the relevant research materials related to the task. When approaching any project, a designer is expected to be familiar with a greater context: historic, architectural, theoretical, urban and technical. In a sense, designers are expected to ask and answer questions of themselves and the project. They can be technical questions or theoretical questions, about building types or about ephemeral space. Regardless of the modality, it is the student's responsibility to address the thesis as a Masters student in an architecture and planning program and incorporate that questioning into an investigative process. The course is both a seminar and an independent research process guided by a student's advocate. The primary method of engaging in a research method is writing. The primary text for this course is *The Craft of Research* by Wayne Booth, Gregory Colomb and Joseph Williams (Chicago University Press). Additional texts include *Architectural Research Methods*, Groat and Wang; *The Dissertation: An Architecture Student's Handbook* (Iain Borden); *Programming for Design: From Theory to Practice* (Edith Cherry); and *A Manual for Writers of Term Papers, Theses, and Dissertations* (Turabian). Both students and faculty felt that the new course was successful. Students reported that they had a much better grasp of how to proceed with their thesis-related research tasks. Once a student completes this 3-credit-hour course, they perform their individual research for their project in 'Thesis Research' over the next semester (another 3-credit-hour effort), then complete the 'Thesis Design' over the subsequent semester (a 6-credit-hour studio). Therefore, the entire thesis process at the school is a total of three semesters and utilized 12 credits. Faculty felt that the resulting theses presented in their entirety in May of 2008 showed a quite startling increase in the proficiency of the research and its impact on the thesis designs. For more information, see syllabi of thesis process, and see comments on curriculum in section 3.13.

12.7 Human Behavior: After our 2007 Annual Report, this deficiency is *still being reported on*.
It is also the opinion of the school's administration that this deficiency, as of 2007, still had not yet been addressed. On March 14th, 2007, the Dean specifically requested information from the curriculum committee on this criterion and how NAAB's concerns will be responded to here. The curriculum committee's proposal was to use a portion of ARCH 401, a design studio course, to address this criterion. Milton Shinberg, AIA, NCARB, of Shinberg/Levinas LLC of Rockville, MD, is a well-known expert on the relations of architecture and neuroscience. For many years, he has taught a 3-credit-hour elective course at our school entitled 'Beauty and Brains', which extensively studies how to create a sense of empathy in the designer for the role that human cognition plays in the built environment. He will begin offering a new, condensed version of that material in 8 one-hour lectures (plus one additional review lecture) in a required course, ARCH 401. A three-week studio project will be assigned (in the Fall '08 semester that project will be for a facility for the blind). Shinberg will oversee that portion of that studio directly, working with the studio critics. The emphasis will be on developing an 'architectural anthropology' -- considering issues of haptic vs. optic cognition, defensible space, human interactions in public spaces, etc. Our intent in handling this criterion within the context of a studio is to insure that students integrate theory and practice.

12.11 Non-Western Traditions: After our 2007 Annual Report, this deficiency is *still being reported on*. Non-Western traditions are now being covered in the basic history survey courses. For example, a number of non-Western themes are addressed in the history sequence from the early Medieval to Baroque and Rococo. Lectures this past year in that course covered: *Architecture of Byzantine East; Early Islamic architecture in the Middle East; Islamic architecture in North Africa; Pre-Islamic architecture in India; Medieval Chinese architecture; Mughal architecture in India; Pre-Columbian civilizations in South America;and Post-Columbian urbanization in South America.* In addition to these non-Western topics, this course de-emphasizes insular regional developments and chronological history (as if one stage neatly leads to another). Instead, the course makes students aware that architectural developments are results, sometimes, of cross-fertilization of ideas and cannot necessarily be categorized in chronological sequence. Similar approaches to non-western history are being introduced this next academic year into the earlier course, which covers architecture prior to the medieval period. After our 2007 Annual Report, NAAB has requested syllabi related to these courses, and they are provided in this APR.

12.14 Accessibility: After our 2007 Annual Report, this deficiency was regarded by NAAB as *satisfied*.
The comprehensive design studio reformulation has addressed this concern (see syllabus). The comprehensive design studio has several professional ADA consultants who give lectures to the group, attend desk crits individually with students, and attend juries of the design work. The projects are multi-story, with extensive accessibility requirements. Comprehensive design studio concludes with an oral defense, which covers approximately 10 major topics – one of which is ADA issues. Thus, the students are directly tested on this. All projects were acceptable in ADA standards, and the faculty and consultants were generally satisfied. If any area of ADA study still requires more work in our studios, we feel it is in the area of site accessibility. In the most recent offering of comprehensive design studio, this was a consideration in several students not being passed forward out of the studio. They are being asked to repeat.

