

**Architectural Technology Department –
Associate's Degree Curriculum**

Example Student Learning Outcomes

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The Student Learning Outcomes (SLOs) have been organized to reflect a general structure as follows:

1-2: Global Statement (Discipline Knowledge)

3-4: Gen Ed (Knowledge and Skills)

5-6: Skill Sets (Discipline Skills)

NB: Not all SLOs fit neatly into the above categories, so there is some flexibility in the categories.

First, we looked at the existing learning outcomes in the course outlines:

Design III: As Is

Upon successful completion of this course, the student will:

1. Manipulate solid and void and positive and negative spaces in 2D and 3D.
2. Demonstrate an understanding of how architecture is perceived by moving through spaces.
3. Demonstrate an ability to create a design base on an abstract concept.
4. Organize space into plans, elevations, sections and models.
5. Work with an architectural program.
6. Understand the concepts of vertical and horizontal circulation.
7. Conduct initial research, including building type, functional requirements, design precedents, historic and physical context, materials, and technologies.

Second, we identified the category the existing learning outcomes fell into: Discipline Knowledge, General Education, or Discipline Skill.

Design III: As Is

Upon successful completion of this course, the student will:

1. Manipulate solid and void and positive and negative spaces in 2D and 3D. (Discipline Skill)
2. Demonstrate an understanding of how architecture is perceived by moving through spaces. (Discipline Knowledge)
3. Demonstrate an ability to create a design base on an abstract concept. (Discipline Knowledge)
4. Organize space into plans, elevations, sections and models. (Discipline Knowledge)
5. Work with an architectural program. (Discipline Knowledge)
6. Understand the concepts of vertical and horizontal circulation. (Discipline Knowledge)
7. Conduct initial research, including building type, functional requirements, design precedents, historic and physical context, materials, and technologies. (Gen Ed)

Third, we re-ordered the learning outcomes
per our master:

1-2: Global Statement (Knowledge)

3-4: Gen Ed (Knowledge and Skills)

5-6: Skill Sets (Skills)

Design III: As Is

Upon successful completion of this course, the student will:

1. Demonstrate an understanding of how architecture is perceived by moving through spaces. (Discipline Knowledge)
2. Demonstrate an ability to create a design base on an abstract concept. (Discipline Knowledge)
3. Organize space into plans, elevations, sections and models. (Discipline Knowledge)
4. Work with an architectural program. (Discipline Knowledge)
5. Understand the concepts of vertical and horizontal circulation. (Discipline Knowledge)
6. Conduct initial research, including building type, functional requirements, design precedents, historic and physical context, materials, and technologies. (Gen Ed)
7. Manipulate solid and void and positive and negative spaces in 2D and 3D. (Discipline Skill)

Fourth, we re-wrote, added and deleted the learning outcomes in order to more clearly explain what was to be covered in the course and what could be assessed:

Design III: Edited

Upon successful completion of this course, the student will:

1. **Understand** the impact horizontal and vertical circulations have on the perception of architectural space and **apply** it to design. (Knowledge)
2. **Demonstrate** an ability to design based on a concept. (Knowledge)
3. **Develop** parti concepts and diagrams into schematic level drawings. (Knowledge)
4. **Understand** the difference between solid and void and positive and negative spaces and **apply** it in 2D and 3D designs. (Knowledge)
5. **Distinguish** between media and **determine** the appropriate method and media required to complete a drawing or model. (Gen Ed)
6. **Communicate** ideas and information both verbally and through writing. (Gen Ed)
7. **Research** and **practice** information literacy skills by researching precedents. (Gen Ed)
8. **Apply** quantitative analysis to design. (Gen Ed)
9. **Produce** orthographic, axonometric, perspective, and architectural vignette drawings. (Skill)
10. **Utilize** analogue and digital media to create drawings and models. (Skill)
11. **Synthesize** site circulation, zoning, urban context, and views to design. (Skill)
12. **Synthesize** construction types, hierarchy, and light to building design. (Skill)

SCAFFOLDING: We looked at the General Education SLOs developed in the previous two semesters of the Design Sequence to help us understand where the students are in the third semester Design.

Design I and Design II:

Upon successful completion of this course, the student will:

1. **Distinguish** between media and **determine** the appropriate method and media required to complete a drawing or model. (Gen Ed: Communication: Skills Reading Visual Texts/Media and Visualization)
2. **Communicate** ideas and information both verbally and through writing. (Gen Ed: Communication Skills: Oral: Speaking, Comportment and Written Persuasion/Argument)
3. **Develop** and **apply** professional vocabulary. (Gen Ed: Communication: Skills Vocabulary—Connotation as well as denotation)

Two General Education SLOs needed to be continued into the third semester and two were added. However, the SLO that pertained to the building of a professional vocabulary was understood to have been accomplished by the third semester and did not need to be continued:

Design III:

Upon successful completion of this course, the student will:

1. **Distinguish** between media and **determine** the appropriate method and media required to complete a drawing or model. (Gen Ed: Communication: Skills Reading Visual Texts/Media and Visualization) **Continues from Design I and II**
2. **Communicate** ideas and information both verbally and through writing. (Gen Ed: Communication Skills: Oral: Speaking, Comportment and Written Persuasion/Argument) **Continues from Design I and II**
3. **Research** and **practice** information literacy skills by researching precedents. (Gen Ed: Communication Written: Incorporate information from sources; Inquiry Research Skills: Identify appropriate sources for a task; search library/internet resources) **Introduced in Design III**
4. **Apply** quantitative analysis to design. (Gen Ed Quantitative: Basic Math, Algebra/Trig, Geometry) **Introduced in Design III**

This exercise made for a more visually coherent vertical curriculum map for our department.

ASSESSMENT: we matched the assessment categories to the learning outcomes to ensure that every outcome was and could be assessed:

Design III: Assessment (Edited)

To evaluate the students' achievement of the learning objectives, the professor will do the following:

1. **Review** students' creative process (initial sketches through to the final project) by means of frequent pin-ups. (Los:2, 3, 6, 9, 10)
2. **Assess** the students' use of professional vocabulary during oral presentations. (Lo: 6)
3. **Review** students' written descriptions of design work and feedback. (Lo: 6)
4. **Review** students' ability to incorporate circulation paths and plan organizations into a design. (Los: 1)
5. **Review** students' ability to incorporate a concept into their design work. (Los: 2, 3, 4)
6. **Review** students' accuracy with applying quantitative information to a design scheme. (Los: 8)
7. **Review** students' ability to synthesize circulation, zoning, urban context, and views into a design.(Lo: 11)
8. **Review** students' ability to synthesize construction types, hierarchy, and light into building design. (Lo: 12)