



UNIVERSITY OF OREGON
School of Architecture and Allied Arts

January 23, 2017

To: Roxi Thoren
Associate Dean for Academic Affairs
School of Architecture and Allied Arts

From: Judith Sheine, Head
Department of Architecture

A handwritten signature in black ink that reads 'Judith Sheine'.

Re: Assessment Plan

Both the Architecture and Interior Architecture programs have accrediting bodies that oversee and assess student learning outcomes. The B.Arch. and M.Arch. degree programs are accredited by the National Architectural Accrediting Board (NAAB) and the B.I.Arch. and M.I.Arch. programs are accredited by the Council for Interior Design Accreditation (CIDA). The Architecture programs were reviewed by NAAB in 2013 and given a full eight year term of accreditation and the Interior Architecture programs were reviewed by CIDA in 2016 and given a full six year term of accreditation. The cover letters and team reports are attached.

These accreditation reviews are very comprehensive. They involve a team comprised of both academics and professionals who review the course content for all required courses, including syllabi and assignments, sample tests, papers and quizzes, and studio and media work for compliance with published standards for expected learning outcomes. The CIDA report noted no learning outcomes that had not been met. The NAAB report identified one deficiency, in students' understanding of global historic and cultural issues. This is an area that the Department Curriculum Committee is working on this year. We have a plan for the correction of this deficiency that involves some changes to our curriculum; it will be presented to the faculty for a vote later this term and we are working with the History of Art and Architecture Department on the logistics of its implementation.

The department spends considerable time and effort reviewing student learning outcomes. Both the program heads and the associate heads review design studio and media work during the final reviews in the 10th week of classes each term for all design studios. We also invite external professionals to these reviews and ask them to summarize their evaluations at the end of the reviews. These internal and external reviews resulted in a major revision to the introductory core design studios in all the accredited programs starting in 2014. We continue to

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review the studio results and discuss revisions with the curriculum committee and the faculty who coordinate the introductory studios (which are team-taught with multiple sections).

The department underwent a strategic planning process in 2013-15, which looked at our curriculum; we held a series of focus group discussions with external groups - emerging professionals, heads of large firms, our own Pro Tem faculty, professionals who interview our students at our career fairs - and conducted surveys of recent graduates and our current students. The results were influential on our revision of the introductory design courses, and the curriculum committee is now working on proposed revisions to the upper level architecture design studios as a result of these efforts and findings. The focus group was so popular with the professionals who come to our career fairs, that we have made their focus group discussion an annual event; it provides valuable feedback on how well we are doing educating our students to meet the needs of the design professions.

Another area the strategic planning process identified as needing attention was our digital design media courses. These have been challenging to keep current in architecture and interior architecture programs because the software and industry standards have been changing so rapidly. The curriculum committee has been tackling this area for the past two years and is working on a specific proposal that will be voted on by the faculty this year.