12.15 Site Conditions: After our 2007 Report, this deficiency was regarded by NAAB as *satisfied*.
The comprehensive design studio reformulation addressed this concern (see syllabus). For the past several semesters, projects were assigned in the comprehensive design studio having a very particular site concerns – the construction of a multi-story building in relation to an existing structure. There were also quite complex urban issues involved in these site conditions. The results were strong. The comprehensive design studio had several licensed professional landscape consultants who give lectures to the group, attend desk crits individually with students, and attend juries of the design work. One of these recent consultants has taught at UVA in the landscape department. Community members came to discuss the conditions of the context of the neighborhood. The sites, of course, are toured. Each group does a site plan and site details, paving, retaining plans, parking drainage, etc. Code consultants talk about the zoning process, including site setbacks, parking requirements, sustainability issues in terms of solar orientation, etc. The faculty and consultants thought the work was quite strong regarding site issues.

12.26 Building Economics and Cost Control: After our 2007 Annual Report, this deficiency is *still being reported on*. The comprehensive design studio reformulation has addressed this concern (see syllabus). The studio includes a consultant who was a cost estimator for a construction company. This consultant meets with all individual teams; the consultant does not, however, sit on actual juries of the results. Students are given a detailed budget for the building and had to choose systems that would conform to that budget. Much study was done through precedents -- looking at buildings in that budget range and seeing what systems those building used. In the opinion of the school's current administration, this criterion has been addressed to some degree but more work remains to be done. More material related to this criterion has now been incorporated into ARCH 315, 'Pre-Design'. This now includes several lectures of study and exercises on cost estimating. See syllabi.

12.27 Detailed Design Development: After our 2007 Report, this deficiency was regarded by NAAB as *satisfied*.
The comprehensive design studio reformulation has addressed this concern. Detailed physical construction models are done at 1" =1'-0." These involve the study of environmental and structural systems, skin, materials, connections between materials, building and ground plane interface, etc. Construction document sets upward of 20 sheets (some with as many as 30 sheets) are done by each group. These include wall sections, foundation details, column grids and bubbles, dimensioning, notes, schedules (door, windows), reflected ceiling plan, interior and exterior elevations, roof and parapet details, fire-rated partition types, and stair details. Virtual modeling techniques are used extensively for the study of details as well. Animated details showing the sequence of assembly are made, various axonometric representation methods for 3d detailing are explored, and building information modeling (ArchiCAD) is used. Students become aware that this kind of information exists, and become aware of how it is used to coordinate the sets of construction of documents. A future goal for our program is to get BIM further integrated into this course. A new required course taught at the school, ARCH 261/661 Digital Construction Documentation, has made considerable strides in this regard, and the logical next step would be to make the interface between this course and comprehensive design studio more seamless.

In addition to citing whether or not a school has met the specific student performance criteria, NAAB can also cite 'causes of concern'. These are not deficiencies, they are areas where NAAB feels a school needs to focus greater attention. At the 2003 visit by NAAB, a concern was noted about 'studio coordination'. Our response to this concern shows how we address curricular issues of a more minor character.

In the graduate program, a greater of studio coordination is now evident. The Associate Dean for Graduate Studies has called regular meetings of the newly appointed Concentration Directors, who review work of the concentrations to insure that a similar level of proficiency is being achieved in all concentrations. Major improvements were made in how students are informed of the content of the

concentrations through group presentations, how students are advised, how they are tracked while moving into, through, and complete a concentration, and how they are distributed throughout the thesis process amongst the various thesis committees. Currently, the group is considering how recent increases in graduate enrollment can be best used to raise quality in the program, and how the various travel abroad programs can be made to best serve all of the concentrations. The advances in studio coordination achieved by the concentrations in the graduate studios are also now providing the models for greater coordination in several additional studio levels in the undergraduate program.

In addition, as mentioned extensively above, thesis was reconfigured to increase its research implications. This resulted in the introduction of an entirely new course on research methodology.

Master of Architectural Studies Program

Assessment Measures

As a post-professional degree program, this option is not reviewed by NAAB. It does not, for example, include a Comprehensive Capstone Project, as any student entering this program already, by definition, has achieved that through achieving their professional degree, either at CUA or elsewhere. The number of measures, therefore, is much smaller than with the accredited M.Arch program.

1. Results of Thesis Capstone Project
2. Grading by faculty in courses
3. Student evaluations in all courses
4. Graduating Student Survey

Assessment Findings

1. Results of Thesis Capstone Project

The parameters and measures for this are the same as those in use for the M.Arch accredited progam listed above. This is the substantive assessment mechanism for this degree track.

