

- B. Attach or insert the most recent program-level Course or Program Assessment Summary (CPAS) for each of the degrees/certificates in your program or the Student Services Student Learning Outcomes Assessment Report (SSSLOAR).

Course or Program Assessment Summary

http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: **Engineering Technology** Program: **Architecture**

Date: **August, 2014**

v. 3 2012

Courses in program, or course: Associate in Science

Faculty involved with the assessment and analysis:

Course-to-program outcome mapping document** is completed Yes X No

1	Student Learning Outcome Statements <input type="checkbox"/> Program <input type="checkbox"/> Course	1. Apply fundamental principles of architectural design theory and practice 2. Advance/articulate completed course work towards university transfer into 4 or 5 year Architecture programs or related majors 3. Apply the principles of design communication as they apply to architectural project delivery.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	1. Faculty and professional evaluation of student work in cap stone studio design course. 2. Cuesta faculty discussion with university faculty and local industry professionals. 3. Track student transfers into 4 or 5 year university architecture programs and related majors.
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	Arch 205, 232, 242, and 251 assessments done in Fall 2011. Arch 201, 221, 222, 244, 245, 246. 252 assessment done in Spring 2012
4	Assessment Results Summary (summarize Data)	1. Students meet and often exceed the application of the fundamental principles of design theory and practice. Cap stone studio projects demonstrate a proficient use of hierarchy, balance, form and proportion to define space. 2. Cuesta continues its dominant position as the major sending institution for community college transfers into 5 year undergraduate architecture programs. Consistently, approximately 50 percent of Cal Poly's architecture transfer slots have gone to Cuesta students. Last year, 22 Cuesta transfer applicants were accepted into Cal Poly's Architecture Program. Moreover, those students who do successfully transfer have generally performed quite well in their university programs. 3. A high degree of craft and comprehensive visual communication skills are commonly evident in final cap stone studio projects. Every semester, industry professional and university faculty from Cal Poly's architecture program participate in reviewing and evaluating student work. Their contribution and input confirms that Cuesta Architecture students are on par with university level work.

5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	The instructor's evaluation of student work remains the best method for outcomes assessment in largely subjective fields such as architecture. Cuesta's architecture program is, like the College itself, open admission, giving anyone wishing to study architecture an opportunity to compete for a place in a highly selective and competitive university program and profession. There can be considerable variation in aptitude and performance from one class section to another, but the demands of the profession remain constant; consequently, while minor adjustments are routinely made to the course every time it is taught, the core demands of these articulated courses cannot and should not be altered.
6	Recommended Changes & Plans for Implementation of Improvements	No changes recommended at this time.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	Lead faculty, adjunct faculty, Cal Poly faculty and professional industry representatives discuss results and will continue to do so to ensure consistency in program learning outcomes.