2. Grading by faculty in courses

We use course grading statistics to track the performance of our students in all of our coursework. Major changes in grading results have to be explained by the faculty involved and our studied by our curriculum committee. The small size of this program, however, makes statistical analysis of course grading less accurate than in the larger M.Arch program.

3. Student evaluations in all courses

We use course evaluations to track the satisfaction of our students in all of our coursework. All courses offered in our program make use of the CUA standard course evaluation forms. This data is used in assessment of the quality of our courses, and is used in making faculty evaluations in our yearly reviews.

4. Graduating Student Survey

We will this coming May (2008) survey any graduates of this program about their experiences, similar to the graduating survey in the B.S.Arch degree and M.Arch degree. No survey results are available at this time.

Curricular Improvements

A major curricular improvement of this program is pending. Currently, the curriculum committee is considering introducing the improvements of the thesis experience already used in the M.Arch program to this program. That would entail reducing the credits of the Master of Architecture Studies Thesis from 9 to 6, and instead requiring the 3-credit course 'ARCH 608 Thesis Methodology'. That change would be a natural outgrowth of the beneficial curricular effects that we have seen with that change in the M.Arch program. That change was implemented in the M.Arch curriculum first, due to the much greater size of that program. We have waited to see the effects of that change before proceeding with a similar change here.

Masters in City and Regional Planning Program

As this program was just initiated in the Fall of 2008, there are not yet any reliable findings related to assessment procedures, nor are there any curricular improvements. Here we simply note what measures we are currently considering.

Assessment Measures

1. Results of Thesis Capstone Project
2. Grading by faculty in courses
3. Student evaluations in all courses
4. Graduating Student Survey

We note that we will be seeking accreditation from the PAB for this program at the earliest possible moment, and once such accreditation is achieved, there will be a much expanded list of assessment measures.

Masters of Science in Sustainable Design Program

As this program was just initiated in the Fall of 2008, there are not yet any reliable findings related to assessment procedures, nor are there any curricular improvements. Here we simply note what measures we are currently considering.

Assessment Measures

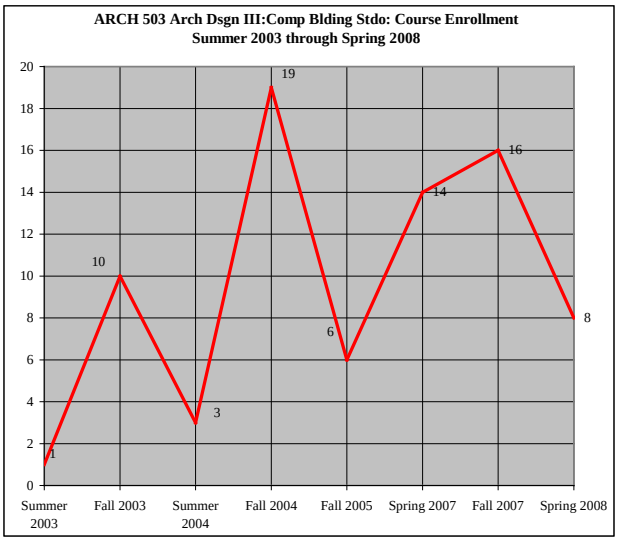
1. Results of Thesis Capstone Project
2. Grading by faculty in courses
3. Student evaluations in all courses
4. Graduating Student Survey

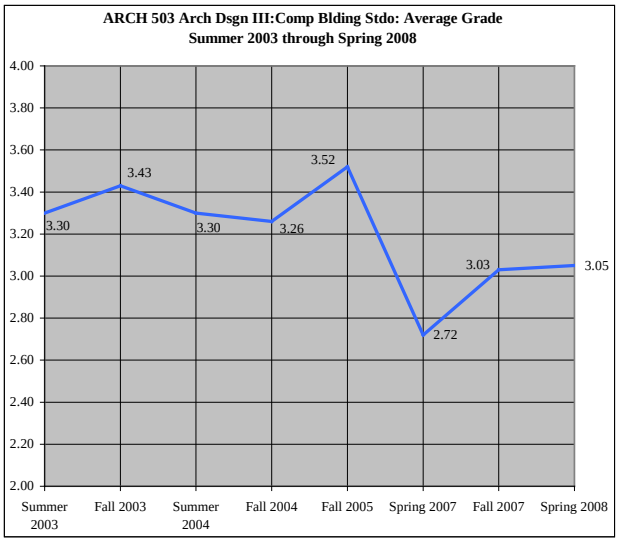
Attachment 1

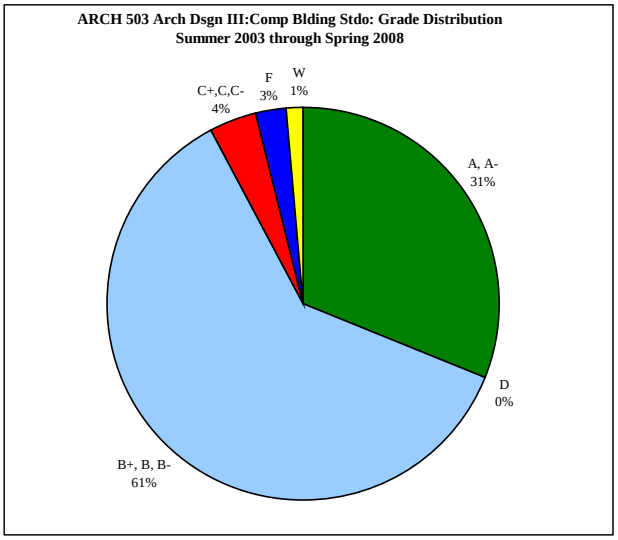
THE CATHOLIC UNIVERSITY OF AMERICA
Institutional Research and Assessment

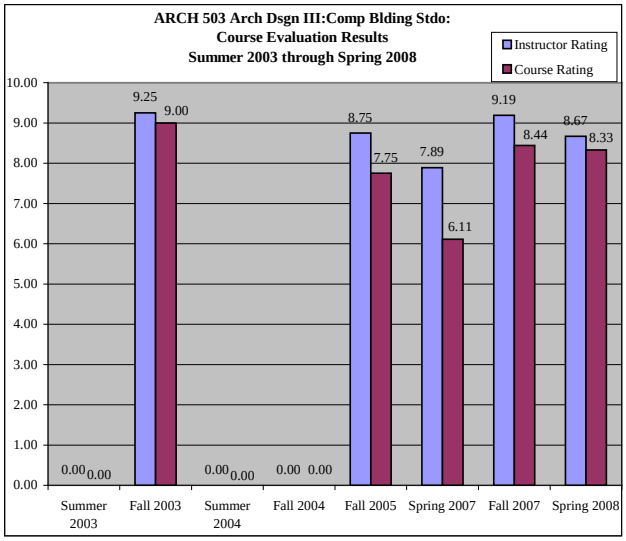
COURSE SUMMARY DATA: SCHOOL OF ARCHITECTURE
ARCH 503 Arch Dsgn III:Comp Blding Stdo

		Course Grades								Course Evaluation Results					
		Course Grade		Grade Distribution						Course Eval.		Instructor Rating		Course Rating	
Term	Course Enrollment	Avg.	StDev.	A, A-	B+, B, B-	C+,C,C-	D	F	W	#	%	Avg.	StDev.	Avg.	StDev.
Summer 2003	1	3.30			1						0.00%				
Fall 2003	10	3.43	0.42	4	6					8	80.00%	9.25	0.46	9.00	0.58
Summer 2004	3	3.30	0.00		2				1		0.00%				
Fall 2004	19	3.26	0.53	8	10	1					0.00%				
Fall 2005	6	3.52	0.30	4	2					4	66.67%	8.75	0.96	7.75	0.50
Spring 2007	14	2.72	1.25	4	7	1		2		9	64.29%	7.89	1.27	6.11	2.62
Fall 2007	16	3.03	0.46	3	12	1				16	100.00%	9.19	1.11	8.44	1.41
Spring 2008	8	3.05	0.33	1	7					3	37.50%	8.67	1.53	8.33	0.58









Attachment 2

Graduate Student Retention & Graduation Data Summary
School of Architecture & Planning (Cohort 2000-2007)

Master's Program

Cohort	Number of entering master's students	Number of students who have not received a degree and did not maintain continuous enrollment	Number of students who enrolled in PhD program after receiving a master's degree	Number of students who passed comps	Graduated in 1st year	Graduated in 2nd year	Graduated in 3rd year	Graduated in 4th year	Graduated in 5th year	Graduated in 6th year	Graduated in 7th year	Graduated in 8th year
2000	29	2	0		6,1(MSE)	11	5	4	0	0	0	0
2001	46	9	0		4	17	12	4	0	0	0	
2002	39	10	0		3	16,1(MSE)	6	1	1			
2003	61	5	0		17	19	12	5	2			
2004	44	8	0		15	14	5	0				
2005	47	4	0		7	20	9					
2006	57	7	0		4	15						
2007	54											

Note: A particular cohort is defined as the combination of the students first enrolled in consecutive sessions of one year: the summer session, the fall semester, or the spring semester the following year. For example, Cohort 2000 consists of the students first enrolled in Summer 2000, Fall 2000, or Spring 2001.